

Pairing Books for Learning: The Union of Informational and Fiction

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I WALKED AROUND THE CLASSROOM as small groups of students were discussing their books. One group stopped me and said:

Our group chose to read *The Book Thief* first and now we're thinking that we probably should have read *Hitler Youth* first, because we didn't even know what that was and it's talked about in *The Book Thief*. We think if we read *Hitler Youth* first, we would have found out about that group and it would have made more sense.

This led to a discussion about why the students had made that choice and I wondered aloud if they could have chosen to read both books at the same time. *The Book Thief* (Zusak, 2005) is historical fiction, so it needs to be read from beginning to end, whereas *Hitler Youth* (Bartoletti, 2007) is an informational chapter book, so it doesn't need to be read sequentially. Might they have chosen to read a chapter or two from *Hitler Youth*, then delve into the other book? How might their experience of the two books been different? These two books were paired to help the students learn about the German experience in World War II from two distinct, yet content-united genres: fiction and informational texts.

The connection between fiction texts and informational texts with similar topics can be powerful, as one genre can elegantly support and enhance learning from the other. For example, in the vignette above, when students came upon the idea of the Hitler Youth in the fictional work, *The Book Thief*,

they were confused because they simply didn't know what Hitler Youth was. But the accompanying informational book was actually titled *Hitler Youth*—had they read part or all of that book first, this confusion would have been eliminated, since background knowledge is vital when learning new content.¹ In fact, strengthening current and creating new connections is an essential component of learning or comprehending a text.

The purpose of this article is to present an annotated bibliography of paired books—one fiction and one informational—about multiple topics in history and social studies that, when read together, can help support students' learning through experiencing the topic from multiple perspectives and voices. It begins with a brief rationale for pairing fiction and informational texts and explains how to choose and use them wisely. The remainder of the article is an annotated bibliography of paired books that includes suggestions for effective strategies that enhance learning. Additional suggestions for books by subject are included in a brief bibliography at the end of the article.

Trade Books in the History/Social Studies Classroom:

A Rationale

Although teachers may use texts of all kinds to present information to their students, they rely most frequently on the required textbook.² But there are multiple issues with relying solely on textbooks: they frequently lack clear organizational structure, they quickly become outdated and inaccurate, they are frequently written above the students' grade level, and the students themselves find them boring and confusing.³ Trade books, on the other hand, are more current, "rich in narrative and content," and can be a useful and effective complement to textbooks.⁴ According to Cervetti and Barber, when teachers use trade books, they encourage their students to "connect everyday experiences outside the classroom world with classroom investigations and invite students to think about these everyday experiences in a new way."⁵ In addition, literature can engage students in critical thinking and discussions as it presents (and allows for) multiple perspectives in multiple voices⁶ as well as encourages skilled reading practices.⁷ By reading and discussing trade books, students collaboratively gain understanding as they delve into issues and topics more broadly and deeply.⁸ Increasingly, informational trade books are gaining in popularity and quality so, knowing this, why not put these engaging books to use in our history and social studies classes?⁹

Highlighting the Differences between Fiction and Informational Texts

Acknowledging the need for more accessibility to informational texts

also requires us to recognize how they are different from narrative texts because the two text types need to be approached differently. Moss differentiates between narrative and expository texts by highlighting differences in structure and format that are rarely discussed, yet make all the difference in how we actually read them.¹⁰ For example, Moss points out that we frequently read fiction quickly, following a character through multiple adventures or trials. When reading non-fiction, however, the reader may skim through unnecessary information searching for a particular fact in answer to a question. We generally read fiction while suspending reality in an effort to be entertained, to enter far away places, or to escape. Non-fiction, on the other hand, informs us about events, people, statistics, and facts, and we assume that it is correct and believable. These distinctions are not absolute for all texts, as there are many genres of fiction and informational text that overlap in style and format. Fiction includes, but is not limited to, fantasy, horror, poetry, drama, historical fiction, and multicultural literature.¹¹ Informational texts, too, are now being written in multiple genres, like memoirs, autobiographies, biographies, and a more recent development, *new journalism*, which:

combines factual information with emotional appeal. Such books might be classified as biography, history, drama, essay, or personal experience, but regardless of classification, they serve as a bridge between childhood and adult reading because of the straightforward, noncondescending style that is characteristic of good journalism.¹²

Because these genres are written in a more narrative style that appeals to the reader through well-developed, in-depth, factual story telling, they are very useful in classrooms. The narrative form is more familiar to adolescent readers because it mirrors many of the features of fiction; thus, narrative format informational texts may be, for example, an effective bridge for teachers beginning to incorporate fiction and non-fiction into literature-based content area discussion groups.

Choosing Quality Informational Texts

When choosing literature for our classrooms, we must always consider the quality of our choices. Just as there are well-written and poorly written works of fiction, the same holds true for informational texts. Donelson and Nilsen suggest that evaluating non-fiction texts can be more complicated for the following reasons: 1) people choose an informational text based purely on subject matter, not necessarily readability; 2) informational books become outdated much more quickly; 3) people who once decided they do not like non-fiction rarely change their mind; 4) reviewers and award winners may not feel competent to judge informational books, as they are not experts in the content; and 5) when it comes to informational books, there is no

“generally agreed upon theory of criticism or criteria for judgment.”¹³

Knowing this, how then does a teacher choose good informational texts? There are many readily available resources for the history teacher right in his/her own school and/or community. For example, reading specialists and teachers, literacy coaches, school media specialists, and local librarians possess a wealth of information about current and classic literature and are more than willing to share with their colleagues. In addition, just as there are the Newbery Awards and Printz Honor books for fiction, non-fiction has the National Council of Teachers of English’s Orbis Pictus Awards for the best non-fiction of the year. The National Council for Social Studies also has annotated book lists of Notable Tradebooks for Young People listed at <www.socialstudies.org/notable>. Both of these sources are trustworthy and helpful when choosing well-written informational texts.

What follows is an annotated bibliography of text pairs, by topic in alphabetic order, appropriate for history and social studies; each pair includes informational (first) and fiction (second). Topics range from current events (Afghanistan and Child Soldiering) to American History (Civil War and 1893 Columbian Exposition). Each pair has common themes that can be discussed by groups of students; teachers can also highlight necessary content through the multiple perspectives presented in each. One illustrative active learning strategy accompanies each pair.

Annotated Bibliography of Fiction and Informational Text Pairs

The 1893 Columbian Exhibition

Larson, Erik. (2004). *The Devil in the White City: Murder, Magic, and Madness at the Fair that Changed America*. New York: Vintage.

Written in the New Journalism style of non-fiction books, Larson traces two concurrent major events in Chicago’s history—the glory of the 1893 Columbian Exhibition and the gore of H. H. Holmes, one of America’s first serial killers. The book shows how Holmes took great advantage of the chaos of that time to murder between 27 and 200 people, most of them young, single women.

Peck, Richard. (2003). *Fair Weather*. New York: Puffin.

When Aunt Euterpe invited her country family to visit her in Chicago for the 1893 Columbian Exhibition, she had no idea what she was in for. Two nieces, a nephew, her elderly father, and his dog show up with mouths gawking at the paved streets and huge skyscrapers. Everything is new and exciting for the children as they go on the first-ever Ferris Wheel and meet Buffalo Bill himself.

Students can create a two-column Antecedent-Behavior-Consequence (ABC) Chart¹⁷ on which they compare and contrast the many events and “firsts” (e.g., Juicy Fruit Gum, Cracker Jack, electric lighting, etc.) seen in both books. Label the two columns with the names of the books and, as with any ABC chart, each letter should correspond with a word and an accompanying explanation of the item or event. As a means of comparing and contrasting the two texts, the Devil in the White City column might contain the word and description, and the Fair Weather column the way it was used.

Afghanistan I

Latifa. (2003). *My Forbidden Face: Growing Up Under the Taliban: A Young Woman's Story*. New York: Miramax.

At 16 years old, Latifa's full, vibrant life was quickly confined to the small space under the chadri which covered her face and arms. Her freedoms were restricted as the law of the Taliban forbade her from wearing bright colors or lipstick and required her to be accompanied by a male relative whenever she left the house. These laws, and many other even harsher restrictions, defined the lives of women living under the Taliban.

Khadra, Yasmina. (2005). *The Swallows of Kabul*. New York: Anchor.

The rise of the Taliban changed the lives of everyone in Kabul. This book follows the tragic tales of two couples; Atiq and Mussarrat, a prison guard and his chronically ill wife; and Mohsen and Zunaira, a young unemployed man and his beautiful, progressive wife. When Mohsen falls and dies after arguing with Zunaira, all of their lives come crashing together as she is put in prison awaiting punishment and is guarded by Atiq.

Students can write essays in which they compare and contrast the freedoms and restrictions they have as teenagers to those experienced by the men and women in the books. They can also compare the lives of the three women—Latifa, Musarrat, and Zunaira—and see how Taliban law affected them.

Afghanistan II

Ahmedi, Farah and Tamim Ansary. (2005). *The Story of My Life: An Afghan Girl on the Other Side of the Sky*. New York: Simon Spotlight.

Farah Ahmedi's life as a young girl living in war-torn Kabul, Afghanistan was, for that time and place, a normal one. She attended school and had friends and family. Running late for school one fateful day, she took a shortcut through an abandoned field and stepped on a landmine. Her life was forever changed after her legs were severely damaged, requiring years of healing and rehabilitation.

Ellis, Deborah. (2000). *The Breadwinner*. Toronto, Canada: Groundwood Books.

Her brother dead and father imprisoned, 11-year-old Parvana must find some way to provide for her family. This is not easy, as she lives in Afghanistan, a country ruled by the Taliban, and no female can work or even go outside unless accompanied by a male relative. Parvana disguises herself as a boy and risks her life to support her mother, two sisters, and baby brother.

Students can create Character Bulletin Boards¹⁴ by making large cut-out type figures of Farah Ahmedi and Parvana and placing them on a classroom bulletin board. As they read the books, students can use note cards to document events and personal traits that were exhibited by these two strong young women as a result of those events. They can then place the note cards around the paper figures and show how they compare as they personally handle difficult events.

Alcatraz

Murphy, Claire Rudolf. (2006). *Children of Alcatraz: Growing Up on The Rock*. New York: Walker & Co.

Many know of the typical residents of Alcatraz—Al Capone and other infamous criminals. But few know of the other residents—the children—who grew up on this small island. This book looks way back in history at the many children, from the early Native Americans to the children of the prison employees, that spent their young lives on The Rock.

Choldenko, Gennifer. (2004). *Al Capone Does My Shirts*. New York: G. P. Putnam's & Sons.

Choldenko, Gennifer. (2009). *Al Capone Shines My Shoes*. New York: Dial.

When Moose's father takes a job as an electrician on Alcatraz, this young teenage boy finds how odd life can be when living nearby murderers, rapists, con artists, embezzlers, and other sordid criminals. His life is made more complicated by his sister Natalie's special needs and the fact that school is on the mainland, but social life is on The Rock. These two books describe the complexities of life on Alcatraz as the youngsters' lives frequently included colliding with the inmates.

Students can create maps or models of Alcatraz and note where the children in each of the books lived and played. By doing this, they will create visual representations of life on Alcatraz and can then make connections between life on The Rock for these young people with their own more typical lives.

Child Labor

Freedman, Russell. (1994). *Kids at Work: Lewis Hine and the Crusade Against Child Labor*. New York: Houghton Mifflin Harcourt.

Lewis Hine photographed child laborers from 1908 through 1918, and this book is filled with his stunning pictures of faces of children, in some cases as young as four, who worked in factories, mills, and other labor-intensive businesses. The pictures are accompanied by detailed descriptions of the various jobs and accompanying dangers and hardships faced on a daily basis.

Friesner, Esther. (2010). *Threads and Flames*. New York: Viking.

Set in 1910 New York, this well-researched book tells the story of 13-year-old Raisa, a Polish immigrant who finds herself alone in this huge city after her sister disappears. Raisa gets a job at the Triangle Shirtwaist Factory as a seamstress, where she finds friends and a hint of security until March 25, 1911, the fateful day of the Triangle Shirtwaist Factory Fire. 2011 marks the 100th anniversary of this true, horrid fire.

Students can become photojournalists using a photograph from the Freedman book to do research and create a photo essay researching the facts about the job portrayed in the photograph. All of the students' work can be compiled into a non-fiction book highlighting their work.

Child Soldiering

Beah, Ishmael. (2007). *A Long Way Gone: Memoirs of a Boy Soldier*. New York: Sarah Crichton Books.

Enthralled by American hip-hop music, 12-year-old Ishmael Beah's life takes a tragic turn when he is kidnapped by Sierra Leone rebels and forced to become a child soldier for the rebel army. Traumatized, drugged, and beaten, he becomes one of the hundreds of thousands of children soldiers worldwide. Ishmael tells his own story of enslavement and redemption in this beautifully written memoir.

Stratton, Allan. (2008). *Chanda's War*. New York: HarperTeen.

Chanda promised to keep her younger siblings safe after her mother died. This was not an easy task as she was but a teenager with few resources and her only family lived far from their home. When she decides to go to her family, she is faced with new fears as the army of General Mandiki is nearby kidnapping children and forcing them to join their army. Chanda's personal war is how to keep herself, her brother, and her sister safe.

Students can create double-entry journals, with one side written from Ishmael Beah's point of view and the other from Chanda's. Having written and reflected on the experiences of these young people, students can either then write creative letters to the other characters or persuasive letters to U.S. government officials asking for intervention to save the lives of child soldiers worldwide.

The Civil War

Sandler, Martin W. (2008). *Lincoln through the Lens: How Photography Revealed and Shaped an Extraordinary Life*. New York: Scholastic.

Filled with powerful photographs of the 16th U.S. President, this book describes the life and times of Abraham Lincoln, from his early years through his tragic assassination. Each page has images of the man, his family and friends, and others who were instrumental in his life. Looking into the eyes of soldiers, politicians, and slaves creates a dramatic force for learning.

Peck, Richard. (2003). *The River Between Us*. New York: Puffin.

When Tilly's brother, Noah, runs off to join the Union army to fight for the North, the entire Pruitt family is thrown into a tizzy. Life becomes more confusing when a mysterious and beautiful woman, Delphine, and her dark companion become their boarders. The three women go on a frantic search for Noah when they receive word that he has been wounded, and soon find themselves knee-deep in the horrors of the Civil War.

Students can use these two books as starting points for further research and create a multi-layered timeline of the Civil War, charting major events from the two books and, in particular, noting what Lincoln was doing as the events in the Peck book unfold.

The Dust Bowl

Stanley, Jerry. (1992). *Children of the Dust Bowl: The True Story of the School at Weedpatch Camp*. New York: Crown Publishers.

This book, illustrated with photographs from the era, describes a school set up at a farm workers camp in California for children of the "Okies," migrant farmers who left their homes to find work. Filled with relevant research and personal stories, the book gives voice to a people struggling for survival and ultimately finding hope.

Hesse, Karen. (1999). *Out of the Dust*. New York: Scholastic.

Writing in free voice poetry, 14-year-old Billie Jo describes her life in Oklahoma during the Dust Bowl. Her harsh, dry life is a constant struggle for survival as

the dust fills every nook and cranny of her home and the hope of a cleansing rain fades. Billie Jo's fleeting joy comes when she plays an old upright piano, which is, of course, filled with the ever-present dust.

Students can create and perform a Readers' Theater production, written from the voice of Billie Jo and using facts from both books. Small groups can choose a scene or two from Out of the Dust and write a short script, practice reading, and perform the various scenes for their classmates.

Environmental Issues

Walker, Sally M. and Tim Flannery. (2010). *We are the Weather Makers: The History of Climate Change*. Somerville, MA: Candlewick.

This well-written book sets out, in great detail, how humans have changed Earth's weather. Each chapter is packed full of well-labeled illustrations and interesting information and suggestions about how we can change our lifestyles to better support our home planet.

Miéville, China. (2008). *Un Lun Dun*. New York: Del Rey.

Set in Un Lun Dun, the opposite of London, England, this book follows Zanna (a.k.a. the "shwazzy" or the chosen one) as she enters this odd city filled with buildings made out of newspaper clippings, umbrellas that attack, and an empty milk carton who walks and decides to be her pet. Zanna soon realizes that the job of the shwazzy is to fight the infamous Smog, who is bent on destroying not only Un Lun Dun, but London as well.

Students can form small groups during reading to have Written Discussions¹⁵ in which each student writes a comment or a question about the book(s) and then they all pass their papers to the next person, who writes a response. This process continues as they all contribute to an ever-growing written discussion. A whole class discussion can take place based on what was written in the small groups.

Hurricane Katrina and New Orleans

Eggers, Dave. (2010). *Zeitoun*. New York: Vintage.

Set in New Orleans immediately before, during, and after Hurricane Katrina, Abdulrahman Zeitoun is a successful contractor well known for his quality work. As Katrina grows ever nearer, Zeitoun sends his wife and children north to safety and he stays to protect their home and business. He successfully protects his house during the storm and, once the storm has passed, takes his canoe out to the streets of the drowned city where he saves many lives by taking people to dry land. Zeitoun's rescues are cut short when, as he was visiting

one of his properties, he and some of his friends are arrested for supposed breaking and entering and, because he is a Muslim, Zeitoun is accused of being a member of Al Qaeda.

Volponi, Paul. (2009). *Hurricane Song*. New York: Speak.

16-year-old Miles and his father take refuge in the Superdome after their car breaks down while they were trying to leave New Orleans before Katrina. Being stuck in the Superdome with thousands of other scared, hungry people becomes a nightmare as violence escalates, causing full-on terror. When Miles and his dad are finally evicted, they walk through the city looking for signs of life and normalcy, but they only find water and destruction.

Students can research relevant topics such as Hurricane Katrina, the Superdome, or New Orleans and write a newspaper article using a journalistic voice. The article should be authentic in sound and format, including photographs with proper captions and an author byline.

Operation Pedro Pan

Eire, Carlos. (2010). *Learning to Die in Miami: Confessions of a Refugee Boy*. New York: Free Press.

This memoir follows *Waiting for Snow in Havana* (2002) as Carlos is one of the 14,000 unaccompanied children flown to the United States before Fidel Castro closed the Cuban borders. The author recounts time spent in foster homes—some kind and some harsh—until he eventually finds his way to Chicago, where he tries to forget the Cuban and become a full American.

Flores-Galbis, Enrique. (2010). *90 Miles to Havana*. New York: Roaring Book Press.

Semi-autobiographical in nature, this book follows Julian and his two brothers as they are airlifted from Cuba to the United States in the hopes of their parents joining them in the new land. When this reunion is delayed, the boys are sent to an orphan camp filled with Cuban children who mostly fend for themselves. Julian quickly learns the hard way that, in his case, the fittest do indeed survive.

Students can write letters from Carlos to Julian, giving Julian advice on how to handle the many bullies found in the camps. Replies from Julian to Carlos can be written, giving Carlos hope that he will find his family and advice on how to handle the stress of the new culture.

Slavery

Thomas, Velma Maia. (1997). *Lest We Forget: The Passage from Africa to Slavery and Emancipation*. New York: Crown.

Through the use of multiple genres, the author, who is the developer of the Black Holocaust Exhibit, teaches the reader about the many harsh realities of being a slave. This book stands out because it is interactive; she presents artifacts such as authentic receipts for slaves, timelines, pictures of hardware used to punish runaway slaves, and interactive maps—all of which make the horror of slavery more real and powerful.

Draper, Sharon. (2006). *Copper Sun*. New York: Atheneum.

Amari, taken from her village when she was but 15 years old, finds herself surrounded by pale men who do unspeakable things to her and the many others brutally bound in the belly of the ship. When she is sold to a family as a birthday gift for their 16-year-old son, life only becomes worse as she learns the cruel realities of slavery.

Students can use sticky notes to record similarities between the two books (e.g., the horrors of the slave ships and examples from Amari's experience). These sticky notes can then be used as discussion starters in their literature circle discussions. Additionally, students can use these facts used in fiction to spur further research about slavery and how many sought to escape.

World War II and Hitler Youth

Bartoletti, Susan Campbell. (2005). *Hitler Youth: Growing Up in Hitler's Shadow*. New York: Scholastic.

Bartoletti interviewed twelve former members of the infamous Hitler Youth, allowing them to tell their stories of how their innocence was stolen amidst the pressure and terror of the Nazis. The book contains first-person narratives and countless historical photographs that enhance the reader's learning.

Zuzak, Marcus. (2007). *The Book Thief*. New York: Knopf.

Death, the narrator of this book, tells the story of Liesel Meminger, an orphan taken in by the Hubermans—Hans, a loving father figure, and Rosa, a strict and controlling mother figure. Liesel steals her first of many books, *The Gravediggers Handbook*, and finds strength and solace from both the written word and her friend, Rudy. In the midst of the war, the two children join the Hitler Youth as they struggle to survive in a war-torn world.

Students can compare and contrast these two books by creating a Prediction Chart,¹⁶ which has three columns labeled “What Happened,” “What I Think Will Happen Next,” and “Discrepancies/Confirmations.” For example, in the first column, students note what actually happened in The Book Thief. In the second column, they make predictions about what they think will happen as a result of that event. In the third column, students can find examples of actual events from Hitler Youth which confirm or show the discrepancies between the works of fiction and non-fiction.

World War II and Holocaust

Spiegelman, Art. (1986). *Maus I: A Survivor’s Tale: My Father Bleeds History*. New York: Pantheon.

Spiegelman, Art. (1992). *Maus II: A Survivor’s Tale: And Here My Troubles Began*. New York: Pantheon.

Spiegelman’s classic graphic biographical novels follow his father’s life as a Jewish child growing up in Nazi Germany. The first book describes the ever-increasing pressure and restrictions put on the Jews and shows the reader how Vladek Spiegelman and his wife survived. The second book depicts the Spiegelmans’ lives in a concentration camp. The author creates powerful, metaphorical, yet realistic, images of struggle and survival.

Spinelli, Jerry. (2005). *Milkweed*. New York: Laurel Leaf.

Told through the eyes of young Misha, an orphaned gypsy boy with no past or future, Spinelli takes the reader into the horrors of the Warsaw Ghetto, with its rampant starvation and death. When he is taken in by a group of older boys, Misha learns how to use his skills of stealth and stealing to help himself and others survive.

Students may find it helpful to create timelines of Vladek Spiegelman’s and Misha’s life, showing how growing up during the Holocaust helped form them into the people they ultimately became.

Conclusion

The above annotated bibliography barely scratches the surface on the many interesting pairings that can be made to teach content. As history and social studies teachers, we understand the many complexities of teaching and learning and are grateful for those supportive people (librarians, reading specialists and coaches, administrators, etc.) who are available to support and encourage us. These people are some of the many who can

help us find even more book pairings to support the content and literacy of our students.

As this article suggests, active learning strategies like literature circles, and the others discussed above, can create an active, collaborative learning environment in which students share ideas, insights, and learning. They encourage a spirit of excitement as students read and discuss the books. In the social studies classroom, this same spirit can be cultivated through the pairing of fiction and informational texts as students read multiple texts and learn from both the texts and each other.

Notes

1. E. O. Keene and S. Zimmerman, *Mosaic of Thought* (Portsmouth, NH: Heinemann, 1997); Gerald G. Duffy, *Explaining Reading: A Resource for Teaching Concepts, Skills, and Strategies* (New York: Guilford, 2003).
2. Harvey Daniels and Nancy Steineke, *Mini-Lessons for Literature Circles* (Portsmouth, NH: Heinemann, 2004).
3. Ibid.; Richard T. Vacca and Jo Anne L. Vacca, *Content Area Reading: Literacy and Learning Across the Curriculum*, eighth ed. (Boston, MA: Pearson, 2005).
4. Vacca and Vacca, 161.
5. Gina Cervetti and Jacqueline Barber, "Bringing Back Books: Using Text to Supplement Hands-on Investigations for *Scientific Inquiry*," *Science and Children* 47, no. 3 (November 2009): 1.
6. Jacqueline N. Glasgow and Linda J. Rice, eds., *Exploring African Life and Literature: Novel Guides to Promote Socially Responsive Learning* (Newark, DE: International Reading Association, 2007).
7. Nancy W. Fordham, Debra Wellman, and Alexa Sandmann, "Taming the Text: Engaging and Supporting Students in Social Studies Readings," *The Social Studies* 93, no. 4 (2002): 149-158.
8. Marshall A. George and Andi Stix, "Using Multilevel Young Adult Literature in Middle School American Studies," *The Social Studies* 91, no. 1 (January-February 2000): 25-31.
9. B. A. Ward and T. A. Young, "Biography for Children has Never Been Better," *Reading Horizons* 48, no. 4 (2008): 283-294.
10. Barbara Moss, *Exploring the Literature of Fact* (New York: Guilford, 2003).
11. J. L. Vacca, R. T. Vacca, M. K. Gove, L. C., Burkey, L. A. Lenhart, and C. A. McKeon, *Reading and Learning to Read*, sixth ed. (Boston, MA: Pearson, 2006).
12. Ken L. Donelson and Alleen Pace Nilsen, *Literature for Today's Young Adults*, seventh ed. (Boston, MA: Pearson, 2005), 257.
13. Ibid., 258.
14. Jackie Glasgow, ed., *Reading Strategies for Social Themes in Young Adult Literature* (Norwood, MA: Christopher-Gordon Publishers, 2004).
15. Harvey Daniels and Nancy Steineke, *Texts and Lessons for Content-Area Reading* (Portsmouth, NH: Heinemann, 2011).

16. Jim Burke, *Reading Reminders: Tools, Tips, and Techniques* (Portsmouth, NH: Boynton/Cook, 2000).
17. Kylene Beers, *When Kids Can't Read—What Teachers Can Do: A Guide for Teachers 6-12* (Portsmouth, NH: Heinemann, 2003).

Appendix: Other Resources

Afghanistan

- Myers, Walter Dean. (2008). *Sunrise Over Fallujah*. New York: Scholastic. [Fiction]
 Staples, Suzanne Fisher. (2008). *Under the Persimmon Tree*. New York: Square Fish. [Fiction]

Civil War

- Beatty, Patricia. (1991). *Jayhawker*. Cincinnati, OH: Beech Tree. [Fiction]
 Giblin, James Cross. (2005). *Good Brother, Bad Brother: The Story of Edwin Booth and John Wilkes Booth*. New York: Clarion. [Informational]
 Murphy, Jim. (1990). *The boys war*. New York: Clarion. [Informational]

Slavery

- Anderson, Laurie Halse. (2008). *Chains*. New York: Atheneum. [Fiction]
 Curtis, Christopher Paul. (2007). *Elijah of Buxton*. New York: Scholastic. [Fiction]
 Draper, Sharon. (2006). *Copper Sun*. New York: Simon and Schuster. [Fiction]
 Thomas, Velma Maia. (1997). *Lest We Forget: The Passage from Africa to Slavery and Emancipation*. New York: Crown. [Informational]
 Yetman, Norman R. (Ed.). (2000). *Voices from Slavery: 100 Authentic Slave Narratives*. Mineola, NY: Dover. [Informational]

World War II and Holocaust

- Berenbaum, Michael. (2003). *A Promise to Remember: The Holocaust in the Words and Voices of its Survivors*. Boston, MA: Bulfinch Press. [Informational]
 Spinelli, Jerry. (2003). *Milkweed*. New York: Knopf. [Fiction]