

1980

## The Development of an Annotated Bibliography of Historical Fiction for Use in an American History Course

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## The Development of an Annotated Bibliography of Historical Fiction for Use in an American History Course

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### Abstract

Juvenile literature is an effective and appealing tool to supplement classroom instruction. More specifically, historical fiction can provide supplemental readings to enhance and enrich an American Studies Course.

The purpose of this study was to determine if an annotated bibliography of historical fiction relating to the Civil War era could be developed. The novels to be included were to be of an interest level including grade eight and a reading level range of grades four through eleven. Major social/cultural, political/legal, and economic issues of the Civil War era were attributed to each title in the bibliography.

The researcher had predicted that the bibliography would be made up of thirty five novels. The final count of book titles was twenty eight. After reading and analyzing the thirty five novels, the researcher found it necessary to delete certain titles for being beyond the limitations of the study. The researcher was not able to include any novels of eighth grade interest level with tenth or eleventh grade reading level.

Results of the study indicated that there is a wealth of historical fiction available. There needs to be updated selection tools to lead the student, teacher, and media specialist to these novels. Using historical fiction in the classroom offers a new dimension to instruction.

THE DEVELOPMENT OF AN  
ANNOTATED BIBLIOGRAPHY OF HISTORICAL FICTION  
FOR USE IN AN AMERICAN HISTORY COURSE

A Research Paper  
Presented to the  
Faculty of the Library Science Department

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Arts

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November, 1980

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## Chapter 1

### THE PROBLEM

#### Introduction

"Students have been encouraged to acquaint themselves with the world since the end of American isolation."<sup>1</sup> This has resulted in a "spate of juvenile literature admirably suited to encourage children to know and understand the larger world in which they live".<sup>2</sup> Since World Civilizations, American History, and other courses in social studies have become a required part of the secondary school curriculum, effective instructional materials are constantly being sought to utilize in such courses.

Historical fiction can serve as an instructional aid to offer more depth and detail on a topic in addition to what the textbook can provide for the student. "History has a lesson to tell and historical fiction makes the lesson come alive"<sup>3</sup>, states May Hill Arbuthnot, an authority on children's literature. She also states, "Good fiction makes bare facts in the history textbook come alive, and good teachers have always supplemented the dates of battles and treaties with stories in order to help

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<sup>1</sup>Seymour Metzner, World History in Juvenile Books (New York: H.W. Wilson Co., 1973), p. 243.

<sup>2</sup>Ibid., p. xii.

<sup>3</sup>May Hill Arbuthnot, Time for Stories of the Past and Present (Glenview, Illinois: Scott, Foresman and Co., 1968), p. 184.

children see that history is people"<sup>4</sup>. Dewey W. Chambers further explains the valuable role of fiction in classroom instruction:

This concept building, this depth of understanding that is so necessary in valuable social studies learning, can be heightened and enhanced by the use of good children's literature as part of the social studies program. Good and thoughtful use of children's trade books can undergird and add strength to the social studies program by offering opportunities to deepen the concepts we hope to teach. They can help us take children beyond the facts. They can provide real understanding about why the facts exist and what they mean in terms of the social movements we hope to bring to the awareness of children.

Children's literature and<sup>5</sup> social studies reinforce each other.

The use of fiction as suggested by Chambers has value in helping to meet certain social science department goals of the Clarence-Lowden Middle School. The following goals, selected from the district goals, were those found to be appropriate to this study:

District Goal 9: Learn how to examine and use information.

- Sub-Goals:
1. Students will develop ability to use resource materials.
  2. Students will develop the ability to gather and use data.
  3. Develop ability to critically evaluate data and resource materials.

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<sup>4</sup>Ibid., p. 183.

<sup>5</sup>Dewey W. Chambers, Children's Literature in the Curriculum (Chicago, Illinois: Rand McNally and Co., 1971), p. 42.



District Goal 12: Learn about and try to understand the changes that take place in the world.

Sub-Goals: 1. To develop the ability to relate the events of the past with the present.

District Goal 13: Learn how to respect and get along with people who think, dress and act differently.

Sub-Goals: 1. To develop appreciation for other people and their cultures.  
2. To develop the appreciation of the diverse make-up of our own cultural heritage.<sup>6</sup>

The time period selected for this particular study is the era of conflict leading up to and including the Civil War in United States history. This time period is studied in Unit Six, Chapters Sixteen through Eighteen in the textbook, Liberty and Union<sup>7</sup>, which is used in the course, American Studies - Grade 8, taught in the Clarence-Lowden School District. The following Instructional Objectives (I.O.), taken from the course outline, can be met by using historical fiction:

- I.O. 4. The student will be able to explain how state's rights and unionism are related to slavery, western expansion, and sectionalism in creating conflict situations prior to the Civil War.

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<sup>6</sup>Clarence-Lowden School, Departmental Sub-Goals Based on Needs Assessment, 1977, unpagged.

<sup>7</sup>Martin Ridge, ed., Liberty and Union - A History of the United States - Vol. 1 to 1877 (Boston, Massachusetts: Houghton Mifflin Company, 1973), pp. 389-464.

- I.O. 6 The student will be able to evaluate the abolitionist movement as a contributing factor toward creating conflict situations prior to the Civil War.
- I.O. 8. The student will be able to summarize two or more interpretations of causes of the Civil War.
- I.O.12. The student will be able to summarize and evaluate the role of two or more leading personalities of the Civil War period.
- I.O.19. The student should be able to explain the meaning of a musical score, piece of literature, or painting to the Civil War period. (sic)<sup>8</sup>

Through the departmental goals and the instructional objectives, a need has been shown for supplemental readings on the Civil War. Charlotte S. Huck, an authority on children's literature, found that there are many fine stories about the Civil War and most of these describe the war in terms of human issues and suffering, rather than political issues.<sup>9</sup> "Many stories of the pre-Civil War period relate to slavery and the activities of the Underground Railroad, when people faced the moral issue of breaking laws out of their compassion for mankind."<sup>10</sup>

Arbuthnot had similar thoughts on books produced about the Civil War: "Factual history here takes a back seat to the reporting of human values. The real point . . . is

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<sup>8</sup>Clarence-Lowden School, American Studies - Grade 8 - Course Outline, 1977, unpagged.

<sup>9</sup>Charlotte S. Huck, Children's Literature in the Elementary School, 3rd ed. (Chicago, Illinois: Holt, Rinehart and Winston, 1976), p. 502.

<sup>10</sup>Ibid., p. 500.

not the war itself, or even the issues which led to it, but rather the fact that men of good will and intelligence fought on both sides of the conflict. In short this second type of historical fiction is more concerned with human aspects of history than the events themselves."<sup>11</sup>

Evidence has already been given and more is given in the review of the literature that historical novels can provide a deeper understanding and feeling for the issues that are presented in the course textbook about the Civil War. This material can dramatize and humanize the facts of history; it helps the reader see and judge mistakes of the past, such as slavery and persecution, and brings him to a fuller understanding of human problems and relationships. "Well written historical fiction offers young people the vicarious experience of participating in the life of the past."<sup>12</sup>

As cited in the introduction and the review of the literature, much support is given for historical fiction as an aid in classroom instruction. Therefore there needs to be a means by which students and teachers can become aware of and be able to identify appropriate historical novels in a local book collection. A bibliography can provide such accessibility to titles in a collection. So this researcher has first identified the major issues of the Civil War and then described the process of determining inclusion of selected

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<sup>11</sup>Arbuthnot, op.cit., p. 183.

<sup>12</sup>Huck, op.cit., pp. 469-470.

titles in the bibliography. The end result has been to provide an annotated bibliography of historical novels about the time period leading up to and including the Civil War in United States history.

### Problem Statement

As evident in the introduction and review of the literature there is a place for historical fiction in a social studies curriculum, so the problem statement arises: Can an annotated bibliography be developed to recommend selected historical novels about the Civil War to students and teachers in an eighth grade American Studies Course?

### Hypotheses

The following hypotheses answer the problem statement:

- H<sub>1</sub> An annotated bibliography of historical fiction that relates to the Civil War can be developed.
- a. Approximately thirty-five fiction titles will represent an interest level of grades seven through nine.
  - b. The same thirty-five titles will represent a reading level of grades four through eleven.
- H<sub>2</sub> Major social/cultural, political/legal, or economic issues of the Civil War era can be attributed to each title in the bibliography.

The bibliography can serve as a useful tool in selecting historical novels specifically for teachers and students in the American Studies - Grade 8 course at the Clarence-Lowden Middle School.

### Significance of the Problem

For the American history teacher who is not familiar with book titles to supplement his textbook, this bibliography can be especially useful. It serves as another resource for supplemental materials to the teacher's edition of the textbook, Liberty and Union, Unit Six. The teacher's edition does have an audiovisual guide which provides an annotated list of films, filmstrips, recordings, and transparencies to be used in teaching the seven units of the text. However, the guide does not include a book list, so the annotated bibliography of book titles is a welcome guide to the teacher.

Students are able to select novels which cover an issue they would like to study in greater depth or for which they need more explanation and background than that which the textbook offers. Perhaps an issue interests them and they would like to read more about the topic for pure enjoyment. The bibliography can lead students to such books in their own school library.

In developing this bibliography and searching through the selection tools for historical novels, the researcher was able to select and acquire new books that strengthen and update the school library collection.

### Assumptions

The assumption has been made that not only pleasure and enjoyment can be gained from reading historical fiction but that it serves as an instructional tool as well. Assuming that fiction is an appropriate learning aid for use in class-

room instruction, this bibliography is a useful tool for teachers and students to find supplemental reading about the Civil War era. It provides an orderly and systematic way for the user to identify appropriate books in a collection. These supplemental readings enhance and enrich the eighth grade American Studies Course.

### Limitations

Certain limitations were placed on the bibliography during its development. It was made up of historical fiction of the time period leading up to and including the Civil War, approximately 1850-1865. The interest level for the novels ranges from grades seven through nine, which includes the grade at which the course is taught as well as one grade below to one grade above in order to provide a range of maturity levels. The reading levels range from grade four to eleven.

### Definition of Terms

historical fiction - "A novel is an historical novel when it is wholly or partly about the public events and social conditions which are the material of history, regardless of the time at which it is written."<sup>13</sup>

interest level - determined by grade level at which the history course is taught, which is eighth grade, as well as one grade below to one grade above to provide a range of maturity levels.

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<sup>13</sup>Jane F. Smith, "The Characters in Historical Fiction", California School Libraries, 46 (Winter, 1975), 20.

issues - major themes, topics, events, and human differences in the conflicts leading up to and during the Civil War; being economic, political/legal, or social/cultural in nature. (operationally defined in the Methodology Section)

reading level - determined for each novel by using the Fry Readability Formula.

## Chapter 2

### REVIEW OF THE RELATED LITERATURE

Much has been written concerning historical fiction but few studies have actually been conducted to test effectiveness of historical fiction as a supplementary aid in a history course. This paper does cite those studies that were found in the research along with many of the opinion articles.

Certain constraints have been put on the variables to be discussed here, since many aspects of historical fiction were presented in the literature and not all apply to the given problem statement. This literature review discusses basically the justification and need for historical fiction as part of an eighth grade American Studies Course. Although widely discussed in many articles, the trend and origin of historical novels is not dealt with, nor is the individual historical novelists and their criteria in writing a novel.

A great number of articles of the past twenty years are very supportive of the value of historical fiction. Jean Fritz had many favorable comments about how the reader can benefit. Assuming that in a good historical novel the author has gone to great lengths to research the time period involved, Fritz felt that the reader can only benefit from that research. This literary genre shows historical figures with their foibles, idiosyncracies, and small details that bring a person to life. Fritz regarded history not only as a subject but an



exciting story.<sup>14</sup>

Geoffrey Trease, an historical novelist of over forty years, agreed that characters are brought to life in fiction, in ways nonfiction and reference works cannot reveal. He showed a correlation between teachers acceptance of historical fiction and student use. He felt that historical fiction could be supremely relevant to a social studies course, specifically because it presents an interest in human relationships, colorful settings, and the language of that time. He claimed it would be wasteful not to use what the writer has so painstakingly researched and made available to students in such attractive form. Children love a story, a sequence of events coming to a climax, in contrast to a textbook which may leave the student vague about the continuity of events.<sup>15</sup>

A feeling shared by both Trease and Rose Blue, a teacher and author of children's books, is that history often parallels present times. Blue cited examples of books that readers guessed to be about modern times but were actually about the American Revolution. Her point was that history comes alive and crosses lines of time and place; thus providing a unity of the past with the present. Another benefit of historical fiction is that students can become aware of people's feelings and experiences similar to their own.<sup>16</sup>

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<sup>14</sup>Jean Fritz, "Make Room for the 18th Century," Horn Book, 50 (October, 1974), 177-181.

<sup>15</sup>Geoffrey Trease, "The Historical Story: Is It Relevant Today?" Horn Book, 53 (February, 1977), 21-28.

<sup>16</sup>Rose Blue, "History Through Fiction," Teacher, 93 (January, 1976), 50-52.

Joseph De Jardin wrote in 1969 that he saw signs of a resurrected interest in history and that history courses would be regaining a proper niche in the educational hierarchy. This in turn would create an increased demand for supplementary reading. "History teachers are happily becoming aware that one primary catalyst for a lively course are historical novels," stated De Jardin.<sup>17</sup> He listed useful bibliographic works such as World History Book List for High School, Logasa's Historical Fiction, Best Seller's periodical, and H.W. Wilson's Fiction Catalog to aid a librarian or history teacher to "ferret out" superior titles in the historical fiction field. He cited a need for compilers of such reference tools to take a careful look at high school needs and decide more accurately which fiction titles are most appropriate.<sup>18</sup> This suggests a direction for further study to develop a bibliographic tool to provide students and teachers guidance in selection of historical fiction.

Two studies were found that showed in both cases how historical fiction as supplementary reading could be of value. The first study done by Ruth Cline and Bob Taylor dealt with improving reading in the social studies. How social studies teachers can really make reading a part of their students' lives, what practice has been used in the past, and what can be done to increase that effort were all problem statements of the study. Current practices in social studies were

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<sup>17</sup>Joseph De Jardin, "Supplementary Reading in World History for High School Students," Catholic Library World, 40 (February, 1969), 360.

<sup>18</sup>Ibid., p. 364.

discussed in the articles and it was found that new methods emphasize the use of an inquiry approach, primary sources, and multitexts. Cline and Taylor continued,

The carefully chosen novel is the ideal text through which the social studies teacher can lead his students to an investigation of social science concepts and the discovery or formulation of the laws that govern human beings' economic, political and cultural behavior. The carefully selected novel provides a social studies class with the opportunity of studying a frozen society at whatever pace and in whatever depth the teacher and his or her students may find desirable.<sup>19</sup>

This study by Cline and Taylor concluded with the idea that the use of fiction in social studies can help meet the need for a variety of assignments for a range of ability levels and can shape attitudes and concepts which last long after the facts are forgotten. Consequently, a greater interest in reading and in social studies may also develop.

The second study, conducted by Stan Taylor, director of World Affairs Center at Brigham Young University, was prepared to be presented at the International Studies Association Convention in Washington, D.C. in 1975. As a college professor, Taylor had witnessed a heightened interest in his Introduction to International Relations course by those students who had supplemented the course with fiction readings. However, there was no difference in test scores and grades so he ran a controlled study to determine the result of reading literature. His problem statement was: "Should a student who supplements his text reading with fiction learn more

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<sup>19</sup>Ruth K. J. Cline and Bob L. Taylor, "Integrating Literature and Free Reading into the Social Studies Program," Social Education, 42 (January, 1978), 27.

about a phenomenon than a student who does not? If so, does that additional learning result directly or indirectly from reading the literature?"<sup>20</sup> The population was made up of 158 college students enrolled in the course; they were randomly divided into two groups: the control group read the text only and the experimental group read the text plus literature. One underlying assumption was that the experimental group would read all assigned literature in addition to the text. At the end of the semester he had both groups fill out a semantic differential scale and also respond to additional questions about topics and subject matter, and attitudes about the course. A t test was used to compare means of the groups on the six tables of topics (nationalism, imperialism, ideology, war, international war, political science). A chi-square was used on responses to questions of whether or not the students would recommend the course to a friend and if they were interested in majoring in political science. In each table the experimental group, those who read the literature, perceived the topics as more complex, more chaotic, qualitatively worse, more interesting, and more difficult. There was no significant difference between the two groups on test scores but the majority of the experimental group did indicate that they would recommend the course and they did have an interest in majoring in the field.

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<sup>20</sup>Stan A. Taylor, "Use of Fiction in an Introductory International Relations Class," Teaching Political Science, 43 (April, 1977), 308.

Taylor's closing point, which does reinforce the feeling that there is a place for fiction in the social studies program, was "I was convinced that the use of literature does offer - at least - a dimension of interest and involvement to the introductory course in international relations".<sup>21</sup>

As in the previous articles, the value of historical fiction was reiterated by Leah Leneman. Some of the historical novels written could be termed modern classics because of the well-researched content as well as the excellent writing style. She compared a good historical novel to the work of a skilled archaeologist, piecing together the scraps of evidence to paint a picture of a remote era in history. By recreating the feeling of that era, the author provides an insight to that time period even to the minutest detail of clothing, speech, and everyday habits. Leneman concluded that such insight helps the reader understand today's attitude and behavior.<sup>22</sup>

Although the great majority of articles found during the review of the literature were totally supportive of historical fiction, Steven Marcus in Harper's Magazine referred to historical fiction as nothing more than part of the entertainment industry. He did admit that he occasionally runs across serious efforts of historical fiction. He claimed that

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<sup>21</sup>Ibid., p. 315.

<sup>22</sup>Leah Leneman, "History as Fiction," History Today, 30 (January, 1980). 52-54.

the historical novel in all forms has come across bad times and is currently "bankrupt". Yet he offered no substantial evidence for his statements so this opinion article is rather inconclusive as far as status of the historical novel.<sup>23</sup>

As part of the literature review, several books on children's literature were consulted. The researcher was curious to find out what attention authorities on children's literature gave to historical fiction and if they felt it fit into a school curriculum. Several sources were reviewed, all with very positive comments on the value of historical fiction in the social studies curriculum.

In a chapter on "History in Children's Literature", Constantine Georgiou gave a general impression of how the young reader can benefit from historical fiction. "Young readers can thus witness historical events, meet historical characters, recapture the flavor of an era, and enter a new world whose experience can deepen and broaden."<sup>24</sup> It has been said that history repeats itself and Georgiou felt that the readers would identify this in the reading because they would observe a similarity about life then and now. Through the combination of chronicle and imagination the historical novel gives the reader a sense of other times and what it was like to live in the past. Children may thus perceive life of another era and most important, experience the emotions of

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<sup>23</sup>Steven Marcus, "Historical Novels - If It Didn't Happen That Way, It Should Have, and Besides, It Sells," Harper's Magazine, 248 (March, 1974), 85-90.

<sup>24</sup>Constantine Georgiou, Children and Their Literature, (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1969), p. 304.

the situation.

In both her books, Children and Books and Time for Stories of the Past and Present, May Hill Arbuthnot devoted a chapter to historical fiction. She expressed a need for this type of literature in the social studies curriculum because children need guidance in developing a sense of time and place in history. She believed it will always be possible to entrance children with accounts of times past because of the romantic fascination in reliving through books the times, for example, when Indians rode the plains and primitive tribes occupied England.<sup>25</sup>

Furthermore, Arbuthnot and Zena Sutherland praised the authors of good historical novels. They have found that the well-known writers of historical novels back up their stories with extensive research and they treat historical characters with cautious respect. The authors are aware that their young audience wants more than warmed over history. So just as in any other fiction, historical novels must fulfill the criteria of good fiction as well as being properly researched. Arbuthnot and Sutherland noted that more historical fiction is being written now than in the past in order to meet the needs of the changing curriculum. They concluded that there is an obvious place in the social studies curriculum for historical fiction and that fortunately many good books are to be found in the genre.<sup>26</sup>

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<sup>25</sup> Arbuthnot, op. cit., p. 182-184.

<sup>26</sup> May Hill Arbuthnot and Zena Sutherland, Children and Books, 4th ed., (Glenview, Illinois: Scott, Foresman and Company, 1972), p. 494-525.

Masha Kabakow Rudman took an interesting look at the issue of war through literature. Since war is such an abstract concept, it is difficult for a young reader to grasp the feeling of conflict especially when limited to the material in the textbook. She felt children should be exposed to the complexities of moral and political issues but the textbook cannot adequately contain the detail and depth to convey the feeling of conflict and the many facets of war. So Rudman recommended historical fiction to fill the gap and she discussed novels specifically about the Civil War. She found that most of these books describe the battles and their effects on the participants and a few consider those not actively involved in the war but who suffer just the same. Some of the stories about the Civil War uncover many levels of emotion and behavior in wartime. Another recommendation Rudman made concerning the use of historical fiction in the social studies curriculum was that it is important for students to compare different accounts of the battles and causes of the war in order to develop a balanced point of view.<sup>27</sup>

Dewey W. Chambers claimed children's literature is an integral part of the school's curriculum. He discussed the role literature can play in the curriculum and the effect it has on the student. Chambers found that fiction offers another dimension to the social studies program, it offers reality, a spark of life. The textbook is all facts, no

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<sup>27</sup>Masha Kabakow Rudman, Children's Literature - An Issues Approach, (Lexington, Massachusetts: D.C. Heath and Co., 1976), p. 113-125.



emotion, so it just gives a one-dimensional look at history. Often times it is necessary to study in depth a concept or issue in order to understand its importance and relevance. The historical novel can provide more depth in meaning and detail than the textbook because of the novel's limited scope in covering just one topic.<sup>28</sup>

Chambers pointed out that the objectives of many social studies units are in terms of attitude change, social development, or behavior change. What better way to provide the emotional dimension than through literature? The textbook provides the facts to meet the intellectual objectives and further reading in the historical novels provides the emotional dimension to understand attitudes, social development, and behavior.<sup>29</sup>

Charlotte S. Huck is also convinced that fiction can be an integral part of the curriculum. She noted that historical fiction does more than just transmit facts; it helps students experience the past and enter into the conflicts, suffering, joy and despair of those who lived before us. Numerous ways she mentioned that a novel may be used to supplement the text are to illuminate a time period, express opposing points of view, and reflect values and spirit of the time. "The purpose of historical fiction is not to give an exact chronological understanding of history, rather it is

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<sup>28</sup>Chambers, op. cit., p. 40-43.

<sup>29</sup>Chambers, op. cit., p. 44-45.

to develop an awareness of people living in the past. Such books will free children from the cocoon of their self-centered little worlds and enlarge their life spaces to include a feeling for the past.<sup>30</sup>

Zena Sutherland, in her annotated bibliography of history in children's literature, noted that there is not a subject area where there is more material available than in social studies. Furthermore, she found that with the increasing number of libraries in schools and with the implementation of increasing collections by federal funds, a need was created for bibliographies such as hers. This saves teachers and librarians from searching through the thousands of children's books to select good historical novels. The value of using historical fiction, Sutherland noted, is that it adds breadth and color to the child's feeling about history. There is a variety of materials for interest levels and reading levels and perhaps some titles will even appeal to the reluctant reader.<sup>31</sup>

In another book about children's literature, the authors, Lonsdale and Mackintosh, also believed that historical fiction does hold an important place in children's literature. "Children in the middle and upper grades have a strong penchant for the intrigue, suspense and bravery that

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<sup>30</sup>Huck, op. cit., p. 470.

<sup>31</sup>Zena Sutherland, History in Children's Books - An Annotated Bibliography for Schools and Libraries, (Brooklawn, New Jersey: McKinley Pub. Co., 1967), p. 7.

it offers and through it they can vicariously experience life."<sup>32</sup>  
Famous authors have told the story of our country's past and these stories help adults and children alike appreciate their past and to see the relation of the past to the present and future.

Lonsdale and Mackintosh took an interesting look at how an event was portrayed in the textbook compared to the way it was presented in an historical novel. The function of the textbook is basically to report accurately, intending to inform the reader rather than arouse his emotion. The historical novel adds excitement and glamour to the factual accounts of the events recorded in the history textbook. The authors noted specifically that the people came alive in the story compared with how they were portrayed in the text.<sup>33</sup>

In summary, the review of the literature has indicated that there is a need and value for use of historical fiction in an area of study - specifically social studies - and there is a need for bibliographies of good historical fiction that relate to the curriculum in a specific way.

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<sup>32</sup>Bernard J. Lonsdale and Helen K. Mackintosh, Children Experience Literature, (New York: Random House, 1973), p. 440.

<sup>33</sup>Ibid., p. 441-442.

## Chapter 3

### METHODOLOGY

The method for answering the problem statement was a process of selecting historical novels for inclusion in an annotated bibliography intended for use in an eighth grade American Studies Course. Approximately thirty-five historical novels were initially selected, then analyzed, and those not deleted are listed in the annotated bibliography.

A search was conducted in various selection tools in order to find historical novels dealing with the major issues of the Civil War. Considerations to determine inclusion in the bibliography were appropriate interest level and reading level of each book. Each novel, under the appropriate headings in the selection tools, that had an interest level which included grade eight was initially selected for analysis. For example, the third edition of the Junior High School Library Catalog includes the grade span of seven through nine, so those novels were considered appropriate for the bibliography. In American History in Juvenile Books by Metzner Level Three books which are noted with 7+ or 7-9 or 7-10 were also appropriate in interest level. In the American History Booklist by the National Council for Social Studies books are assigned the number 1 for Adult reading level, 2 for Adolescent reading level, or 3 for Slower readers. Those books assigned the number 2 or 3 were eligible for consideration for inclusion

in the bibliography also. In summary, any novel found in the selection tools that had any interest level or suggested reading level measure that included grade eight or adolescent reading was included in the initial list. Those books suggested solely for adult reading or senior high school students were not included.

The following headings were used to search in each selection tool:

Abolitionist - fiction	Slavery in the U.S. - fiction
Grant, Ulysses S. - fiction	Underground Railroad - fiction
Lee, Robert E. - fiction	U.S. History - 1850-1861 - fiction
Lincoln, Abraham - fiction	U.S. History - Civil War - fiction

After checking these subject headings, efforts were made to identify and use other related subject headings which did yield additional fiction titles.

In addition to the interest level and subject headings, the reading level range must also be defined. The anticipated reading levels for Clarence-Lowden eighth graders of the future were determined by using the results of the Iowa Test of Basic Skills. Tests were administered to those students who were eighth graders in 1974, 1976, and 1978. The 1980 test results were not available since the test had not been given when the study was conducted. The individual lowest score in the Reading Section of the test from each of the three years was added together and averaged to determine the low end of the reading level range. The individual highest score in the Reading Section from each of the three years was

added together and averaged to determine the high end of the reading level range.

The following table illustrates the lowest, highest, and mean reading level scores for the Reading Section of the Iowa Test of Basic Skills.

Table 1  
Lowest, Highest, and Mean Reading Level Scores  
for 8th Grade Students

Year of the Test	Low Score	High Score
1974	4.4	11.5
1976	3.7	12.3
1978	4.3	10.9
MEAN	4.1	11.6

In order to determine if the reading level of each selected novel would fall within the range of reading levels to which the bibliography was limited, the Fry Readability measure was administered on each book. In this way the measure of readability was consistent for each novel, regardless of the recommended interest level assigned by the various selection tools. A description of the procedure and the graph for estimating readability by Edward Fry can be found in Appendix A.

The following tools were used to initially identify and select possible historical novels for inclusion in the

bibliography. The Elementary School Library Collection - a guide to books and other media, recommends materials of high quality for inclusion in library collections serving pre-school through sixth grade. The book titles included in the twelfth edition are recommended "on the basis of the generally accepted criteria: quality, appeal to children, excellence in format, authenticity of content, and suitability for the range of reading, listening, and viewing abilities normally represented in an elementary school".<sup>34</sup> A selection committee made up of librarians and instructors have developed and evaluated the list of books in this tool. They identify and evaluate new materials and annually reevaluate the collection. Each entry includes a bibliographic citation, annotation, and reading level based on the Fry Readability Graph.

The Standard Catalog Series by the H.W. Wilson Company provides the Children's Catalog<sup>35</sup>, 13th edition, the Junior High School Library Catalog<sup>36</sup>, 3rd edition, and the Senior High School Library Catalog<sup>37</sup>, 11th edition. The set is designed to support the school curriculum and to help build a basic book collection. The book lists are prepared

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<sup>34</sup>Lois Winkel, Editor, The Elementary School Library Collection, 12th ed. (Newark, New Jersey: Bro-Dart Foundation, 1979), p. xi.

<sup>35</sup>Barbara E. Dill, Editor, Children's Catalog, 13th ed. (New York: H.W. Wilson Company, 1972).

<sup>36</sup>Ilene Schechter, Editor, Junior High School Library Catalog, 3rd ed. (New York: H.W. Wilson Company, 1975).

<sup>37</sup>Estelle A. Fidell, Editor, Senior High School Library Catalog, 11th ed. (New York: H.W. Wilson Company, 1977).

by advisory committees of experienced librarians, then submitted to a group of consultants, who also are practicing librarians, for the final vote. The three catalogs are most beneficial when used in conjunction with each other and they do remain current with yearly supplements. Each entry includes a bibliographic citation and an annotation indicating content and sometimes quality.

American History in Juvenile Books<sup>38</sup> by Seymour Metzner is a chronological guide to over 2,000 books relating to American history and intended for use by elementary and junior high school age groups. Each title was selected on the basis of a given criteria of availability, of being considered a trade book rather than a textbook, and relevance to American history. Complete bibliographic information is given for each entry.

High Interest/Easy Reading<sup>39</sup> for junior and senior high school students is an annotated booklist intended for the reluctant reader. This list is published by the National Council of Teachers of English and is developed by a committee of experienced librarians. Each title, placed in the appropriate category, meets the following criteria for inclusion: high interest, easy reading, literary quality, attractive format, and in print. Complete bibliographic information and

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<sup>38</sup>Seymour Metzner, American History in Juvenile Books (New York: H.W. Wilson Co., 1966).

<sup>39</sup>Marian E. White, Editor, High Interest/Easy Reading, 2nd and 3rd eds. (New York: Citation Press, 1972 and 1979).



a brief annotation is given in each entry.

The American History Booklist for High Schools<sup>40</sup> is sponsored by a professional organization of teachers of social studies. The list is prepared by five consultants in the area of American history. Each entry includes bibliographic information and a brief annotation.

Zena Sutherland's History in Children's Books<sup>41</sup> is an annotated, semi-selective bibliography for schools and libraries. The titles are arranged chronologically and each entry includes a bibliographic citation and annotation.

The annual index for Booklist, 1968-1980, was consulted for reviews of historical novels. This periodical is considered to be a valuable reviewing tool published by the American Library Association. The editorial and reviewing staff's criteria for selection is consistent with the Library Bill of Rights. Inclusion of a title in Booklist indicates recommendation of that item. Each entry includes a bibliographic citation and annotation.

The search was conducted in the above mentioned selection tools in order to find historical novels dealing with the time period leading up to and including the Civil War, about 1850-1865.

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<sup>40</sup> Ralph and Marian Brown, American History Booklist for High Schools - A Selection for Supplementary Reading. (Washington, D.C.: National Council for the Social Studies, 1969).

<sup>41</sup> Zena Sutherland, History in Children's Books - An Annotated Bibliography for Schools and Libraries (Brooklawn, New Jersey: McKinley Publishing Co., 1967).

By studying Unit Six, Chapters Sixteen through Eighteen, of the teacher's edition of the textbook, Liberty and Union, the course outline, and Foundations of Freedom<sup>42</sup>, another textbook used in American History courses, the major economic, social/cultural, and political/legal issues have been identified. According to the teacher's edition of the textbook the social/cultural and economic issues are stressed. The major events, concepts, and personalities of the Civil War are embodied in these issues. The issues were identified and are presented below.

## I. Social/Cultural Issues

Ideas emerging in the novels will be attributed to the Social/Cultural Category when related to individual and groups or when they reveal the nature of individuals and groups.

### A. Opinions, Individual and Group

Opinions are considered to be those beliefs that are not necessarily based on fact or certainty but that the Northern and Southern states had for each other. The difference of opinions was the major source of conflict between the Northern and Southern states.

Examples: Extremist views - defended own cultural, political, and economic patterns; criticized other's.

Belief that the other side was guilty of conspiracy.

Own culture was superior to other's.

Slavery was sinful - Northern belief.  
North was fighting to save the Union.  
South was fighting to govern itself.

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<sup>42</sup>Harold H. Eibling, ed., Foundations of Freedom - U.S. History to 1877, 3rd ed. (Doubleday and Co., 1977), pp. T92-T107.

## B. Attitudes, Individual and Group

The strong feelings, such as love, hate, anger, and fear, aroused in those affected by slavery and the conflict between the states.

Examples: Compassion and kindness to antipathy and hate in master-slave relationship.  
 Sorrow of slavery - evident in Black American heritage (songs, literature).  
 Fear, hate, anger over slavery - aroused by Uncle Tom's Cabin.  
 Resentment of slaves toward owners and bondage.  
 Fear of white southerners that blacks would rebel.  
 Hostility between Northern and Southern states.  
 Conciliatory attitude of Lincoln toward South - but no compromise.

## C. Patterns, Individual and Group

Patterns are the definite directions or tendencies seen in the different life styles of the Northern and Southern states.

Examples: Black people detached from both African and white cultures.  
 Southern way of life based on slavery.  
 Diversity in slave system - treatment of slaves not uniform.  
 Desire to preserve own culture pattern; destroy culture of opposing section.  
 Different culture patterns of Northern and Southern sections - caused hostility.  
 Industrial North.  
 Agricultural South.

## D. Changes, Individual and Group

Changes are those alterations in life style in the Northern and Southern states during the war and as a result of the war.

Examples: Social changes - abolition of slavery.  
 Life in stockades, forts.  
 Work normally done by men, taken over by women and children while men at war.

## E. Morale, Individual and Group

Morale is the mental condition of the individuals and groups affected by slavery and the Civil War, with regards to such feelings as courage, discipline, and confidence, or the lack of those feelings.

Examples: Social deprivation.  
Suffering - physical and psychological.  
Satisfaction of slaves in their lives.  
Southern section morale high about the war.

#### F. Outspoken Leaders

Civil War leaders whose speeches and writings influenced the thinking of the public.

Examples: North - Abraham Lincoln.  
Daniel Webster.  
John Brown.  
Harriet Beecher Stowe.  
Frederick Douglass.  
Harriet Tubman.

South - John Calhoun.  
Robert Hayne.  
Jefferson Davis.

## II. Political/Legal Issues

Ideas emerging in the novels will be attributed to the Political/Legal Category if they are related to the organized political parties and the three branches of the government of both the North and South.

#### A. Compromise

A settlement between the two opposing sections, North and South, in which each side makes concessions to reach an agreement.

Examples: Missouri Compromise, Compromise of 1820.  
Compromise of 1850.  
Crittenden Compromise.

#### B.. A Divided Country

The United States was separated into the Northern and Southern sections due to disagreements over slavery and other issues.

Events, rulings that caused the separation:

John Brown's Raid - Harper's Ferry, Va.  
Kansas-Nebraska Act.  
Dred-Scott Decision.  
Wilmot Proviso.  
Fugitive Slave Law.  
Lincoln-Douglas debates.  
1860 election of Abraham Lincoln.

Four political parties - Southern Democrats, Northern Democrats, Republicans, Constitutional Union Party.  
 Southern states dissolved bonds of Union, formed Confederate States.  
 Northern states questioned legality of dissolving Union.  
 Antislavery movements - various methods used by black and white abolitionists.  
 Underground Railroad.

### C. Strategy/Action

The manner in which the North and South each approached and carried on the war and the circumstances affecting the outcome.

Examples: Attack on Fort Sumter - initiated the war.  
 Union - well established government, army, navy; geography of South important to strategy of North.  
 Military conscription.  
 Offensive military strategy - Union blockade of Southern ports, control of Mississippi River, march east to Atlantic Ocean, capture of Richmond.

Confederate States - weak government,  
 Battles on home territory.  
 Military conscription.  
 Defensive military strategy.

### D. Military Leaders

Those military persons who influenced the course of the war.

Examples: North - General Ulysses S. Grant  
 General George B. McClellan  
 General Ambrose E. Burnside  
 General Joseph Hooker  
 General George G. Meade  
 General William T. Sherman

South - General Robert E. Lee  
 General Stonewall Jackson  
 General George E. Pickett

### E. Sovereignty, Individual and Group

The power of having control of oneself rather than being dominated by an outside force.

Examples: Civil rights of North - affected by suspension of right of habeas corpus.  
 Popular sovereignty - to make slavery local matter, not national.  
 Emancipation Proclamation - freed slaves in Confederacy.  
 Thirteenth Amendment - freed all slaves in U.S.

### III. Economic Issues

Ideas emerging in the novels will be attributed to the Economic Category if they are related to the whole economy of the North and South and the growth and decline of the systems.

#### A. Resources

Resources includes those things that a country has and can use to its advantage such as land, money, people, and transportation.

##### Resources of North:

Industrial strength.  
 Superior transportation system.  
 Superior manpower.  
 Larger population.  
 Increased manufacturing due to demands of war.  
 Majority of mineral resources.  
 Nation's gold.

##### Resources of South:

Economy dependent on cotton and slavery.  
 Weak economy.  
 Worthless Confederate paper money.  
 Shortage of food and supplies.

#### B. Property, human and material

That which is possessed, used, and disposed of as seen proper by the owner.

##### Examples: Cotton.

Slave labor in the South.  
 Little property damage in North.  
 Great deal of property damage in South - due to military battles.

#### C. Growth and Decline of the Northern and Southern Sections

The development and deterioration of conditions in the Northern and Southern sections from the pre-Civil War time through the Civil War.

North:       Prospered economically during the war.  
              Manufacturing increased.

South:       Suffered economic hardships.  
              Loss of slave labor.  
              Crop destruction.

Once the list of historical novels was compiled, the latest edition of Books in Print<sup>43</sup> and Children's Books in Print<sup>44</sup> were checked to ascertain if each title was still in print. If not, the title was deleted from the list. Then each book was acquired for reading and analysis through the Clarence-Lowden School Library, Grant Wood Area Education Agency, the University of Northern Iowa, and the ILITE service through the DeWitt Public Library. Titles unavailable through the above mentioned sources were purchased from a publisher.

The researcher read each title and identified the major issues relevant to that particular novel. In determining reading level, the Fry Readability test was used with each book, since, with one exception, none of the tools provided a reading level. The exception to this procedure was for titles found in the Elementary School Library Collection because it includes a reading level based upon the Fry Readability test.

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<sup>43</sup>Books in Print (New York: R.R. Bowker Co., 1979).

<sup>44</sup>Children's Books in Print (New York: R.R. Bowker Co., 1979).

The researcher wrote an annotation for each title to include chronological and geographic classification as well as a brief plot summary and discussion of the issues identified.

The bibliography has been arranged in alphabetical order by the author's last name and each entry gives the following information. The bibliographic citation gives author, title, publisher, publishing date, pagination, and illustrator. Below the citation is the chronological classification under the subheading of Time and to the right margin is the reading level (R.L.) based on the Fry Readability Graph. If an interest level was given in the selection tool for a book, then it will be noted below the reading level in order to help teachers in recommending titles to certain students. Below the chronological classification is the geographical classification under the subheading of Location, followed by a brief plot summary and a discussion of the major issues covered in the story.



## Chapter 4

### ANNOTATED BIBLIOGRAPHY OF HISTORICAL NOVELS

Altsheler, Joseph. Guns of Bull Run. New York: Appleton-Century-Crofts, Inc., 1914. 348 pg.

Time. 1860-1862

R.L. 8

Location. Kentucky, Virginia

I.L. 7+

Plot Summary. The Guns of Bull Run gives the Southern side of the story concerning the events leading up to and including the Civil War. It gives a good indication of the emotions of both the North and the South before Fort Sumter was fired upon. Fiery speeches and newspaper articles of abolitionists stirred emotions as tension grew in the pre-Civil War years. Being a border state, Kentucky is divided on the issues in question while surrounding states begin to secede from the Union. President Buchanan is being attacked for his weakness in office yet few expect anything better from the common man, Abraham Lincoln. Harry Kenton, whose father is a West Point officer, has just graduated from the Academy and joins the Confederate forces. He proves himself to be a courageous soldier in battle and is assigned a dangerous mission to Washington to report on the power, number, and spirit of the North. This story climaxes with the Confederate troops engaging in battle at Bull Run in Virginia.

## II. Political/Legal Issues

### C. Strategy/Action

The story gives a detailed account of the military strategy of the Confederate forces from the initiation of the war to the Battle of Bull Run during the first year of the Civil War. It relates the battles fought in North and South Carolina and Virginia and ends with the famous Battle at Bull Run in Virginia which made the South victorious in the first major land engagement.

### D. Military Leaders

The Northern forces, led by General William Sherman, charged the Southern army at Bull Run. They were defeated by Confederate troops led by Stonewall Jackson who was considered by his soldiers to be a brilliant man and a hero at Bull Run.

Altsheler, Joseph A. The Star of Gettysburg. New York:  
Appleton-Century-Crofts, Inc., 1915. 371 pg.

Time. 1862-1863 R.L. 8

Location. Virginia, Maryland, Pennsylvania I.L. 7+

Plot Summary. The Civil War battles at Fredericksburg, Chancellorsville, and Gettysburg are described in realistic detail from the Southern point of view. Harry Kenton, a young Confederate soldier, fights with the troops led by General Stonewall Jackson, who is portrayed as a powerful and religious man. Jackson's troops along with General Lee's troops fight against the Union's General Burnside at Fredericksburg, a small, picturesque town in Virginia where the Confederate army is victorious in battle. Confident from their victory, the Confederate soldiers march on to Chancellorsville where Generals Lee and Stuart defeat General Hooker's Union troops. Although the Confederate troops are again victorious, they suffer the loss of General Jackson, who is shot accidentally by his own troops. Gettysburg is the location where the Southern troops are stopped in their northern march. A realistic account of the horrors on the battlefields at Gettysburg are described in detail.

## II. Political/Legal Issues

### C. Strategy/Action

Although the Confederate troops maintained a defensive military strategy, they did initiate a march north heading toward the capitol. They were victorious at Fredericksburg and Chancellorsville but the Union troops put them back on the defensive at Gettysburg and stopped their northern march. This novel gives detailed and realistic accounts of each battle.

### D. Military Leaders

Characters developed in this story include Confederate General Stonewall Jackson who fought against General Burnside and General Hooker at Fredericksburg, and Generals Lee and Stuart who defeated General Hooker at Chancellorsville. A description is also given of General Pickett's charge against the Union troops in a last effort to defeat the Union at Gettysburg.

Beatty, Patricia. I Want My Sunday, Stranger! New York:  
Wm. Morrow Co., 1977. 254 pg.

Time. 1863

R.L. 7

Location. California to Gettysburg

I.L. 6+

Plot Summary. Andrew Laney, a young Mormon, lives in California until he is driven to pursue his prized possession all the way to Gettysburg. Andrew's horse, Sunday, is stolen by Confederate soldiers who come all the way to California for good, fast horses. Andrew runs away from home in search of his stolen horse. The search leads him across the Colorado River, down to the Old Mexico territory, to Texas. When Andrew continues his pursuit into Arkansas he is hired as an assistant to a ferrographer to travel east and help in photographing war scenes. They follow Lee's troops to Northern soil into Pennsylvania at Gettysburg, right into the heart of the battle.

## I. Social/Cultural Issues

### E. Morale, Individual and Group

By the end of the story Andrew was no longer preoccupied with getting his horse back but with the suffering and death he witnessed on the battlefields. The Civil War was the first war to be photographed and it shocked and sobered the thinking of many people. The ugliness of battle and war became very realistic.

## II. Political/Legal Issues

### D. Military Leaders - General Robert E. Lee

A vivid description is given of the battlefields at Gettysburg. It is there that Lee failed and his troops fell to the Yankees amidst a scene of dead and dying men.

Beatty, Patricia. Wait for Me, Watch for Me, Eula Bee. New York: Wm. Morrow & Co., 1978. 221 pg.

Time. 1861

R.L. 5

Location. Western Texas, New Mexico

I.L. 7-9

Plot Summary. This adventurous story of frontier life features members of the Collier family who are raided by Indians after Mr. Collier and his son go away to join the Confederate Army. The three year old daughter, Eula Bee, and her thirteen year old brother, Lewallen, are the only survivors of the Comanche attack but they are captured and carried off to become part of the tribe. After a period of time Lewallen and Eula Bee grow accustomed to the Indian way of life including the buffalo hunts and the language, but after gaining their trust Lewallen does escape. Eventually, with the help of neighbors and the military, he is able to rescue his sister but it is difficult for her to change back to her native way of life. Since Indian attack became a problem of the Civil War time, the army does remain and fight the Indians in order to guard the frontier even after the Confederates are driven out of the New Mexico territory.

#### I. Social/Cultural Issues.

##### D. Change, Individual and Group

With the absence of Mr. Collier and his oldest son, the Collier women and children assumed duties of the men in addition to their own work. After the Indian raids began, many families were forced to live in a military fort for protection. This involved a considerable change in home life and living conditions, especially changing from life on a farm to the confines of a military fort.

##### E. Morale, Individual and Group

Frontier families lived in constant fear of Indian attack and they were especially vulnerable with the men away at war. Although not actively involved in the war, the characters in the story suffered a great deal due to the absence and sometimes loss of their men.

Brink, Carol Ryrle. Caddie Woodlawn. New York: Macmillan Publishing Company, 1935. 270 pg.

Time. 1864

R.L. 6

Location. Wisconsin

I.L. 4-8

Plot Summary. Caddie Woodlawn is a frontier story of a family in Wisconsin during 1864. The main character is a tomboyish, eleven year old girl, Caddie. Her mother is concerned that she is not growing up as a quiet, polite lady but rather as an adventurous companion to her brothers. The story is based on the frontier life of the author's grandmother, who recalls that the Civil War seemed rather distant to those in western Wisconsin. Mr. Woodlawn has been drafted into the army, but like many other of that area, he has paid a man to fight in his place.

During this year of pioneer life the fear of Indian massacres drives many families back east. The massacre is just a scare and the Indians move westward. News of Lee's surrender and Lincoln's assassination reach the family months after the events because they are isolated from the rest of the nation until the Mississippi River opens up. They are all happy that the abolitionists have won the war and hope for peace and security, but fear strikes them again when news of Lincoln's assassination arrives.

## I. Social/Cultural Issues

### A. Opinions, Individual and Group

Being out in the frontier in Wisconsin, the Woodlawn family was isolated and relatively uninformed about the war. Mr. Woodlawn managed to avoid being drafted into the war about which he knew nothing by hiring another man to fight in his place. The area was plagued with Indian rebellion which many believed was instigated by Rebel forces to cause more trouble for the North.

Chestnutt, Charles W. Retold by Ray Anthony Shepard. Conjure Tales. New York: Dutton, 1973. Illustrated by John Ross. 99 pg.

Time. 1850's

R.L. 7

Location. North Carolina

I.L. 5-9

Plot Summary. Conjure Tales is a book of pre-Civil War short stories about voodoo. Voodoo or conjuring was brought over from Africa by the slaves, and it was believed conjure doctors had supernatural powers. They used these powers with the aid of roots, herbs, and other ingredients. It is told in these eerie stories that the power and ingredients, when used together, were strong enough for example to turn Sandy, a slave, into a tree so he couldn't be sold to another master and separated from his wife or it could turn a slave master into a slave, or turn a slave into a mule for stealing a conjure doctor's hog.

## I. Social/Cultural Issues

### C. Patterns, Individual and Group

These short stories reveal much about the injustice of slavery in the South. Many white Southern writers who wrote about the South before the Civil War described the slave's life as a happy and easy one. Conjure Tales gives the other side of the story. For example, in one of the tales it indicates that slave families, and husbands and wives were separated when sold to different plantation owners. Sometimes a male slave was given a slave to be his wife. It shows the master as not having consideration for the slave's feelings and buying and selling slaves as though they were livestock.

Crane, Stephen. Red Badge of Courage. New York: E.P. Dutton and Company, 1894.

Time. 1863

R.L. 7

Location. Chancellorsville, Virginia

I.L. 6-9

Plot Summary. Henry Fleming, a seventeen year old, enlists as a Union soldier to escape the boredom of home. During the three days that the story spans Henry changes from a boy to a man. Forced to face his self-doubts and true fear for the first time in his life, he runs from battles.

He sustains a head wound from the rifle butt of a fellow soldier during a scuffle and is welcomed back as a hero by his regiment during the Battle of Chancellorsville. Believing that he was shot by a rebel soldier, Henry's comrades think he has become a true soldier. This gives him the self-confidence he needs to lead his regiment into another battle. Henry is singled out because of his bravery. In three days, Henry changes drastically.

## I. Social/Cultural Issues

### D. Changes, Individual and Group

Henry is forced to mature overnight. Through no choice of his own he is thrown into a situation over which he has no control. He is forced to acknowledge his limited control over his circumstances and learns to carry through with what others and he, himself, expect of him. This change is characteristic of how the Civil War forced many boys to change overnight and assume a man's responsibility.

Cummings, Betty Sue. Hew Against the Grain. New York: Atheneum, 1977. 174 pg.

Time. 1861-1865

R.L. 7

Location. Virginia

I.L. 6-9

Plot Summary. This is a highly emotional story about the Repass family of northwest Virginia who are all harmed in some way by the Civil War. Young men are injured and killed, women and children demoralized, and home and crops destroyed. Only twelve year old Matilda, the youngest daughter, retains hope and pride for the future. The family becomes divided because of their feelings toward the war and end up fighting among themselves.

## I. Social/Cultural Issues

### B. Attitudes, Individual and Group

When the slaves were given their freedom by Mr. Repass, many were happy for their freedom and anxious to start a new life. Yet others were afraid of their freedom; they feared not being able to provide for themselves. Present in this novel is the sorrow for the loss of the brothers who died in the war and loss of persons to the other side. The reader is reminded of the suffering of the Southern families driven from their homes which were burnt to the ground by Union soldiers.

### D. Changes, Individual and Group

We see a change in the temperament among family members - their lack of patience and understanding with each other. Also apparent is the loss of pride in their homes and land; they neglect the upkeep of their place and plant only a few crops. There is a change in attitude toward the war. War is no longer seen as something glamorous but as something ugly.

There is a change in relationships among blacks and whites when the slaves are freed at the end of the story. To survive and build a future they work, eat, and worship together.



Davis, Bette J. Freedom Eagle. New York: Lothrop, Lee, and Shepard, 1972. 61 pg.

Time. 1860 - 1865

R.L. 7

Location. Wisconsin

I.L. 6+

Plot Summary. This adventure story is based on a factual account of a bald eagle that becomes a mascot for an army regiment during the Civil War. The injured eaglet is found and raised by Chippewa Indians but is later sold to a storekeeper in exchange for food. In 1861 when the war begins with the attack on Fort Sumter the soldiers want a mascot. They decide the bald eagle, which had been adopted as the national emblem in 1782, would be appropriate to lead them to war. The Wisconsin Regiment adopts the "bird of freedom" and they become known as the Eagle Regiment. Following basic training in Madison, the regiment travels south to St. Louis. Here they engage in battle with the Confederate army and then travel on to Tennessee and Shiloh in 1862. "Old Abe", the mascot, becomes the target of many Southern soldiers who have heard about him or seen him. During the four years of war the eagle leads the troops to battle but when the regiment receives a furlough "Old Abe" feels the urge to return to the wilderness. When his mate is shot by lumberjacks he leaves the nest and joins the Eagle Regiment again. He is with them to the end of the war and ends his days in a cage in the State House.

## I. Social/Cultural Issues

### E. Morale, Individual and Group

It is evident that the feeling and spirit of the soldiers changed as the war progressed. When they had to return to their regiment after furlough they became sickened and bitter from battle. Their attitudes had changed considerably about the war. Not only were they battling the Confederate forces but also the severe weather conditions with inadequate shelter and clothing.

## II. Political/Legal Issues

The bald eagle, the symbol of courage and freedom, seemed the appropriate mascot for the soldiers going into the Civil War. In addition to recognizing the vanishing bald eagle as the national symbol, this story shows the life of a military regiment in the Civil War from basic training to battle.

Edmonds, Walter D. Cadmus Henry. New York: Dodd, Mead, and Company, 1949. Illus. by Manning De. V. Lee. 127 pg.

Time. 1861-1865

R.L. 8

Location. Virginia

I.L. 7-9

Plot Summary. This story is based on official records and accounts in the Southern Historical Society Papers. Eighteen year old Cadmus Henry first becomes part of the Rebel army by working as a desk clerk in the adjutant's office involved in the Peninsula Campaign. Cadmus is anxious to be more active so he volunteers for scout duty. His job of observing from a balloon the enemy troops and their location becomes routine until his balloon breaks loose and he floats into enemy territory. After dodging Yankee gunfire Cadmus' balloon finally drifts to the river and he swims to a sand bar where he is rescued by a girl who is involved in the Underground Railroad activities.

## II. Political/Legal Issues

### C. Strategy/Action

As a defensive military strategy of the Rebel army an ex-stunt balloon was used to scout enemy forces in Virginia. After his rescue from the balloon, Cadmus Henry traveled south to rejoin his troops. Traveling through Williamsburg he observed the Confederate troops in retreat and noted little order to the ranks and the bitter look of the harassed officers. General Magruder and General Johnson were officers mentioned in the story who were in command of Rebel forces during their retreat and Yankee possession of Confederate soil.

Forman, James. Song of Jubilee. New York: Farrar, Straus, and Giroux, 1971. 186 pg.

Time. 1860

R.L. 7

Location. Virginia

I.L. 7+

Plot Summary. Jim Chase, self-educated slave who tells his own story in this book, knows that life will not be so simple even when slaves are given their freedom. Jim is given as a Christmas gift one year to the McAdams' son, Myles. They grow up together as master and slave and although slaves are forbidden to read, Jim learns from Myles and his sister. Since most slaves do not read and have little chance to overhear white people talk, they know very little about the war. But by reading the newspapers Jim realizes what a helpless predicament they are in. Even when they are freed, Jim realizes slaves will not be able to provide for themselves nor will they find employment easily.

## I. Social/Cultural Issues

### A. Opinions, Individual and Group

The Negroes' impressions of white people were based almost entirely on their experiences with Southern whites. They had no idea what Yankees were like, and they wondered if they looked at all like Southern whites. They thought of Abraham Lincoln as a big, powerful man - almost a god - who would be leading the Yankee forces to deliver them from slavery.

## II. Political/Legal Issues

### E. Sovereignty, Individual and Group

When the slaves were freed by the Emancipation Proclamation of 1863, many were drafted into the Rebel army to do pick and shovel slave work. Unless they could escape to the North they were forced to fight against the Yankees, so initially the Emancipation Proclamation did not actually free the slaves of submission to an outside force nor did it end the war.

Hall, Marjory. Carved Wooden Ring. Philadelphia, Pennsylvania:  
Westminster, 1972. 176 pg.

Time. 1858-1866

R.L. 7

Location. Maryland

I.L. 6+

Plot Summary. This story is based on the letters and diary of Euphemia Goldsborough, a true Southern belle and heroine of the Civil War. As the possibility of a war between the states comes closer, Maryland becomes divided over issues of the war. Effie chooses to side with the Confederacy. At the age of twenty five she is restless with just helping at home and is eager to do more for the Rebel cause. She leaves home to nurse the wounded soldiers from the battlefields of Antietam and later Gettysburg.

The Goldsborough family is under constant surveillance by Yankee soldiers since they are suspected of assisting with the Underground Railroad. Some of Effie's letters to Southerners are discovered and she is banished from her home and charged with treason against the United States. Effie is not able to return until the war ends, but meanwhile she works in Richmond, Virginia under assignment of President Davis. During that time a romance develops with a Rebel soldier but they are separated by their duties to the war.

## I. Social/Cultural Issues

### D. Changes, Individual and Group

The life style of Effie Goldsborough and her family changed considerably during the Civil War. She had to leave the security of her home and lived in many unpleasant conditions when she helped care for wounded soldiers and later when she was banished from her home.

## II. Political/Legal Issues

### B. A Divided Country

Being a state especially divided on the issues of the Civil War, Maryland had Northern and Southern sympathizers alike. The Goldsboroughs took an active part in the Rebel cause by using their home as a link in the Underground Railroad. Before the war even began it was used to help fugitives escape from the South to freedom. When the war began the family helped sympathizers get to the South to enlist as Rebel soldiers. Other services involved in the underground movement included a mail system, and sending food, supplies, and medicines which were desperately needed in the South once the blockades were set up by Union forces. Participation in the Underground Railroad was extremely dangerous for any person involved, but the Goldsborough family was willing to take that risk in order to play an active role in the Confederate fight.

Hunt, Irene. Across Five Aprils. Chicago, Illinois: Follett  
 Pub. Co., 1964. 223 pg.

Time. 1861 - 1865

R.L. 5

Location. Illinois

I.L. 5+

Plot Summary. As the Civil War takes away members of the Creighton family, nine year old Jethro Creighton assumes more responsibility on the family farm in southern Illinois. Living in a border state the family is divided in their loyalties between the Union and Confederate states, but one brother does join the Confederate troops. During the four years of the war Jethro is kept busy with farm work. He misses attending school which is not held since the teacher enlisted in the Union army. Although the mail arrives months late in Illinois Jethro keeps informed about the war through correspondence with his brothers and teacher. They write detailed accounts of the battles of Antietam and Shiloh and already by 1863 note that deserters are traveling back to Illinois disillusioned and discouraged with their leaders and the Union. There are mixed feelings about Abraham Lincoln on the frontier but Jethro Creighton believes him to be a powerful leader and is saddened when he learns of the assassination.

## I. Social/Cultural Issues

### E. Morale, Individual and Group

Although not actively involved in the Civil War, Jethro and the rest of the family suffered just the same. The family became divided over issues just as the country divided and never would their relationship be the same. They suffered the loss of one brother to the Rebel side and another who was killed in battle. Although the war was remote for those on the frontier in Illinois and news arrived months late there still was much turmoil for the Creighton family.

Johnston, Norma. Of Time and Of Seasons. New York:  
Atheneum, 1975. 282 pg.

Time. 1861

R.L. 9

Location. New Jersey

I.L. 7+

Plot Summary. This is a highly emotional story about the Vandever family at the onset of the Civil War. Some of the events and characters are real, based on the author's knowledge of that time period and location. The Northern view of the war is seen as something very distant - to be read about in the papers and having no economic affect at all. The people near Washington go out to see the battles as if going to a picnic but soon panic and flee to the safety of their homes.

Some reference is made to the Battle of Bull Run where Joshua, the oldest son, fought. After finding out about the death of a close friend on the enemy side, he deserts and flees to Canada.

Bridget, oldest daughter of the Vandever family, is the main character of the story. Throughout the story Bridget is the strength of the family, yet she fights to find a place that is uniquely hers within a family of talented artists, musicians, and writers.

## I. Social/Cultural Issues

### E. Morale, Individual and Group

Although very distant from actual battles of the war, the Vandever family still suffered the emotions and sorrow of the tragedy of war. Both Mr. and Mrs. Vandever were called to Washington to report on the war and commissioned by the government to do a series of war sketches. Their absence caused upheavals at home. The undercurrent of uncertainty and worry about Joshua, who had joined the Union army, caused sorrow for the family. The family was split by the war and their sympathies for the North and South.

## II. Political/Legal Issues

### C. Strategy/Action

Because of the draft in the North, Joshua Vandever was forced to flee to Canada rather than to continue fighting in a war that he could not justify.

Keith, Harold. Rifles for Watie. New York: Thomas Y. Crowell Co., 1957. 332 pg.

Time. 1861-1865

Location. Western Campaign: Kansas, Missouri, Oklahoma, Nebraska, East Texas

R.L. 5  
I.L. 7+

Plot Summary. Sixteen year old Kansas farmboy, Jeff Bussey, enlists in the Union army for the battle and adventure. Through his life as a soldier are shown the rugged conditions, inadequate food and shelter, and the sorrow of having one's friends die in battle. Bussey is part of the Union army but as a scout behind the line he becomes part of the Rebel army and serves with General Stand Watie, Rebel leader of the Cherokees.

This story gives some understanding of fighting for a cause resulting from the war. Watie's men, mostly Cherokee Indians, aren't fighting over slavery or trying to divide the country. Theirs is a political fight - they are fighting to protect their Indian territory from being taken over by another group.

The story also shows the suffering of those not actively involved in the war - of Jeff's family and those families that help him during the four years he is in the military, both Union and Confederate.

## I. Social/Cultural Issues

### A. Opinions, Individual and Group

The opinions Southerners had of Northerners until they got to know them is evident in this story. As a result of extremist views, Southerners had little understanding of Northerners. Jeff Bussey was not immediately accepted when he came into contact with a Northern family.

## II. Political/Legal Issues

### C. Strategy/Action

The author has done extensive research on the Civil War in Indian territory, so many of the battles and locations are vividly portrayed. The offensive strategy of the Union soldiers in the western campaign is shown as are their blockades to create shortages of food and supplies in the South.

Meador, Stephen W. The Muddy Road to Glory. New York:  
Harcourt, Brace and World, Inc., 1963. 190 pg.

Time. 1863-1865

R.L. 8

Location. Maine - Virginia

I.L. 7-9

Plot Summary. Ben Everett, sixteen year old farm boy from Maine, longs to join the Union army. Through the efforts of a recruiting sergeant he enlists and becomes part of the 20th Maine Regiment of the Army of the Potomac. The story follows Ben as he receives infantry training and settles into winter camp before any combat. The following spring Ben and his Regiment march south until they finally encounter Confederate troops. As ensuing battles are fought, the friendship and pride between Ben and his fellow soldiers grow until they operate as a well disciplined unit. Ben is eventually captured and sent to Belle Island Prison Camp near Richmond. His escape and journey back to join his regiment strongly test his endurance and ability to react to adverse conditions. Ben is present with his regiment at Appomattox when General Lee surrenders.

## I. Social/Cultural Issues

### E. Morale, Individual and Group

Every young man's dream was to answer the call of President Lincoln to fight for the Union cause. The pride and backgrounds of the men from each state in the Union are exchanged as they sweat and fight beside each other for the common cause.

## II. Political/Legal Issues

### B. A Divided Country

### C. Strategy/Action

President Lincoln's re-election in 1864 was due to the vote of the men in the military who, even though they knew the war would continue, voted for Lincoln because they believed so strongly in what they were fighting for. This book describes many battle sites and the actions of officers of both the Union and Confederate Armies including Generals Lee, Grant, Meade, Sherman, and Pickett.

## III. Economic Issues

### C. Growth and decline of the Northern and Southern Sections

The poverty of the South is depicted throughout the book, especially that due to crop destruction. When General Lee's troops surrendered at Appomattox they had not eaten for over a week.



Mitchell, Margaret. Gone With the Wind. New York: Macmillan, 1936. 733 pg.

Time. 1860's

R.L. 8

Location. Georgia

I.L. 7+

Plot Summary. This is a Civil War epic which is realistic in detail and told from a Southern point of view. The novel, which centers around the romantic characters Scarlett O'Hara and Rhett Butler, deals with the Civil War and slavery. Sixteen year old Scarlett O'Hara, although reared in luxury, is forced into poverty when her plantation, Tara, is taken over by Yankees. Determined to keep Tara, she ruthlessly uses her power over men to get the money necessary to pay the taxes and eventually rebuild the plantation. Rhett Butler is characterized as a scoundrel and blockade runner - loyal to no cause but his own. Although Tara is spared as a headquarters for Union officers, surrounding mansions are looted and burned by soldiers. Nearby Atlanta is besieged by Sherman's troops and people are driven from their city.

### I. Social/Cultural Issues

#### D. Changes, Individual and Group

As a result of Northern aggression in the South, many plantation owners were forced to abandon their life of luxury. As crops were destroyed and slaves fled the master had to take over the manual labor. Their life style changed from that of a leisurely plantation life to the urgency of a war region.

### III. Economic Issues

#### B. Property, Human and Material

The Confederate states suffered the majority of property loss and damage during the Civil War. Not only did they lose slave labor but also suffered the loss of plantations, which were burnt to the ground, crop destruction, and the burning of cities such as Atlanta.

#### C. Growth and Decline of the Northern and Southern Sections

When the North invaded the South, plantations such as Tara were destroyed or used by the Northern forces. The crops on Tara were destroyed, the animals stolen or killed, the slaves allowed to leave, and the house used as a Yankee headquarters. Some slaves remained loyal to their masters but most drifted off leaving no one to care for and restore the crops. Some people were able to capitalize on the war by running the blockade and selling the much needed food, medicine, and supplies at exorbitant prices.

Monjo, Frances N. Gettysburg, Tad Lincoln's Story. New York: Windmill Books Inc., 1976. Illustrated by Douglas Gorsline. 45 pg.

Time. July, 1863

R.L. 7

Location. Gettysburg, Pennsylvania

I.L. 6+

Plot Summary. This is a fictionalized account of the three days of battle at Gettysburg from the point of view of Abraham Lincoln's son, Tad. The reader becomes aware of the fear the freed slaves in the North must have experienced as the Confederate army moved further north in Pennsylvania. The slaves knew that if General Lee captured them they would be taken prisoner and returned to their owners in the South. When news of Lee moving across Pennsylvania spread, the Northerners began to hide their food and valuables. Even though the Rebels might offer to buy things from them, the Confederate money was worthless.

About the time Lee's troops were advancing across Pennsylvania, Joe Hooker resigned and was replaced by General George Meade to stop the Rebels. The Union was badly in need of soldiers but there was trouble with the draft. During the three days of battle at Gettysburg the Rebels, led by General Pickett, lost thousands of men and ran out of ammunition and supplies. The Yankee troops, led by General Meade, forced Generals Lee and Pickett back across the Potomac River, into Virginia. With the help of illustrations in the book a realistic scene is depicted of soldiers lying helplessly on the battlefield crying out to die, to be relieved of their misery. Four months after the battle Abraham Lincoln delivered his famous Gettysburg Address at the National Cemetery dedicated to the fallen heroes.

## II. Political/Legal Issues

- C. Strategy/Action
- D. Military Leaders

The illustrations in this story add a great deal to the vivid description of the three day battle at Gettysburg, Pennsylvania, and the military leaders involved. The reader sees the role some of the famous Union military leaders such as Generals Meade and Hooker played in stopping the Rebel forces led by Generals Pickett and Lee. Background information is given about Lincoln, his relationship with his family, and the delivery of his famous Gettysburg Address.

O'Dell, Scott. The 290. Boston, Massachusetts: Houghton Mifflin Co., 1976. 118 pg.

Time. 1862

R.L. 7

Location. Eastern seaboard of U.S.

I.L. 6-8

Plot Summary. This sea adventure is based on the true account of Semmes and the 290, a ship built secretly in England. The Rebels' plan for the 290 is to serve as an armed raider to destroy Northern commerce. England is considered neutral at the time of the Civil War but many leaders are pro-Confederate since they despise the United States government.

The ship's first voyage is to the Azores where Captain Semmes comes aboard and turns the 290 from a commerce ship into a battle ship. It then sails to the eastern seaboard of the United States where it is used to destroy Northern whaling ships. By sailing under the disguise of neutral flags, the 290 is responsible for destroying more than half the Northern commercial fleet.

## II. Political/Legal Issues

### C. Strategy/Action

This sea adventure describes a Rebel military strategy against the Union on the eastern seaboard. The 290 was very effective in crippling Northern commerce at sea until it was sunk by an enemy cruiser.

Smucker, Barbara. Runaway to Freedom. New York: Harper and Row, 1977. Illustrated by Charles Lilly. 152 pg.

Time. 1850's

R.L. 6

Location. Mississippi plantation to Canada

I.L. 7-9

Plot Summary. This story is based on the first hand experience, found in narratives, about fugitive slaves, the Underground Railroad, and the related activities of abolitionists. Julilly and Liza, two teenage slaves, are sold to a master of a Mississippi plantation. After being submitted to cruel and inhumane treatment they are eager to escape when a Quaker abolitionist comes to their rescue. Because of the Fugitive Slave Law, which gave slave owners the right to reclaim their property and fine \$1000 to anyone assisting fugitive slaves, Julilly and Liza know they can't be free until they reach Canada. As they travel north they make many contacts with the Underground Railroad in Tennessee, Kentucky, and Ohio - white and black people working together to help slaves to the "land of freedom".

## II. Political/Legal Issues

### B. A Divided Country

The Underground Railroad was made up of many links from the deep South through the North. Black and white people worked together and risked severe prison sentences to help. Julilly and Liza were first helped by the Mennonites in Tennessee. They then traveled north to other stations in Kentucky and across the Ohio River to Ohio where they went to the home of Levi Coffin, president of the Underground Railroad. He helped them make connections to cross Lake Erie into Canada. Even as the girls had traveled through the northern states, they were refused help and were not able to buy food from many white people who feared the Fugitive Slave Law.

Steele, William. The Perilous Road. New York: Harcourt, Brace, and World, Inc., 1958. Illus. by Paul Galdone. 191 pg.

Time. 1860 - 1861

R.L. 4

Location. Tennessee

I.L. 3-8

Plot Summary. Chris Babson, a young Southern boy with conflicting loyalties, comes to understand how his parents can accept his older brother joining the Union army when he meets some Yankee soldiers. Chris, who despises Yankees, is ashamed and embarrassed when his older brother leaves home to join the Union army. He is so ashamed that he tries to redeem himself in front of his friends and neighbors by pretending to become a Confederate spy. Eventually his love for his brother leads him to a Yankee camp near his home to warn him of an impending Confederate ambush. Once inside the Yankee camp, Chris is befriended by Union soldiers, and his opinion of Northerners changes.

### I. Social/Cultural Issues

#### A. Opinions, Individual and Group

Chris' unjustified feeling that Northerners were violent, inhumane people changed when he actually met some Yankees while in their military camp and they accepted him even though he was a Southerner.

#### B. Attitudes, Individual and Group

The hostility between two brothers changes into love once Chris comes to the understanding that Northerners are like Southerners. They just have differing political views.

### III. Economic Issues

#### C. Growth and Decline of the Northern and Southern Sections

The deterioration of the Southern economy brought on by Yankee theft of food and goods, crop destruction, and the necessity to forward any salvagable food to the Southern army is apparent in this novel.

Stowe, Harriet Beecher. Uncle Tom's Cabin. New York: Macmillan Company, 1962. 501 pg.

Time. 1850's

R.L. 9

Location. Kentucky, Mississippi

I.L. 6-9

Plot Summary. This is a story about the fugitive slaves, the Underground Railroad, and the plantation owners. It involves a young slave family, the Harris', who escape by the Underground Railroad to prevent their son from being sold to another master. The family had lived on the same plantation as Uncle Tom, whose owner is forced to sell him to pay off a debt. As Tom is sold from master to master the reader becomes aware of the injustices of slavery. When Uncle Tom's kind master died, the slaves were sent to the slave market. The brutal plantation owner, Simon Legree, buys Tom and submits him to severe beatings. Meanwhile, Eliza Harris and her son continue north to Canada with the help of Quaker families along the way, but closely pursued by slave chasers. Eliza and her husband are finally united in Canada after much turmoil and suffering during their escape to the North. In the end, Tom dies from a beating by his brutal owner, Simon Legree.

This story was written in the 1850's by Harriet Beecher Stowe, as part of a movement to either abolish or prevent slavery from spreading into the newly claimed areas of the United States. It was written in protest of the Fugitive Slave Law of 1850 which returned slaves to their masters and made it illegal for Northerners to help slaves.

## I. Social/Cultural Issues

### B. Attitudes, Individual and Group

The characters developed by the author make a statement about the cruel and unjust practice of slavery. The relationship which is most representative of arousing hate is that of Simon Legree and Uncle Tom. It is a good example of the range of feelings from compassion and kindness to antipathy and hate in the master-slave relationship. Written by a person who lived in the era of the Civil War, this book gives a realistic account of the horrors of slavery and the injustice of the Fugitive Slave Law.

## II. Political/Legal Issues

### B. A Divided Country

An account is given of the slaves making their way slowly through the stations of the Underground Railroad to Canada. They were helped by prominent Northerners along the way, who risked punishment by the Fugitive Slave Law to help the slaves to freedom.

Swift, H.H. Railroad to Freedom. New York: Harcourt, Brace and Company, 1932. 364 pg.

Time. 1850-1865

R.L. 8

Location. New Jersey, Massachusetts, Virginia I.L. 7-10

Plot Summary. Railroad to Freedom is a fictionalized account of Harriet Tubman, a slave girl born in the 1820's. She is born in Maryland in 1821 and at the age of thirteen is separated from her family when she is bought by another master to do housework and care for his children. After witnessing cruelty and injustice by her new master, Harriet soon escapes and returns to her family. When her old master dies and the plantation is taken over by his son, conditions change and the slaves are driven with an impersonal brutality they had not known before. Harriet escapes, and with the help of a Negro family crosses the river to make connections along the Underground Railroad where she is fed and sheltered by Quaker families. In Philadelphia she is given employment by a Friend and over the years travels south frequently to help family and friends escape slavery. She is known as the Moses of her people for helping three hundred slaves to freedom. During the Civil War years she serves as a nurse and risks her life as a spy for the Union army.

## I. Social/Cultural Issues

### C. Patterns, Individual and Group'

This shows the problem of slavery from the viewpoints of both the slave and the slaveholder. Not only were millions of black people enslaved but also the South itself was enslaved by "King Cotton". The Southern economy grew more dependent on slavery as the price of cotton increased so slavery was seen as a necessary evil. Even when the slaves did escape to the North they still had to live in fear of being captured by their masters. Any Northerner suspected of helping a fugitive slave could be charged with stealing property from the Southern plantation owners. Through Harriet Tubman's life as a slave the reader sees that all slaveowners were not alike in their treatment of their slaves. Her first master was kind and compassionate yet his son treated the slaves in brutal and inhumane ways.

### F. Outspoken Leaders

As Harriet Tubman gained recognition as a leader in the Underground Railroad she was asked to speak at abolitionist meetings and give an account of her life as a slave. Speakers such as Harriet Tubman enlightened the North to the suffering of slaves in the South.

Thane, Elswyth. Yankee Stranger. New York: Duell, Sloan, and Pearce, 1954. 306 pg.

Time. 1860 - 1865

R.L. 8

Location. Virginia

I.L. 7+

Plot Summary. This story is an historical romance set in Virginia leading up to and including the Civil War years. It is the romantic story of a Southern belle and her beau, a northern journalist riding with the Union army.

The Confederate side of the story is given along with a description of many of the battles near Richmond and Williamsburg. These battles at first indicated a southern victory in spite of the casualties and disease.

The main characters, Eden Day, her grandmother, and the rest of the Day family are shown in their relationship to the Yankee, Cabot Murray. It becomes evident how the Southern family's life style and feelings changed as a result of the war.

## I. Social/Cultural Issues

### D. Change, Individual and Group

The life style of the Southern families changed considerably when the war began and the men left to do battle. Women took over some of the men's duties as well as working in the hospitals with wounded soldiers. Because of the blockades the families could not receive news for months, nor could they receive medicine, clothes, or food.

## II. Political/Legal Issues

### B. A Divided Country

1860 election of Abraham Lincoln.

Knowing very little about Abraham Lincoln, the South felt Lincoln was incompetent to serve as president of the United States. Although he was considered a powerful man, they thought of him as too common for the Presidency.



Vining, Elizabeth Gray. The Taken Girl. New York: Viking Press, 1972. 190 pg.

Time. 1850's

R.L. 6

Location. Philadelphia

I.L. 6+

Plot Summary. Veer Schuyler, the "taken girl" in the title is a young orphan who has a very unhappy childhood growing up in an orphanage and later when taken in by the Underwood family during the pre-Civil War years in Philadelphia. When she is taken into the Healy household she feels like part of the family and no longer like just a servant girl. As part of the Quaker family, she becomes involved in the abolitionist movement and works closely with John Greenleaf Whittier, abolitionist, poet and editor. As the abolitionists help the fugitive slaves make connections on the Underground Railroad and befriend freed slaves they notice that Northern prejudice against color is almost as cruel to blacks as slavery itself. Tension mounts in the city until there is an outbreak of mob violence. The mob destroys the newly built Pennsylvania Hall where abolitionist meetings had been conducted. No attempt is made by the mayor or firemen to stop the attack.

## I. Social/Cultural Issues

### F. Outspoken Leaders

John Greenleaf Whittier, a devout Quaker, spent much of his time and effort for the anti-slavery cause through his poetry and writing for the Freeman Newspaper. The newspapers played a great part in the abolitionist movement.

## II. Political/Legal Issues

### B. A Divided Country

Although the novel deals with the years before the Civil War, it still describes an era of unrest and tension. It centers around Veer Schuyler, as part of a Quaker family involved in abolitionist movements. In spite of the risk of arrest and punishment under the Fugitive Slave Law, many Northerners were willing to provide food, clothing, and shelter for fugitive slaves making their way north on the Underground Railroad to Canada. The prejudice of many Northerners toward the slaves was as unjust as the slavery in the South.

Werstein, Irving. Civil War Sailor. New York: Doubleday and Company, Inc., 1962. 144 pg.

Time. 1862-1863 R.L. 5

Location. New York - Norfolk, Virginia I.L. 5-8

Plot Summary. Billy Harper, a shoe shine boy in New York City, works near the naval yard and his only dream is to become a sailor for the Union Navy. Billy befriends Lt. Hurst and in the meantime finds out that the Monitor is leaving the harbor to do battle with the Merrimack. As a sixteen year old, Billy is told he is too young to serve in the Navy. He does slip aboard ship as it is leaving New York harbor headed for Virginia. While on board ship Billy helps to solve a sabotage attempt against the Monitor. The ironclad then goes on to engage in battle against the Merrimack and emerges victorious.

## II. Political/Legal Issues

### C. Strategy/Action

This story describes the naval aspect of the Civil War from the viewpoint of a sixteen year old stowaway on the Monitor. This is a good example of offensive military strategy of the Union including the blockade of the Southern port at Norfolk, Virginia.

Whitney, Phyllis A. Step to the Music. New York: T.Y. Crowell Company, 1953. 256 pg.

Time. 1861 - 1865

R.L. 8

Location. New York

I.L. 7+

Plot Summary. Step to the Music gives a good picture of the establishment of the draft in the North during the Civil War; of the riots against the Negro population in the North, and of those who sympathized with the Rebel cause. The story revolves around the Garrett family on Staten Island, New York. Abbie Garrett is divided in her sympathies for the North and South. Her father joins the Union forces which disturbs her mother, a true Southern belle.

## I. Social/Cultural Issues

### A. Opinions, Individual and Group

In this story is seen the feeling of the Northerner who thinks of the Union as such a powerful force that the South doesn't stand a chance against them. Through Lorena, a Southern relative of the Garrett family, is seen the superior attitude of the South toward the North.

### B. Attitudes, Individual and Group

The grief and fear of the Negroes in the North who were victims of the riots and the sorrow of the families divided by their feelings on the war and loss of men in battle are all apparent in this novel.

## II. Political/Legal Issues

### C. Strategy/Action

In 1863 it became necessary to establish military conscription in the North, but by that time the attitude had changed among the people. They had lost interest in the war and wanted it to end. The attempt to draft men into the Union army caused anti-draft riots in New York City and Staten Island. Since there were many military camps in the area there was the additional problem of undisciplined soldiers.

Williamson, Joanne S. And Forever Free. New York: Knopf, 1966. 197 pg.

Time. 1860's

R.L. 4

Location. New York

I.L. 6+

Plot Summary. This story gives a good description of New York City in the troubled times of the 1860's. The main character, fifteen year old Martin Herter, is a German immigrant who arrives in the United States to live with his uncle just before the Civil War. He finds a job on Horace Greeley's New York Tribune newspaper. Through his job he becomes involved in clashes that climax in the anti-draft riots in July of 1863.

Martin encounters problems soon after he arrives in New York when he helps a runaway slave find shelter and employment. Since New York had many anti-abolitionists, Martin risks **danger** and punishment by helping the slaves. After the election of President Lincoln, the Northern states begin to nullify the Fugitive Slave Law. The Southern states begin to secede from the Union and elect Senator Jefferson Davis as President of the Confederacy. As more men leave the Tribune to fight for the Union army, Martin works his way up to becoming a reporter. He travels to Gettysburg where he joins General Meade's troops to report on that battle. This story gives a feeling of the undercurrents of tensions and unrest before the election of Lincoln and throughout the war years.

## II. Political/Legal Issues

### B. A Divided Country

Many political issues were involved in this story. In the anti-draft riots in 1863 the mobs raided draft headquarters and then began to seek out slave sympathizers and Negroes that were being protected. Many Northerners risked punishment under the Fugitive Slave Law before its nullification in order to protect runaway slaves or help them to freedom in Canada.

This story makes the reader aware of the corruption of city politics in the 19th century and the tension over the slavery issues. Horace Greeley, abolitionist and editor of the New York Tribune, seemed to have a great deal of influence on the abolitionist movement in New York City.

## Chapter 5

### SUMMARY OF STUDY AND CONCLUSIONS

An important function of a media specialist is the selection of print and nonprint materials to meet the specific needs of young people using the school library. Anyone faced with such a task is aware of the difficulties in discovering what is available and suitable for the particular audience.

The purpose of this study was to determine if an annotated bibliography of historical novels about the Civil War could be developed that would be a usable tool for both eighth grade students and their teacher in an American Studies Course. Approximately thirty-five novels were initially selected from selection tools to be read and analyzed to determine inclusion in the bibliography. Seven novels were deleted from the list because they were found to be beyond the limitations of this study: Andersonville by Mackinley Kantor, Jubilee by Margaret Walker and A Woman Called Moses by Marcy Heidish were deleted because they were recommended in the Wilson Senior High School Library Catalog for senior high students. Four books about slavery and the Underground Railroad, Black Woman by Bernard Katz, Hannah Herself by Ruth Franchere, Underground Man by Milton Meltzer, and Slave Dancer by Paula Fox, were deleted because after analyzing the books the researcher found their time periods were not within the time period of the study which was 1850 - 1865. The researcher also deleted Flight to Canada

by Ishmael Reed because it was difficult reading and did not appear to be appealing reading for junior high students. Those books included in the bibliography were enjoyable reading and the main characters were usually adolescents which should appeal to the audience for which this research is intended.

The researcher read through the unit on the Civil War in the textbook, Liberty and Union, used by the Clarence-Lowden Middle School American Studies Class and through other textbooks in order to learn more about that time period and to be able to identify major issues of that era. The researcher was able to define the issues in three major categories: Social/Cultural, Political/Legal, and Economic. Under those major categories are given definitions and examples for each issue..

After reading the novels about the Civil War era, the researcher was able to add more examples under each of the three categories. For example, as the researcher read novels about slavery and the abolitionist movement, names were added to the subcategory of Outspoken Leaders in the Social/Cultural Issues. After reading accounts of battles in the Civil War, the researcher added names to the subcategory of Military Leaders in the major category of Political/Legal Issues.

### The First Hypothesis

The first part of the first hypothesis, that an annotated bibliography of thirty five novels relating to the Civil War could be developed with an interest level range

including grade eight was not supported. As illustrated in Table 2 below, the books included in the bibliography have interest levels that include grade eight; however, there are twenty eight total books rather than the predicted thirty five.

Table 2  
Number of Books by Interest Level

Level	No.	Level	No.
3 - 8	1	6 - 8	1
4 - 8	1	6 - 9	3
5+	1	7+	8
5 - 8	1	7 - 9	4
5 - 9	1	7 - 10	1
6+	6		

The majority of the novels in the bibliography are within the interest level range of grades six through nine. 50 percent of the novels have an interest level of sixth or seventh grade and above.

The second half of the first hypothesis, that an annotated bibliography of thirty five novels relating to the Civil War could be developed with a reading level range including grades four through eleven was not supported. As illustrated in Table 3, twenty eight titles are included in the bibliography rather than the predicted thirty five. The majority of the titles are seventh and eighth grade reading

level. No books, of eighth grade interest level, were found with tenth and eleventh grade reading levels.

Table 3  
Number of Books by Reading Level

Reading Level	No.	Reading Level	No.
4	2	8	8
5	4	9	2
6	3	10	0
7	9	11	0

As illustrated in Table 3, novels with a reading level of grades ten and eleven were not found. Although the interest level would be beyond the eighth grade, perhaps book titles could be selected from such tools as Wilson's Senior High School Library Catalog for those eighth grade students reading at tenth and eleventh grade levels.

A total of twenty eight novels have been included in the annotated bibliography. By searching through reputable selection tools with given subject headings, the researcher was able to find approximately thirty five titles on the Civil War and related topics. Certain novels were later deleted for not being within the limitations of the study. Four novels were of time periods earlier than the given time span of 1850 - 1865.. Three novels were recommended for senior high school which is not considered to include grade eight; possibly those titles should be included for the higher reading levels. The



novels were made available to the researcher through the following sources: University of Northern Iowa, Grant Wood Area Education Agency, Clarence-Lowden School, ILITE - DeWitt Public Library, and Follett Library Book Company.

### The Second Hypothesis

The second hypothesis, that major social/cultural, political/legal, or economic issues of the Civil War era could be attributed to each title in the bibliography was supported. Contrary to what was stated in the review of the literature in articles by Charlotte S. Huck and May Hill Arbuthnot, that the Civil War was generally described in terms of human issues rather than political issues, a fairly equal number of novels dealt with the political/legal issues as with the social/cultural issues.

Table 4 represents data on the number of novels in each major issues category and sub-category. Some novels dealt with issues from each category and in a few cases it was difficult to identify major issues of the story. For example, Step to the Music by Whitney, Yankee Stranger by Thane, and Keith's Rifles for Watie all deal with social/cultural and political/legal issues. In some cases it was difficult to differentiate between examples of social/cultural and economic issues especially dealing with the growth and decline of the northern and southern sections. Table 4 illustrates the number of novels to which social/cultural, political/legal, and economic issues were attributed.

Compromise and Resources were the two sub-categories

Table 4  
 Number of Novels in Each Major Issue Category  
 and Sub-Category

Issues	No.	Total No.
Social/Cultural		25
Opinions, Individual and Group	5	
Attitudes, Individual and Group	4	
Patterns, Individual and Group	2	
Changes, Individual and Group	6	
Morale, Individual and Group	6	
Outspoken Leaders	2	
Political/Legal		23
Compromise	0	
A Divided Country	7	
Strategy/Action	11	
Military Leaders	4	
Sovereignty	1	
Economic		4
Resources	0	
Property, Human and Material	1	
Growth and Decline in the Northern and Southern Sections	3	

of issues that were not addressed in the novels included in the bibliography. Compromise, for example the Missouri Compromise and the Compromise of 1850, in the Political/Legal Issues was briefly mentioned in various novels but was minor compared to other issues. The resources of the North and South, in the Economic Issues, was not discussed a great deal in the novels.

While searching for historical titles in the selection tools the researcher found that there is a need for improved and updated bibliographies of historical fiction. Seymour Metzner's American History in Juvenile Books is dated 1966, Brown's American History Booklist for High School is dated 1969, and Zena Sutherland's History in Children's Books is dated 1967. So these three bibliographies, all published in the 1960's, have not been updated nor are they current enough to include certain titles published in the 1970's. The more current sources, such as the Wilson catalogs and Booklist yielded only ten additional titles for inclusion in this bibliography. The need for updated and improved booklists was cited in the literature review in an article by Joseph DeJardin. When he noted a resurrected interest in history, he cited a need for compilers of reference tools to take a look at school needs and decide which titles are appropriate.

The author makes no claim that this bibliography is all-inclusive of "good" nineteenth century historical fiction. It is a limited book list intended as a working tool for students and teachers in selecting appropriate books. This is a list that can be continuously added to and updated.

In giving direction for further research, this type of bibliography could be developed for any time period in American or world history. Perhaps the major categories of issues would be different depending on the concepts, personalities, and events of the historical era.

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## APPENDIX A

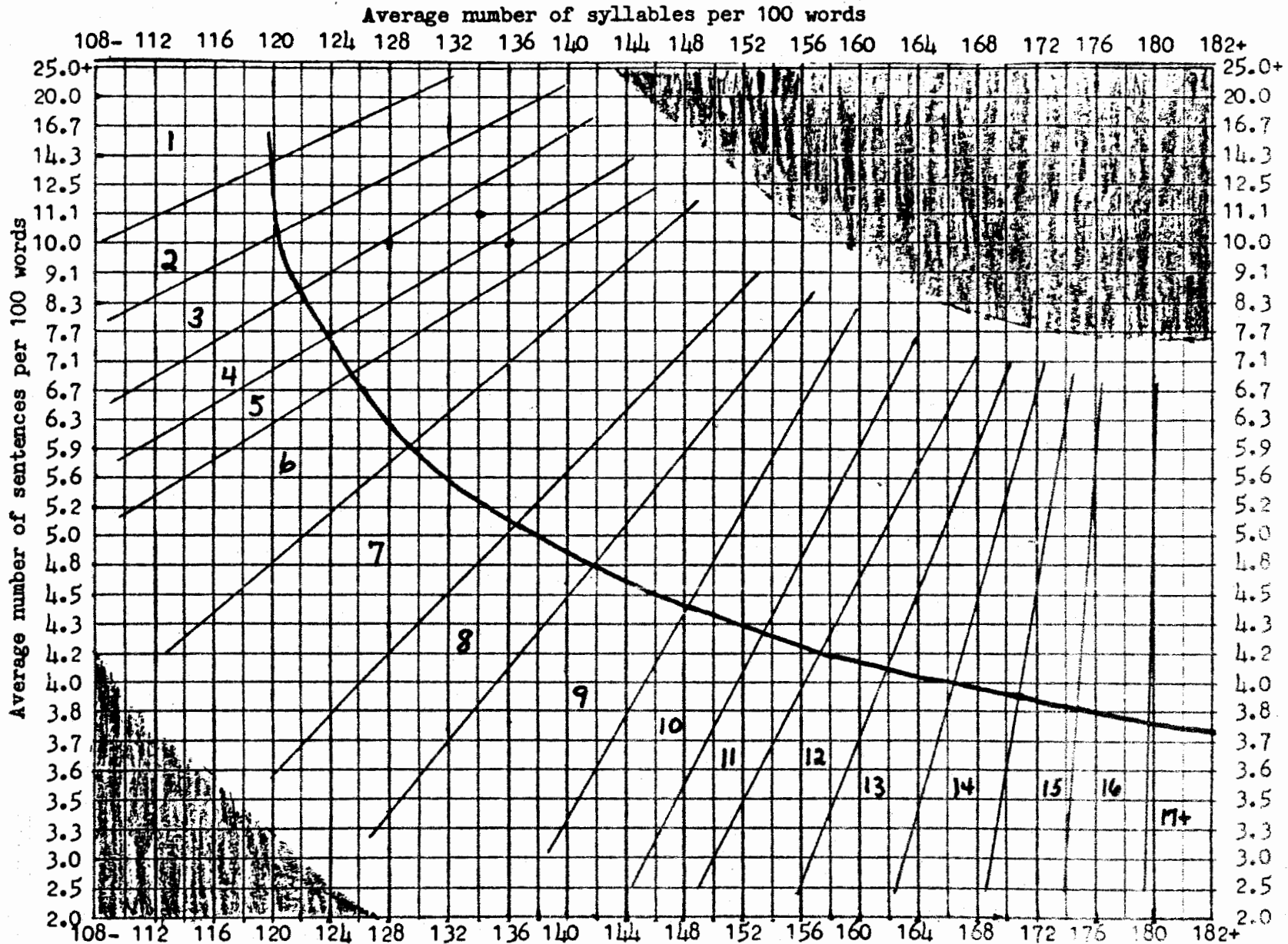
## Fry Readability Graph

## Expanded Directions for Computing Readability With Graph

1. Randomly select three (3) sample passages and count out exactly 100 words each, beginning with the beginning of a sentence. Do count proper nouns, initializations, and numerals.
2. Count the number of sentences in the hundred words, estimating length of the fraction of the last sentence to the nearest one-tenth.
3. Count the total number of syllables in the 100-word passage. If you don't have a hand counter available, an easy way is to simply put a mark above every syllable over one in each word, then when you get to the end of the passage, count the number of marks and add 100. Small calculators can also be used as counters by pushing numeral 1, then push the + sign for each word or syllable when counting.
4. Enter graph with average sentence length and average number of syllables; plot dot where the two lines intersect. Area where dot is plotted will give you the approximate grade level.
5. If a great deal of variability is found in syllable count or sentence count, putting more samples into the average is desirable.
6. A word is defined as a group of symbols with a space on either side; thus, Joe, IRA, 1945, and & are each one word.
7. A syllable is defined as a phonetic syllable. Generally, there are as many syllables as vowel sounds. For example, stopped is one syllable and wanted is two syllables. When counting syllables for numerals and initializations, count one syllable for each symbol. For example, 1945 is four syllables, IRA is three syllables, and & is one syllable.
8. The closer to the curved line the dot falls, the more reliable the readability level. If the dot falls in either of the two shaded areas the readability level is unreliable.



GRAPH FOR ESTIMATING READABILITY--EXTENDED  
by Edward Fry, Rutgers University Reading Center, New Brunswick, N.J. 08904\*



\*Note: This "extended graph" does not outmode or render the earlier (1968) version inoperative or inaccurate; it is an extension. (REPRODUCTION PERMITTED--NO COPYRIGHT)