
Abstract:

Historical fiction, integrated into the teaching of history, has many benefits for student learning. Through study of informational texts, students learn the what and when of history, but it is the emotional connection created through reading fiction – identification with people from other cultures and times – that often fosters empathy and increased engagement in the learning process. History becomes personal with historical fiction. This paper maps recent, high quality, young adult historical fiction books to the twentieth-century American history North Carolina eleventh grade curriculum. An Annotated Bibliography of historical fiction books is provided followed by a table in the Appendix, which includes many more books, all of which can be exceedingly useful to Content Area Teachers, School Librarians, and students. The applicable North Carolina Essential Standards and Standard Course of Study standards are included with historic period, major event or subject, bibliographic information, and a brief synopsis for each book.

Headings:

  Historical fiction

  Education

  Books & reading -- History

  School libraries

  American history
HISTORY GETS PERSONAL:
HISTORICAL FICTION MAPPED TO THE CURRICULUM – AN ANNOTATED
BIBLIOGRAPHY

by
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Approved by

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Dr. Sandra Hughes-Hassell
Dedicated to a student and lover of history, Dr. Maura J. Murphy

“The past is never dead. It’s not even past.”
– William Faulkner, *Requiem for a Nun*

“There is no better way to teach history than to embrace potential readers and fling them into a living past.”
– Christopher Collier, *The ALAN Review, 14*(2)
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Introduction

I have always been fascinated by the concept of time, and how its passage often doesn’t feel linear even when calendars and clocks tell otherwise. Ironically, in school, the study of History bored me practically senseless, which was likely due to its mindless focus on memorization of dates and names of battles. For me, interest in history was rekindled through reading fiction, as I found myself gravitating toward the genre of historical fiction. For example, after reading the historical fiction / fantasy novel *Leviathan* (Westerfeld, 2009) aloud to my son, I simply could not stop reading informational books about World War I, a subject that previously held little interest for me.

With the popularity of young adult historical fiction on the rise (Brown & St. Clair, 2006; Cole, 2009), and the changing North Carolina curriculum, a historical fiction resource for use by Content Area (classroom) Teachers and School Librarians is timely and essential. This paper maps recent, high quality, young adult historical fiction books to the twentieth-century American history North Carolina eleventh grade curriculum. An Annotated Bibliography of historical fiction books is provided followed by a table including many more books, all of which can prove exceedingly useful for improving student learning.

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1 “School Librarian” is the official professional title adopted by the American Association of School Librarians (AASL) and the American Library Association (ALA). Other titles include, but are not limited to, ‘School Library Media Specialist’ (SLMS), ‘Teacher-Librarian,’ ‘Library Information Specialist,’ ‘Media Coordinator,’” and “Library Teacher.” (AASL, 2010, p.1).
Literature Review

A literature review focuses on four main areas: (1) defining young adult historical fiction, (2) teaching Social Studies / History using historical fiction, (3) determining historical periods and events specified in the North Carolina 20th-Century American History High School Curriculum, and (4) identifying and selecting a variety of historical fiction works appropriate to grade level and historical time frame.

Defining Young Adult Historical Fiction

For the most part, the books chosen for inclusion here fit the broad definitions of both young adult literature and historical fiction. Young adults, typically ages twelve or thirteen through eighteen years (Pedak, 1978, as cited in De Vos, 2003; YALSA, 2012a), are individuals “from that age group who no longer consider themselves children, but are not yet considered adults by the adult world” (Eaglan, 1983, as cited in De Vos, 2003, p.2). Characteristics typical of young adult literature include: events revolve around a main character who is a young adult, the story is told from the viewpoint and in the voice of a young adult, the ending is not always happily-ever-after, the story addresses coming-of-age issues, and the book is usually relatively short (Cole, 2009).

When fiction is classified as “historical,” it typically contains historical detail, which is featured prominently and crucial to the plot or character development; a sense of history informs all facets of the story from authorial perspective to selection of place, time, and characters; and this sense of history also emerges from the text itself (Elias, 2009).

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2 “The term ‘young adult’ is synonymous with ‘adolescent’ and ‘teenager,’ but is preferred by librarians throughout professional literature” (De Vos, 2003, p.2). Therefore, “young adult” is used throughout this paper.

**Teaching and Historical Fiction**

We need the lessons of the past available to guide us, and we need to know more than just what and when (Blos, 1993). Students need to know why, and to be able to answer questions such as, “So what?” for themselves. When faced with history taught with informational-only texts (non-fiction only), “high school students rate it as the least exciting subject they study” (Turk, Klein, & Dickstein, 2007, p.397). Considering that a lack of interest often causes students to perform below their literary abilities (Smith & Wilhelm, 2002), a change from an informational text only approach is in order, and School Librarians are often in a position to advocate for such change (Agosto, 2007).

Research into teaching with historical fiction locates professional literature that strongly advocates for its use. “Social Studies textbooks focus on coverage rather than depth. Historical fiction puts humanity back into history” (Cole, 2009, p.237). It reminds us that “history isn’t just something that happened hundreds of years ago to people only found in archives and libraries. History gets personal with historical fiction” (Hydock, 2004, p.34). Furthermore, when integrated into the teaching of history, historical fiction helps students better identify with people from other cultures today and from the past (Cole).

However, teachers and librarians can be reluctant to use historical fiction in teaching because “it blends fact with fiction” (Cole, 2009, p.237), subsequently making misinterpretations and confusion possible. This concern that readers unfamiliar with historical facts could learn misconceptions from historical fiction can be mitigated by
cross-disciplinary incorporation of informational texts and historical fiction (LaFaye, 2001). The process of untangling fact from fiction can also be a learning experience that promotes the critical thinking and information literacy skills as advocated by the American Association of School Librarians (AASL, 2007). Since, “historical fiction exposes readers to multiple perspectives and multiple text interpretations” (Cole, p.238), it can be used to encourage critical reading, thus creating the proficiencies (critical thinking, analysis, synthesis, research, and empathy) needed to identify and correct misconceptions (Cole; LaFaye).

“No history, whether within a novel or history text, can be without bias” (Lasky, 1997, as cited in Brown, 1998). While evidence of history exists and can be very persuasive, history is a “construction of the mind” (Walsh, 1972, as cited in Brown). Therefore, historical fiction helps students to use their minds, as well as to “feel” the past internally through the experiences of characters in story (Demos, 1992, as cited in Erickson, 1994; Harmon, 1998). “Students begin to view history not just as a series of isolated dates, but as a complex [living] record of human struggle” (Elkassabany, 2000, p.26). Historical fiction is a “window to the past” (Cole, 2009, p.237), which personalizes history for students, thus forming an emotional connection that aids in the retention of knowledge (Adamson, 2010). When history is personalized, student interest increases, and thus student engagement in the learning process (Cole; McManus, 2008; Smith & Wilhelm, 2002), which leads to increased student learning (Agosto, 2007).

Librarians and teachers can also be reluctant to take-on the process of teaching with historical fiction due to a limited knowledge of the historical fiction genre, and how it
relates to the school curriculum. The following Annotated Bibliography and Appendix are designed to help.

**Quantifying the North Carolina American History Curriculum**

As North Carolina moves from its Standard Course of Study (SCOS) (DPI, 2005; 2006; 2011d) to the new North Carolina Essential Standards curriculum (DPI, 2011a; 2011b), defining historical periods and events for study becomes more complex. The North Carolina American History curriculum considered herein is that for the eleventh grade course, referred to as “American History II” (previously titled, “United States History II”), which focuses content on the twentieth-century. The SCOS curriculum is organized chronologically into specific time periods, whereas the Essential Standards takes a more holistic approach, promoting more analysis and critical thinking to apply time period historical knowledge across time and culture. While this is likely excellent for student learning, it requires more in-depth research of historical fiction works for purposes of connection to the Essential Standards curriculum. More than setting (place and time) must be taken into account.

Considering that the North Carolina Standard Course of Study (SCOS) is organized chronologically and the Clarifying Objectives for each North Carolina Essential Standard provide examples often listed chronologically (e.g., AH2.H.6.2: “…WWI, WWII, Cold War, Korea, Vietnam, Gulf War, Iraq War…” (DPI, 2011a; 2011b), it is appropriate to choose a chronologically based separation for defining major periods/events. Both the SCOS “Eleventh Grade United States History” and SCOS “Advanced Placement (AP) Social Studies” (DPI, 2005; 2006) curricula, as well as the Essential Standards “American History II” curriculum, have been synthesized by this research to infer the
following time periods/events and list the following examples of major events/issues within each:

(1) **Early 20th Century – Emergence of the U.S. in World Affairs ~1900-1914**
    (e.g., Progressive Movement, Immigration, Open Door Policy, Women's Suffrage, Labor Unrest, Roosevelt Corollary, Gilded Age, etc.);

(2) **Great War – Prosperity and Depression ~1914-1939**
    (e.g., Great War (World War I), Prohibition, Harlem Renaissance, Women in the Workforce, Stock Market Crash / Great Depression, New Deal, Dust Bowl, First Red Scare, etc.);

(3) **World War II ~1939-1945**
    (e.g., Aftermath of World War I in Europe, Hitler, Pearl Harbor, Japanese-American Relocation, The Nuclear Age, etc.);

(4) **Post World War II – Recovery, Prosperity, and Turmoil ~1945-1975**
    (e.g., Cold War, McCarthyism–Second Red Scare, Korean War, Great Society, Brown v. Board of Education, Civil Rights Movement, Race, Warren Court, Vietnam War, Watergate, Protest Movements, etc.);

(5) **Post Vietnam ~1975 to date**
    (e.g., Reagan, Iran-Contra, Supreme Court Decisions, Gulf War, 9/11, Homeland Security, “War” on Terrorism, Culture “Wars,” Iraq War, Afghan War, Technology–Internet, Obama, etc.).

The events/ issues provided above are typically given as examples in both the Essential Standards and SCOS. The curriculum does not limit study to these examples, and on occasion, provides more examples than those listed above. Considering that the curriculum does not mandate all these events, nor limit study to them, selection of historical fiction herein does not attempt to cover all these event examples, nor limit coverage to them.

It is also worth noting that teaching with historical fiction becomes more useful than ever with the North Carolina Essential Standards. For example, the “Unpacking” instructional support tool for the American History II Essential Standards specifies that
“students will be able to deconstruct the temporal structure (its beginning, middle, and end) of various types of historical narratives or stories. Thus, students will be able to think forward from the beginning of an event, problem, or issue through its development, and anticipate some outcome; or to work backward from some issue, problem, or event in order to explain its origins or development over time” (DPI, 2011c, p.3). Reading historical narrative that is engaging is absolutely essential.

**Selecting Historical Fiction Books**

A table, which maps historical fiction books appropriate for eleventh grade study to the curriculum standards described above, appears in the Appendix. Discussion of the selection criteria for inclusion of books in the table is included in the Methods Selection Criteria section below. From this table’s content, four books from each historical period defined above are included in the following Annotated Bibliography. While the choice of books for this bibliography is admittedly somewhat subjective, content analysis, as described below, creates a selection of books that represents a variety of authorial perspectives, characters, and events. For example, the narrator of one book selected for the bibliography is “Death,” and hence, this book has a very different “feel” than some other books selected, which are more conventionally narrated by the young adult protagonist. Diversity in culture and ethnic background are also apparent in the bibliography. Lack of inclusion of books from the Appendix in this Annotated Bibliography does not indicate any less applicability for teaching and study to meet curriculum standards.
Methods

The methods employed for selecting historical fiction books to be included in this paper generally follow the principles of analysis, “a detailed examination” (Eldridge, 2004, p.84), and qualitative content analysis (Altheide, 1987, as cited in Crawford & Hade, 2000; Babbie, 2007; Eldridge, 2004), which involves the systematic review of books using scholarly selection tools (Adamson, 2010; Brown & St. Clair, 2006; CLCD, 2012; Cole, 2009; Herald, 2011; Johnson, 2009; Nilsen & Donelson, 2001; and more), awards lists (Scott O'Dell Award, 2011; YALSA, 2012b; and more), and book reviews (sources noted below); coding of the books into historical periods 1 through 5; and assigning appropriate curriculum standards’ numbers to each. Additional selection criteria are discussed below.

Selection Criteria

High quality, recent, young adult historical fiction books, which relate to periods of twentieth-century American history specified in the North Carolina eleventh grade curriculum, are selected. The information mapping these books to the curriculum (historical period, major event, inferred Essential Standard, SCOS Competency Goal [standard], and SCOS AP Competency Goal), as well as the author, publication date, title, publisher location and name, brief synopsis, library web link, and search term for locating the book in the Children’s Literature Comprehensive Database have been captured. The Children’s Literature Comprehensive Database, “an ever growing online database with over 400,000 reviews, MARC [machine readable cataloging] records, and related information about children’s literature [including] reviews supplied by over 38 quality
review media [sources]” (CLCD, 2012), is used as a primary source of information because of its breadth, authority, and quality of reviews. All data, except the web link and search term, appears in the Appendix. For the books offered in the following Annotated Bibliography, further curriculum connections to include additional Essential Standards and Clarifying Objectives are supplied.

“Quality” is by definition a subjective term. For these purposes, high quality indicates that the book is still in-print (available for purchase) (Bowker, 2012), and has nearly entirely positive reviews from reputable review sources. Reviews examined are primarily those found in the Children’s Literature Comprehensive Database from sources such as The ALAN Review, Booklist, Kirkus, Kliatt, Voice of Youth Advocates (VOYA), etc. (CLCD, 2012). Other review sources considered include Cooperative Children’s Book Center (CCBC, 2012), Publishers Weekly (PW, 2012), School Library Journal (SLJ, 2012), The Bulletin of the Center for Children's Books (BCCB, 2011), and more.

“Recent, young adult historical fiction” books are specified here as those that were first published less than about twenty years ago, and meet criteria of both young adult and historical fiction as discussed above. Typically, included books have a majority of reviews that suggest recommended ages of “Grades 9-12,” “15-18 years,” “16 to adult,” etc. Considering that most young adults want to “read-up” (read stories with characters that are a year or two older than themselves) (Cole, 2009), the plethora of historical fiction reviewed as appropriate for Middle School ages (11-13 years) is not included. It is estimated that for every book selected for the table, about four historical fiction books were rejected based on the evidence that the book was primarily most appropriate for
Middle School ages. Exceptions include stories with younger than high-school-age characters that contain mature or complex story content that could appeal to the eleventh grade audience. Readability measures, such as Lexile number, are not a major factor for selection in this case. All eleventh grade students are not necessarily proficient readers, and creative solutions, such as use of a lower age level book that matches the specific interests of individual struggling readers, must be employed, but that is beyond the scope of this collection of books. That said, not all of these books are difficult reads, and some may be of use with struggling readers.

Connection to the twentieth-century American history curriculum is primary, and books that take place in North America during this century seem to readily connect to this curriculum. However, this is not a requirement. For example, use of a book set in Nazi Germany is appropriate considering the United States’ level of involvement in Europe during World War II. Considering the multi-cultural nature of history, diversity of characters, settings, and style is reflected in these books, as well as setting and time frame.

Limitations

The goal of this work is to create a useful resource, rather than entertaining notions of comprehensiveness. As a result, it is possible that applicable historical fiction is missing from the table. While diversity is apparent in the table and bibliography, all applicable cultures and perspectives are probably not addressed, nor are all major events given as examples in the North Carolina curriculum. However, considering that these events are only provided as examples, not requirements or limitations, this type of
comprehensiveness is not a goal of this work, as that could lead to selecting books for event coverage rather than for high quality, age appropriateness, etc.

By limiting the content of the Appendix to books first published in approximately the last twenty years, the new social sensibilities with which Americans view the past are evident (Lasky, 1998, as cited in Brown & St. Clair, 2006). Thus, the viewpoints of previous writers of historical fiction, or fiction that “became historical” (Cole, 2009, p.240), are noticeably absent. However, these recently written books, which can have a somewhat “revised perspective of the past” (Brown & St. Clair, p.13), may be more accessible to many of today’s young adults, and can be ideal segues into classic historical fiction. For example, Hesse’s *Out of the Dust* from 1997 can “be used as a complement to a Social Studies unit about the Depression or read aloud before a study of Steinbeck’s *The Grapes of Wrath*” (Herz, 1998), originally published in 1939 (Cole).

A complication for relating historical fiction to the North Carolina curriculum is that the Essential Standards often do not define time periods specifically and the SCOS has overlapping time periods. Depending on teaching context, these books could be applied to different Essential Standards or Clarifying Objectives than the ones specified. Content Area Teachers and/or School Librarians will have to do more than simply choose from historical fiction books set in a specific time period to use the book successfully for teaching to the Essential Standards. The annotations in the following bibliography are very useful for applying the book in teaching, but the brief synopses in the table will only apply as a starting point.
Discussion and Further Research Possibilities

No obvious time period gaps exist in the available, high quality, age appropriate historical fiction located during this work. As one might expect, more books are available for the World War II and Post World War II periods, but this is not a significant finding considering that these periods are longer in terms of years and a significant number of books are available for periods before and after these. Books relating to a significant number of the event examples for each time period are selected, as well as books relating to prominent historical events not provided as specific examples in the curriculum.

After the North Carolina Essential Standards have been used by teachers statewide for a few years, it would be interesting to look at what feedback is provided by these teachers to further assess use of historical fiction in teaching and promoting critical thinking, historical knowledge, and empathy. Until then, research into also applying these historical fiction books to teaching the high school level English / Language Arts curriculum could be exceedingly useful for students, teachers, and librarians (Cole, 2009; Elkassabany, 2000).
Annotated Bibliography

In the following historical fiction books, the story and characters are immersed in a major event from the time period noted, which relates to the North Carolina eleventh grade twentieth-century American History curriculum (DPI, 2005; 2006; 2011a; 2011b; 2011d). Complete bibliographical information is provided, as well as the applicable major historical event(s), inferred Essential Standard(s) and Clarifying Objectives, Standard Course of Study (SCOS) Competency Goal (standard), and SCOS Advanced Placement (AP) Competency Goal. Also included in the annotation is a brief synopsis and useful information from various book reviews. A complete plot synopsis is not provided, as the process of discovery during reading should be enjoyed by educators, as well as students. More plot information is often available in traditional book reviews. As with much authentic historical literature, strong language and/or content may be present in some of these books that have been selected for older young adult readers.

Early 20th Century – Emergence of the U.S. in World Affairs ~1900-1914


Historical Period: (1) Early 20th

Major Event/Location/Subject: Immigration to America, Triangle Shirtwaist Factory

North Carolina Essential Standard(s) and Clarifying Objective(s):


North Carolina Standard Course of Study Competency Goal: 06

Standard Course of Study Advanced Placement Competency Goal: AP08
The harshness of the Irish-American immigration experience is dramatized in this first-person narrative of Rose Nolan, 17, after she immigrates with her family to New York City in 1911. Her younger brother is refused admittance to the United States because of an eye condition, and her father returns to Ireland with him. After a disagreeable stay with Rose’s Uncle’s family, her mother departs for Ireland, but Rose and her sister, Maureen, convince their mother to let them stay. They find a room with a Russian Jew and his fiery daughter, Gussie, who is a union organizer. Gussie gets them a job at the Triangle Shirtwaist Factory. Many actual historical events surrounding this factory’s tragic fire are recounted in detail. “Rose grows from a provincial girl to a young woman determined to fight for the rights of workers, and to be a witness to the terrible working conditions that caused the deaths of so many of her co-workers at the factory. This book works well as a complement to a study of immigrants’ living and working conditions at the first part of the 20th century or the history of organized labor. – Ages 13 to 18” (Rosser, 2002).


Historical Period: (1) Early 20th

Major Event/Location/Subject: Murder Case

North Carolina Essential Standard(s) and Clarifying Objective(s):

In 1906, sixteen-year-old Mattie, determined to attend college and be a writer against her father’s wishes, takes a job at a summer inn located in New York’s Adirondack mountains where she discovers the truth about the death of a guest. In A Northern Light, a 2004 Michael L. Printz Honor Book, Donnelly weaves Mattie’s coming-of-age story around the real-life Grace Brown murder case, which inspired Theodore Dreiser’s An American Tragedy. Before her death, Grace entrusts her love letters to Mattie. In the dead woman’s letters, Mattie finds her voice and a determination to live her own life. In addition, “Mattie’s strength, courage, and love of learning mark her as a captivating heroine” (CLCD, 2012). The early twentieth-century limits of class, race, and especially gender are explored in this historical fiction mystery. For further study, the author provides bibliographical references to more information about the murder, the letters, and the area and its history.


Historical Period: (1) Early 20th

Major Event/Location/Subject: Wildfires

North Carolina Essential Standard(s) and Clarifying Objective(s):

A story of danger and drama, *The Big Burn* is a historical novel that captures the momentum of the wildfires that raced across Idaho and Montana in 1910 through the stories of three young adults. “As a member of the all-black infantry sent to help, Seth conquers his own insecurities; Jarrett, younger brother of a forest ranger, chooses to combat the blaze with ill-equipped hired crews; while Lizbeth and her Aunt Celia reluctantly abandon their homestead, only to face the danger in town. Ingold intersperses the intersecting stories of the teenagers with ‘field notes,’ recorded by a ranger and university professor, including the contrast between the Indian tradition of setting controlled fires annually versus the government’s belief that ‘the only safe way to control fire was to not let it burn in the first place’ [p.42]” (Roback, et al., 2002). Complicated switching from one character to another in the third person makes for a more demanding and interesting read. Bibliographical references for further study of how firefighting has changed are provided.

http://catalog.chapelhillpubliclibrary.org/search~S0/?the+big+burn/tbig+burn/1%2C2%2C4%2CB/frameset&FF=tbig+burn&1%2C2%2C2

**Historical Period:** (1) Early 20th

**Major Event/Location/Subject:** McKinley Assassination, Gilded Age

**North Carolina Essential Standard(s) and Clarifying Objective(s):**

**North Carolina Standard Course of Study Competency Goal:** 07

**Standard Course of Study Advanced Placement Competency Goal:** AP10

**Library Link:**
http://catalog.chapelhillpubliclibrary.org/search/t?SEARCH=temple+of+music&SORT=D&extended=0

A little over one hundred years ago… “America is starkly divided between the haves and the have-nots. A Republican president seeks re-election in the afterglow of a war that many view as unnecessary and imperialistic, and he is bankrolled by millionaires” (from the book jacket). Lowy intertwines fiction and history to provide a compelling account of the assassination of President William McKinley in 1901 with a cast of larger-than-life (real-life) characters, such as William Randolph Hearst, Andrew Carnegie, Anthony Comstock, Emma Goldman, and Leon Czolgosz – the assassin. Issues of the day are raised (turn-of-the-century marriage of big business and politics, workers’ rights, social class, etc.) as the reader is treated to “an indelible tapestry of America in the Gilded Age” (Amazon, 2012). Although the assassination will happen, “in the end, the novel stays true to the mission of good historical fiction, which is to dispel the textbook notion of iconic events as either planned or inevitable” (The temple of music (book), 2004).
Parallels between the early 1900’s and more recent history could also be explored after reading this book. *The Temple of Music* will likely appeal to more advanced readers.

**Great War – Prosperity and Depression ~1914-1939**


Historical Period: (2) Great War

Major Event/Location/Subject: Prohibition, Autism, Jewish-American Experience

North Carolina Essential Standard(s) and Clarifying Objective(s):


North Carolina Standard Course of Study Competency Goal: 09

Standard Course of Study Advanced Placement Competency Goal: AP11

Library Link:

http://catalog.chapelhillpubliclibrary.org/search/t?SEARCH=taking+care+of+cleo

In Charlevoix, a small resort town on Lake Michigan, its 1928, the height of Prohibition, and Rebecca Bearwald, 18, wants to go to the University of Michigan to escape a life-time of taking care of her sister, Cleo, which seems like the only role her parents see for her. Cleo, 20, an apprentice boatwright, “beautiful” (p.179), and likely autistic, discovers a beached boat filled with illegal liquor. Cleo renovates the boat, and without Rebecca’s knowledge, starts selling the liquor to make money for Rebecca to go to college. The Purple Gang, real-life Detroit bootleggers from this era, believes that their father has elbowed-in on the gang’s
territory. This lighthearted, humorous story turns serious, but a “happy surprise” (Amazon, 2012) awaits the reader in the end. An interesting vehicle to initiate a study of Prohibition (e.g., “‘Bootleggers again... if they’d only stay down in the big cities.’” The banker laughed, ‘Well, even us hicks up here need our booze.’ ‘With this weather,’ replied my father, ‘you can’t blame us.’” (p.7)), Taking Care of Cleo also touches on Jewish-American life and provides intriguing scenes relating Cleo’s experiences. For example, Cleo loves her family, but can’t tolerate embraces and kisses from them; she misunderstands the function of the local library when she attempts to buy library books as presents for Rebecca; and she often understands more than she communicates verbally:

“Cleo looked directly into Tony’s eyes, her gaze transfixing him. His lighthearted smile faded. ‘You don’t talk very much, do you?’ Unembarrassed, Cleo shook her head. ‘But you understand everything.’ She shrugged. ‘Probably more than everything... I bet you see right into people’s heads.’ She nodded. ‘You won’t like what you see in mine.’ She shook her head slowly from side to side. ‘I’m reckless and I’m worthless.’ Cleo laughed. She pointed her thumb at herself and cocked her head. ‘You too?’ Tony [supplied]” (p.179).

In the author’s note, Broder provides more information about The Purple Gang and Prohibition, and more information about Autism is available from the TEACCH Autism Program at the University of North Carolina, School of Medicine (http://teacch.com/). This book will likely appeal to more advanced readers.


Historical Period: (2) Great War

Major Event/Location/Subject: Women's Suffrage, World War I
The poetic voices of three alternating narrators, Muriel, Ollie, and Emma, combined with artfully and sparsely placed text on each page, make Crossing Stones an accessible book for reluctant readers due to its short length and direct telling of the story – a wealth of information is covered in few words.  “Two pairs of siblings, Muriel and Ollie Jorgensen, and Emma and Frank Norman, have grown up together on adjacent Michigan farms.  World War I breaks out... and Ollie follows Frank to war” (Engberg, 2009a).  Frank is killed in action, and Ollie returns minus an arm.  Meanwhile, Muriel’s Aunt Vera pickets the White House in Washington, DC to demand voting rights for women, and Muriel’s little sister, Grace, nearly dies from the flu.  Worried that Grace will die, Muriel is surprised when Grace awakens, and asks Muriel to continue the story she had been reading aloud:

“...Mama said to wake her if there was any change, but Grace insists, ‘Keep reading, Muriel. I think Anne really does like Gilbert, don’t you?’ She keeps her eyes open, and I go on, as if reading is breathing, and by reading I can keep my sister breathing. ‘Then, just as she thought...’” (p.149)
Frost provides explanatory notes on her poetic forms, “cupped-hand sonnets” (p.181), and connects these voices as the crossing stones over the creek connect these two family’s homes and lives. Government censoring of letters and laws against voicing opposition to the war also figure prominently. “This would work extremely well in a multidisciplinary unit on the events of the early twentieth century” (Coats, 2009). “Grades 7-12” (Engberg).


Historical Period: (2) Great War

Major Event/Location/Subject: Great Depression, Dust Bowl

North Carolina Essential Standard(s) and Clarifying Objective(s):


North Carolina Standard Course of Study Competency Goal: 09

Standard Course of Study Advanced Placement Competency Goal: AP12

Lexile Measure: NP (Non-Prose) (CLCD, 2012)

Library Link: http://search.lib.unc.edu/search?R=UNCb3111223

In *Out of the Dust*, the 1998 Newbery Medal winner and Scott O’Dell Award winner, teenager Billy Jo tells her story in a series of free verse poems. Trapped in the midst of the Oklahoma Dust Bowl during the Great Depression, she looses her Mother in a tragic fire, and her sole comfort, playing the piano, is unreachable because of her burned hands. Her grief and the dust are intertwined: “I don’t want to die, / I just want to go, / away, / out of the dust. – March, 1935” (p.149). Billie Jo and her father learn about sorrow, courage, and truth, and eventually, they realize
that they must continue as a family. Billy Jo’s vivid storytelling in *Out of the Dust* “gives a face to history. Teachers of social studies, geography, and science will find here an invitation to examine some of the twentieth-century’s most devastating events. Likewise, simple vocabulary and short lines of poetry will entice reluctant readers” (Owens, 1998). Teacher’s editions and study guides are available. While this book is sometimes read by a younger audience, high school students can benefit, as well.


Historical Period: (2) Great War

Major Event/Location/Subject: Scopes Trial

North Carolina Essential Standard(s) and Clarifying Objective(s):


North Carolina Standard Course of Study Competency Goal: 09

Standard Course of Study Advanced Placement Competency Goal: AP11

Lexile Measure: 740 (CLCD, 2012)

Library Link:

http://catalog.chapelhillpubliclibrary.org/search/t?SEARCH=monkey+town&SORT=D&extended=0

1925: In small town Dayton, Tennessee, it is fifteen-year-old Frances Robinson’s father, Frank Earle Robinson, owner of the town’s drugstore, who convinces John Scopes to admit he taught evolution in the local school in order to bring publicity
and prosperity to Dayton. Scopes is arrested, and a challenge is brought to Tennessee’s new “Butler” law, which “prohibits the teaching of ‘any theory that denies the story of the Divine Creation of man as taught in the Bible, and to teach instead that man has descended from a lower order of animals’” (Adams, 2005). Frank Earle’s wildest dreams come true in Kidd’s somewhat fictionalized version of the Scopes Monkey Trial seen through Frances’ eyes, as she witnesses a cast of characters descend upon Dayton. William Jennings Bryan comes to prosecute Scopes, Clarence Darrow arrives to defend him, and H. L. Mencken reports the news in his own way. “Potentially thorny conflicts between faith and science are deftly handled: Frances, after questioning her lifelong religious beliefs, reconciles them with the theory of evolution by imaging the world still created by God but over seven long periods... Kidd is thus convincingly able to have it both ways, respectfully acknowledging both faith and science while keeping the line between them clear... Frances’ appeal as an accessible protagonist, combined with the nuanced treatment of a conflict still highly relevant today, makes this novel an excellent bet to get heated discussion going” (Gaffney, 2006). Kidd provides a detailed Author’s note separating fact from fiction (e.g., Frances was actually only eight-years-old at the time). Tennessee’s Butler law was not repealed until 1967 (Adams). While this book will likely appeal to a wide audience, it may also appeal to less advanced readers. “Grades 7-12” (Gaffney).
World War II –1939-1945


Historical Period: (3) World War II

Major Event/Location/Subject: WW-II in America

North Carolina Essential Standard(s) and Clarifying Objective(s):


North Carolina Standard Course of Study Competency Goal: 10

Standard Course of Study Advanced Placement Competency Goal: AP13

Lexile Measure: 550 (CLCD, 2012)

Library Link:

http://catalog.chapelhillpubliclibrary.org/search/t?SEARCH=Two+suns+in+the+sky

In *Two Suns in the Sky*, the Scott O’Dell Award winner in 2000 for young adult or children’s historical fiction, Bat-Ami recreates the world of Oswego, New York, where the United States set-up its only wartime haven for refugees during World War II. Through the parallel voices of Chris Cook, a fifteen-year-old girl bored with small town life, and Jewish-Yugoslavian refugee, Adam Bornstein, we experience a Romeo and Juliet type love story, which explores the anti-Semitic climate in America during the second world war. Stronger barriers divide Chris and Adam than the fence that surrounds the Emergency Refugee Shelter – barriers of language, religion, family, and society. The author draws on the true stories of both those who helped and those who shunned these refugees. *Two Suns in the Sky* “brings an interesting moment in history to life, and will stay in one’s mind and heart for a long time” (CLCD, 2012).

(Originally published by W. W. Norton in 1998)

Historical Period: (3) World War II

Major Event/Location/Subject: German Resistance, Life of Dietrich Bonhoeffer (Fictionalized), Tunnel Disaster at Hawks Nest, WV

North Carolina Essential Standard(s) and Clarifying Objective(s):


North Carolina Standard Course of Study Competency Goal: 10

Standard Course of Study Advanced Placement Competency Goal: AP13

Library Link: http://search.lib.unc.edu/search?R=UNCb3120676

While *The Book Thief* (described below) places us into the lives of a fictional “good” working-class family in Nazi Germany, *Saints and Villains* dramatizes the lives of a real-life “good” German family of privilege as they attempt to stop Hitler and the Nazis. Through this fictionalized life story of Dietrich Bonhoeffer – a pastor, spy, and martyr – Giardina provides an intriguing gateway into the study of the German resistance to Hitler and the plot led by the upper echelons of the Abwehr (German military intelligence organization) against their Fuhrer, as well as a teaching tool for character study and the use of foreshadowing. We journey from Germany to New York to West Virginia for a look at the historic Hawks Nest Tunnel Disaster – a profound influence on worker safety laws, and back to Germany, as Dietrich searches for faith and the courage to do what he feels he must. Bonhoeffer takes on the hard questions, such as the morality of taking another’s
life, and the taunts of Bauer, his jailer/interrogator/benefactor, regarding Dietrich’s “useless” God: “Has prison weakened your faith?” (p.453). Although Bonhoeffer historians may prefer Glazener’s novel, *The Cup of Wrath*, which received an approving nod from Bonhoeffer friend and biographer Eberhard Bethge, *Saints and Villains* is likely to prove much more accessible to a younger audience. The title comes from Bonhoeffer’s own writings:

> “Today there are once more saints and villains. Instead of the uniform grayness of the rainy day, we have the black storm cloud and brilliant lightning flash. Outlines stand out with exaggerated sharpness. Shakespeare’s characters walk among us. The villain and the saint emerge from primeval depths and by their appearance they tear open the infernal or the divine abyss from which they come and enable us to see for a moment into mysteries of which we had never dreamed.”
> – Dietrich Bonhoeffer, *Ethics*
> (Giardina, 1999, condensed from Bonhoeffer, 1955, p.3)

This book will likely appeal to more advanced readers.

For further reading:


Historical Period: (3) World War II

Major Event/Location/Subject: Pearl Harbor, Japanese-American Experience

North Carolina Essential Standard(s) and Clarifying Objective(s):

“Hawaii, December 7, 1941: Tomikazu Nakaji’s world vanishes in an hour” (back cover). In *Under the Blood-Red Sun*, the 1995 Scott O’Dell award winner for young adult and children’s historical fiction, Salisbury provides a cross-generational, cross-cultural adventure story, which superbly evokes time and place – Hawaii just before and immediately following the bombing of Pearl Harbor. Tomi, 12, a baseball-loving, Japanese-American boy born in Hawaii to immigrant parents who have escaped poverty in Japan, has conflicted feelings about his heritage, and is confused by the subtle prejudices that surround him. After the bombing, Tomi’s father and grandfather are arrested. Left alone, likely due to his young age, with his mother and younger sister, Tomi must “become the man of the family, despite his own fear... Although many non-Japanese, ‘haole’ (in Hawaii: white), people are cruel to Tomi and his family, the characters who stand out are the ones who are generous and understanding,” thus a main “message of the story, the value of friendship, shines through” (Kirkus Reviews, 1994). “An easy read, *Under the Blood-Red Sun* is nevertheless challenging in its content and subject matter. This novel would work well in either an English or a Social Studies class” (McClure, 1995). The Epilogue provides historical information about the Hawaiian-Japanese experience.
“It's just a small story really, about among other things: a girl, some words, an accordionist, some fanatical Germans, a Jewish fist-fighter, and quite a lot of thievery…” (p.5). Set before and during World War II in Germany, this is the story of Liesel Meminger, a foster girl living outside of Munich. Liesel scratches out a meager existence for herself by stealing, and she encounters something she can’t resist – books. With the help of her accordion-playing foster father, she learns to read, and shares her stolen books with her neighbors during bombing raids, as well as with the young Jewish man hidden in their basement. “Zusak has created a work that deserves the attention of sophisticated teen and adult readers” (Goldsmith, 2006) – a rare look into the lives of the “good” working-class people in Germany during World War II. Although set in Germany, the level of involvement of the United States in Europe during this time justifies connection to this curriculum. *The Book Thief* is ideal for study of multiple perspectives, cause-and-effect relationships, and the power of words. Oh, did I mention the identity of the narrator
– it’s just little-ole Death. Poor Death was quite overworked in the Europe of the early 1940’s.

Post World War II – Recovery, Prosperity, and Turmoil ~1945-1975


Historical Period: (4) Post World War II

Major Event/Location/Subject: Post WW-II American Society

North Carolina Essential Standard(s) and Clarifying Objective(s):


North Carolina Standard Course of Study Competency Goal: 10

Standard Course of Study Advanced Placement Competency Goal: AP13

Lexile Measure: 620 (CLCD, 2012)

Library Link: http://search.lib.unc.edu/search?R=UNCb5791254

When fifteen-year-old Evie’s step-father, Joe, returns home from World War II, the family falls back into its normal life pretty quickly. But Joe brought more back with him than war stories. When handsome Peter, a young ex-GI who served in Joe’s company in Europe, shows up, Evie is suddenly caught in a web of lies that she only slowly recognizes. She finds herself falling for Peter, ignoring the secrets that surround him. “Blundell has crafted a suspenseful, historical mystery that not only subtly explores issues of post WW-II racism, sexism, and socioeconomic class boundaries, but also realistically captures the headiness of first love and the crushing realization that adults are not all-powerful” (Hubert, 2008), or without
character flaws. While dealing with adult themes, content is not overly graphic making it ideal for a wide age range: typically 14 years to adult. This story takes place in 1947, just after WW-II, and is set in New York City and Palm Beach, Florida. It is an excellent read to explore American culture and society of the time, and to examine the meaning of social justice.


Historical Period: (4) Post World War II

Major Event/Location/Subject: Vietnam

North Carolina Essential Standard(s) and Clarifying Objective(s):


North Carolina Standard Course of Study Competency Goal: 11

Standard Course of Study Advanced Placement Competency Goal: AP15

Lexile Measure: 900 (CLCD, 2012)

Library Link: http://catalog.chapelhillpubliclibrary.org/search/t?SEARCH=amaryllis

“It was the fall of 1965... During one of the biggest hurricanes of the century, the Amaryllis nosed into the east coast of Florida... When I started to write this story, that ship rose up again in memory, and cast its shadow across those years of turmoil, fear, and change we now call the Vietnam War” – C. Crist-Evans, *Amaryllis* book jacket

The Amaryllis wreck becomes both a symbol of joy in days of surfing together for brothers, Jimmy and Frank, and later, a metaphor for Frank’s wrecked life. In conversational, first-person perspective, Jimmy tells their story with easy-to-follow transitions between past and present. To get away from their tyrannical father, Frank enlists, and goes to Vietnam. Frank’s letters home chronicle how the war has
blown him off course: friends killed, heroin addiction, and the struggle to maintain
some connection with home. When notified that Frank is missing in action (MIA),
Jimmy blames their father. “This poignant coming-of-age tale about war in a
household, as well as ‘in country,’ will resonate with teenage boys struggling with
family relationships or wondering what the Vietnam War was really like”
(Rohrlick, 2003).


Historical Period: (4) Post World War II

Major Event/Location/Subject: Emmett Till, Social Justice, Race Relations

North Carolina Essential Standard(s) and Clarifying Objective(s):


North Carolina Standard Course of Study Competency Goal: 11

Standard Course of Study Advanced Placement Competency Goal: AP14

Lexile Measure: 870 (CLCD, 2012)

Library Link: http://search.lib.unc.edu/search?R=UNCb4262323

“In the summer of 1955, Emmett Till, a fourteen-year-old African American boy
from Chicago, was visiting relatives in Money, Mississippi, when he made an error
in judgment that proved to be fatal. Not understanding the social conventions of the
Jim Crow South and unable to resist showing off his big city ways for his country
cousins, young Emmett whistled at the 23-year-old wife of a white store owner.
Three days later, Emmett’s mutilated body was pulled from the Tallahatchie River”
(CCBC, n.d.) The sham trial that followed focused national attention on the
injustice southern African Americans had lived with for generations, and the
Emmett Till case was a major catalyst for the Civil Rights Movement. In
Mississippi Trial, 1955, Crowe tells this story through the eyes of a white teen,
Hiram, 16, who is visiting his beloved grandpa. Hiram must summon the inner
strength to come to terms with who he is – the son of a man who hates the south and
the grandson of a man who loves it. Readers begin to understand “how easy it is for
Hiram to be a bystander to bigotry and will feel the horror of his sudden awakening
to the evil that is part of ‘normal’ life” (Rochman, 2002). Crowe later wrote an
informational book, Getting Away with Murder, which is based on his research.

For further reading:

case. New York: Phyllis Fogelman.


Historical Period: (4) Post World War II

Major Event/Location/Subject: Vietnam and Reagan Eras

North Carolina Essential Standard(s) and Clarifying Objective(s):

North Carolina Standard Course of Study Competency Goal(s): 11, 12

Standard Course of Study Advanced Placement Competency Goal(s): AP15, AP16

Lexile Measure: 1050 (CLCD, 2012)

Library Link: http://search.lib.unc.edu/search?R=UNCb4211653
In the summer of 1953, two eleven-year-old boys, Johnny and Owen – best friends – are playing in a Little League baseball game in Gravesend, New Hampshire. Owen hits a foul ball that kills John’s mother, but Owen doesn’t believe in accidents. Owen Meany believes he is God's instrument. “I am doomed to remember a boy with a wrecked voice...” (p.1) begins narrator John Wheelwright’s present-day prayer for his friend, Owen, and we follow Owen, John, and John’s cousin Hester, through growing-up in small-town 1950-60’s America and into the Vietnam era. Owen’s “wrecked” voice, presented in all capital letters, is especially effective. His memorable turns of phrase stay with the reader: the “UNSPEAKABLE OUTRAGE” (p.28), “THERE’S NOTHING AS SCARY AS THE FUTURE” (p.195), “THAT GIVES ME THE SHIVERS” (p.266), “FAITH AND PRAYER – THEY WORK, THEY REALLY DO” (p.402), and more. Deeply moving scenes and intelligent debate engage us on many levels and topics, including Vietnam War politics, Reagan era politics, religion, faith, loss, and wonder. This novel also includes a number of thought-provoking mysteries. Why John is “a Christian because of Owen Meany” (p.1) is the novel’s central mystery, but others, such as the identity of John’s father, thread their way through the story, and Owen is centrally connected to all. In the end, “what happens to Owen is extraordinary and terrifying” (UNC-CH, 2012).

Note: John Wheelwright’s narration from the late 1980’s, the present-day at the time of first publication, has “become historical” (Cole, 2009, p.240) from a 2012 young adult perspective. Although published slightly earlier than other books selected herein, this book is included because of its sweeping range of topics, and
its engaging, humorous, tragic story. *A Prayer for Owen Meany* will likely appeal to more advanced readers.

### Post Vietnam ~1975 to date


Historical Period: (5) Post Vietnam

Major Event/Location/Subject: Dominican-American Experience

North Carolina Essential Standard(s) and Clarifying Objective(s):


North Carolina Standard Course of Study Competency Goal: 12

Standard Course of Study Advanced Placement Competency Goal: AP16

Library Link: http://search.lib.unc.edu/search?R=UNCb5287381

*My Daughter’s Eyes and Other Stories*, winner of the 2007 Miguel Mármol Prize, is a book of interconnected short stories about a community of young Dominican-American women living in the Bronx, New York as they deal with everyday life choices. In these stories, spanning thirty-three years from 1967 to 2000, Báez “navigates with wisdom the different aspects of Dominican culture, presented from an open-minded perspective that is free of prejudice, and in which the feminine and masculine interact to portray human struggles” (Medrano, 2008). In “The Time Keeper” story, Mia, who is living for a time in the Dominican Republic after initially fleeing to New York City because of the overthrow of the Dominican dictator, Trujillo, sets all the clocks in the house back so that her restrictive father
will not notice that she is out an hour later than usual at a social event. He arrives at the event and confronts her with the fact that she has forgotten to set his watch. Initial fear turns to laughter when she hears the forgiveness in his words. As they dance at the event, her father sings a traditional song: “He told her that she was indeed his star that illuminated his soul and that without her he was nothing” (p.91). However, the focus of many of these stories is primarily on the young women’s perspectives and their struggles to survive. Many characters flow in and out of the stories, but a few appear more frequently, including Mia and Zuleika, “teenage [‘cousins’ (p.153)] who take their adolescent and post-adolescent lumps together” (My daughter’s eyes (book), 2007). “Báez’s daring treatment of taboo themes, such as sexual child abuse and the struggle of the individual against restrictive traditional values, makes this book unique in Dominican fiction” (back cover).


Historical Period: (5) Post Vietnam

Major Event/Location/Subject: Afghanistan (before occupation)

North Carolina Essential Standard(s) and Clarifying Objective(s):


North Carolina Standard Course of Study Competency Goal: 12

Standard Course of Study Advanced Placement Competency Goal: AP16

Library Link: http://search.lib.unc.edu/search?R=UNCb4680362
Taking the reader through the final years of the monarchy in Afghanistan (1970’s), the Soviet Union’s invasion (1980’s), Taliban rule (1990’s), and just after the United States’/coalition’s invasion (early 2000’s), *The Kite Runner* is the story of two Afghans initially living in the same household: Amir, the narrator and son of a wealthy and influential Pashtun man, Baba, and Hassan, the son of Baba’s Hazara (a shunned ethnic minority) servant, Ali. Early in *The Kite Runner*, a 2004 ALEX Award winner for books written for adults that have special appeal to young adults, Amir, 12 at the time, fails to conquer his fear and help Hassan when Hassan is being raped by the neighborhood “sociopathic” (p.34) bully. Amir’s feelings of guilt turn to self-loathing, which precipitates events that drive Hassan and Ali away. Amir continues to be haunted by the past as he and Baba flee the turmoil of the Soviet invasion, and begin a new life in San Francisco. But, “there is a way to be good again” (p.2), and Amir must find the courage and ingenuity to return to Afghanistan to save Hassan’s son from the Taliban.

“I wondered if that was how forgiveness budded, not with the fanfare of epiphany, but with the pain gathering its things, packing up, and slipping away unannounced in the middle of the night” (p.313).

“Hosseini is a powerful writer who has offered a jewel to teachers of modern history and literature” (Chaplin, 2003). This story of father/son bonds, friendship, betrayal, and redemption is set within Afghan social class structure. The stark realities and limitations of social class evident in *The Kite Runner* can be used to open discussion about “one of the United States’ most cherished cultural myths – that we live in a classless society” (Brown & St. Clair, 2006, p.105). This book also gives a stirring look at Afghan historical events just prior to what is now called the
Afghan War, which rivals Vietnam as the United State’s longest war. As the story in *The Kite Runner* closes, Amir muses, “silent, the world was not... the Twin Towers came crumbling down... American flags appeared everywhere... America bombed Afghanistan… suddenly people were standing in grocery store lines and talking about the cities of my childhood: Kandahar, Herat, Mazar-i-Sharif, [Kunduz, and Kabul]” (p.316).

Note: Many of the books in this Annotated Bibliography are available in audio-book format, which can be very useful to all, including reluctant readers. *The Kite Runner* audio-book, read by the author, is especially informative, with authentic pronunciation of the names of people and places. For example, Hosseini, “born in Kabul, Afghanistan, the son of a diplomat whose family received asylum in the United States in 1980” (book jacket), pronounces “Afghanistan” with the “g” silent – a very different sound from that commonly heard in the United States. This book will likely appeal to more advanced readers.

For further study:


Historical Period: (5) Post Vietnam

Major Event/Location/Subject: Effects of Iraq War

North Carolina Essential Standard(s) and Clarifying Objective(s):

North Carolina Standard Course of Study Competency Goal: 12

Standard Course of Study Advanced Placement Competency Goal: AP16

Lexile Measure: 750 (CLCD, 2012)

Library Link: http://search.lib.unc.edu/search?R=UNCb6061893

“In a breath you can be gone from this place – anyplace. And the only thing you leave behind is what you meant to someone” (p.101). Sweet, an African American teen who has recently moved to the town of Heaven, Ohio, begins her story with hints of the tragic events to come, and then tells the reader of her experiences of school, leaving her family home, and her relationship with Curtis, a college student and National Guard soldier who came back from the Iraq war with night terrors. There is talk in this small town when she moves into a cabin in the woods with Curtis. It turns out that Curtis has been ordered to return to Iraq, but he has refused and gone into hiding. Curtis’ final solution is devastating for all. “[Sweet] must come to terms with what it means to truly care about – and lose – someone” (book jacket). “Johnson’s stripped-down, poetic prose is filled with shattering emotional truths about war’s incalculable devastation, love’s mysteries, and the bewildering, necessary search for happiness” (Engberg, 2009b). While this book will likely appeal to a wide audience, it may also appeal to struggling readers because of its short length. *Sweet, Hereafter* is the final book in the Heaven Trilogy, which began in 1998 with *Heaven*, the 1999 Coretta Scott King award winner, followed in 2003 by *The First Part Last*, the 2004 Michael L. Printz and Coretta Scott King awards winner.

Historical Period: (5) Post Vietnam

Major Event/Location/Subject: Iraq War

North Carolina Essential Standard(s) and Clarifying Objective(s):

North Carolina Standard Course of Study Competency Goal: 12

Standard Course of Study Advanced Placement Competency Goal: AP16

Lexile Measure: 780 (CLCD, 2012)

Library Link: http://search.lib.unc.edu/search?R=UNCb5806824

Robin “Birdy” Perry, a young man from Harlem, is assigned to the United States Army’s Civil Affairs unit, whose mission is the stabilization of Iraq by successful interaction with the Iraqi people. As the bombs fall, Robin encounters similar circumstances faced by his Uncle Richie in Vietnam, which are chronicled in Myers’ novel *Fallen Angels*: confusing mission, indistinguishable enemies, and a country that resents its so-called liberators. In *Sunrise over Fallujah*, set during the 2003 invasion of Iraq, “code-named... ‘Operation Iraqi Freedom’” (book jacket), Robin tells the story of the men and women in his unit, which include “Marla, the witty gunner; the ever-cool career man, Captain Coles; Jonesy, the funny guitar-picking blues player; Victor, the ex-gangbanger; and Captain Miller, a thoughtful and complicated military doctor” (book jacket). Interspersed between the violent experiences of war are Robin’s letters home to his Uncle, written from one soldier to another. Myers “offers a compelling, close-up look at a war that has raged for a large percentage of teens’ lives,” and “delivers a searing statement about how the
lessons of history go unheeded as the fog of war envelops generation after
generation” (Mattson, 2008). *Sunrise over Fallujah* is an excellent conversation
starter for discussion of the Iraq War, and includes a useful glossary of terms.

“With its companion, *Fallen Angels* [the 1989 Coretta Scott King award winner],
teachers [and students] can compare and contrast the Vietnam and Iraq Wars”
(CLCD, 2012).

For further reading:


*Fallen Angels* is “the story of one young man’s tour of duty in Vietnam as
well as a testament to the thousands of young people who lived and died
during the war” (UNC-CH, 2012).

For many more books mapped to the curriculum, see the table in the Appendix, which
follows the Reference list.
Concluding Summary

The Annotated Bibliography and Appendix table identify and map recent, high quality, young adult historical fiction books to the twentieth-century American history North Carolina eleventh grade curriculum (both the North Carolina Essential Standards and the Standard Course of Study standards), providing a helpful resource for use by Content Area Teachers, School Librarians, and students. Availability of applicable historical fiction is relatively evenly distributed over the various time periods, and books are identified for study of many of the events and subjects suggested by the curriculum. So, fling yourself and your students into these books, and discover the “living past!” (Collier, 1987, p.5).

“As a child, I often fantasized about traveling in a time machine. As an adult, I continue to be fascinated with imagining life in other eras and immersing myself in the past.”

– Denise Giardina, Saints and Villains: A Reader’s Guide
References


Appendix – Table of Historical Fiction Mapped to the Curriculum

The following information for young adult historical fiction novels is sorted by historical time period from past to present, and includes complete bibliographical information (author, publication date, title, and publisher location and name); inferred historic period; major event, location, subject, etc.; inferred North Carolina Essential Standard number (DPI, 2011a; 2011b), North Carolina Standard Course of Study (SCOS) Standard number with Advanced Placement (AP) number (DPI, 2005; 2006); and a brief synopsis from a library source. Standard numbers are not necessarily the only applicable standards. The historic period and major event noted is specified based on researching the book and matching to vocabulary used in the Essential Standards and/or SCOS, and is not the only applicable event. As with much authentic historical literature, strong language and/or content may be present in some of these books that have been selected for older young adult readers.

Young Adult Historical Fiction:
Mapped to the North Carolina 20th-Century American History High School Curriculum
Keith Beisner

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“The honest and compelling story of a young girl's newfound independence, from her entrance into a new country to her frightening involvement in the Triangle Shirtwaist Factory Fire of 1911. My heart filled with fear and hope at the same time. I had the feeling that I was brought to America for a purpose. Something important would happen to me here. I remembered the words of the poem, "Give me your tired, your poor, your huddled masses . . ." "Here we are, America," I whispered. "We're just exactly what you ordered." When she arrives on Ellis Island as a seventeen-year-old Irish immigrant, Rose Nolan is looking for a land of opportunities; what she finds is far from all she'd dreamed. Stubborn and tenacious, she refuses to give up. Left alone to fend for herself and her younger sister, Rose is thrust into a hard-knock life of tenements and factory work. When the devastating Triangle Shirtwaist Factory Fire of 1911 rushes into Rose's life, her confusions are brought to an all-too-painful head. To whom and to what can she turn when everything around her is in ashes?" (UNC-CH, 2012).

"Book Description: In a small Southern town, a white man tries to prevent a lynching and finds himself branded by the mob - and worse, finds himself sheltering the dead man's son. When the killers come around to finish the job, the two victims are forced to flee across the country in the hopes of escaping men with nothing but vengeance on their minds. Just one step behind the vigilantes a solitary lawman tracks the men as he wrestles with the choice to either turn the customary blind eye or to put a stop to the intolerable logic of racial hatred. As the point of view moves seamlessly between characters, Christopher Bigsby crafts what Booklist calls a 'taut, poetic narrative that has all the hypnotic power of an incantation.' Dark and gritty, Beautiful Dreamer traces the struggle between reluctant good and dedicated evil, where morality is a matter of life or death and the choices made have consequences as lasting as they are unexpected." (Amazon, 2012).


"Will Lightbody is a man with a stomach ailment whose only sin is loving his wife, Eleanor, too much. Eleanor is a health nut of the first stripe, and when in 1907 she journeys to Dr. John Harvey Kellogg's infamous Battle Creek Spa to live out the vegetarian ethos, poor Will goes too. So begins T. Coraghessan Boyle's wickedly comic look at turn-of-the-century fanatics in search of the magic pill to prolong their lives--or the profit to be had from manufacturing it. Brimming with a Dickensian cast of characters and laced with wildly wonderful plot twists, Jane Smiley in the New York Times Book Review called The Road to Wellville 'A marvel, enjoyable from beginning to end.'" (UNC-CH, 2012).


"Donald Davis, known across the country for his unforgettable tales of growing up Appalachian, inhabits this novel as the journal-keeping Medford McGee, a wide-eyed ten-year-old boy mystified by the rituals of adulthood and the march of technology into rural North Carolina in 1910. The one automobile in Close Creek awes Medford, and the telegraph machine dumbfounds him, The modern world, says Medford, is just about here now." (UNC-CH, 2012).


"Mattie Gokey has a word for everything. She collects words, stores them up as a way of fending off the hard truths of her life, the truths that she can't write down in stories. The fresh pain of her mother's death. The burden of raising her sisters while her father struggles over his brokeback farm. The mad welter of feelings Mattie has for handsome but dull Royal Loomis, who says he wants to marry her. And the secret dreams that keep her going--visions of finishing high school, going to college in New York City, becoming a writer. Yet when the drowned body of a young woman turns up at the hotel where Mattie works, all her words are useless. But in the dead woman's letters, Mattie again finds her voice, and a determination to live her own life. Set in 1906 against the backdrop of the murder that inspired Theodore Dreiser's An American Tragedy, this coming-of-age novel effortlessly weaves romance, history, and a murder mystery into something moving, and real, and wholly original." (UNC-CH, 2012).
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<td>Ingold, J.</td>
<td><em>The big burn</em></td>
<td>Orlando, FL: Harcourt</td>
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<td>Lowy, J.</td>
<td><em>The temple of music</em></td>
<td>New York: Crown</td>
<td>01 Early</td>
<td>McKinley</td>
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<td>Smith, D.</td>
<td><em>Letters from Yellowstone</em></td>
<td>New York: Viking</td>
<td>01 Early</td>
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*In 1927, at the urging of twenty-one-year-old Harriet, Mrs. Livingston reluctantly recalls her experiences at the Triangle Shirtwaist factory [in 1909-1911], including miserable working conditions that led to a strike, then the fire that took the lives of her two best friends, when Harriet, the boss's daughter, was only five years old. Includes historical notes." (CHPL, 2012).

*Three teenagers battle the flames of the Big Burn of 1910, one of the century's biggest wildfires. Based on the Montana and Idaho wildfires that changed the way firefighters work. Includes bibliographical references." (CHPL, 2012).

*Book Description: In a starkly divided America, a Republican president seeks reelection in the afterglow of a controversial war. He is bankrolled by millionaires, with every step of his career orchestrated by a political mastermind. While terrorists plot the assassination of world leaders, a lonely, disturbed revolutionary stalks the President… It all happened. One hundred years ago. It all comes to life in The Temple of Music. A vivid, gripping historical novel, The Temple of Music recreates the larger-than-life characters and tempestuous events that rocked America at the turn of the century. It tells the tales of murder and romance, of robber barons, immigrants, yellow journalists, and anarchists, all centering around one of the most fascinating and mysterious events in American history: the assassination of President William McKinley. Sweeping in scope, The Temple of Music is a rare literary achievement that intertwines history and fiction into an indelible tapestry of America in the Gilded Age." (Amazon, 2012).

*In the spring of 1898, A. E. (Alexandria) Bartram -- a spirited young woman with a love for botany - - is invited to join a field study in Yellowstone National Park. The study's leader, a mild-mannered professor from Montana, assumes she is a man, and is less than pleased to discover the truth. Once the scientists overcome the shock of having a woman on their team, they forge ahead on a summer of adventure, forming an enlightening web of relationships as they move from Mammoth Hot Springs to a camp high in the backcountry. But as they make their way collecting amid Yellowstone's beauty the group is splintered by differing views on science, nature, and economics. In the tradition of A. S. Byatt's Angels and Insects and Andrea Barrett's Ship Fever, this delightful novel captures an ever-fascinating era and one woman's attempt to take charge of her life." (UNC-CH, 2012).
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<td>&quot;In 1904 New York City, the spirit of a deceased German American teenage girl searches for the person responsible for the Slocum steamboat fire that claimed her life and the lives of more than 1000 other passengers.&quot; (CHPL, 2012). &quot;Book Description: Mallory Meer has just turned fifteen years old, and within an hour, thanks to the only boy she’s ever loved, she’ll be dead, a victim of the General Slocum steamship disaster. Bound by love to her grieving family, and outraged by the multitude of senseless deaths, Mallory haunts those responsible for the tragedy, determined to see that justice is served. T. K. Welsh’s beautifully crafted novel, his first for young adults, is at once a chilling ghost story, an ode to the power of love, and a tribute to those who died in the second-largest disaster in New York City history.&quot; (Amazon, 2012).</td>
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<td>&quot;Book Description: A rich and suspenseful novel about two enterprising young women who unwittingly run afoul of the notorious Jewish Purple Gang in Prohibition-era Detroit. The year is 1928, the height of Prohibition; the setting is a resort town on the shores of Lake Michigan. The Bearwalds are the only Jewish family in town, owners of the local dry goods store. Cleo, the elder daughter, is a beautiful, autistic twenty-year-old who, in her own way, operates more successfully than her loved ones. Rebecca, eighteen, yearns to escape what looks to be a lifetime of &quot;taking care of Cleo&quot;—the only role her parents see for her. Cleo herself has other ideas. The novel's intricate plot is set in motion when Cleo discovers a beached bootleggers' yacht filled with illegal liquor. Using materials and tools from the boatworks where she is an apprentice boatwright, she renovates the yacht and coerces her sister into helping her to sell the liquor so that Rebecca, who is unaware of the plan, will have money to attend the University of Michigan. Cleo's activities cause the Purple Gang, famous Jewish gangsters out of Detroit, to mistake her father for a rival bootlegger, with near-fatal results. Running through Taking Care of Cleo is a subtle and life-affirming reevaluation of autism, which becomes one bright thread in a novel that is by turns serious, ironic, and comic, and ends with a happy surprise.&quot; (Amazon, 2012).</td>
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<td>&quot;Published to international critical and popular acclaim, this intensely romantic yet stunningly realistic novel spans three generations and the unimaginable gulf between the First World War and the present. As the young Englishman Stephen Wraysford passes through a tempestuous love affair with Isabelle Azaire in France and enters the dark, surreal world beneath the trenches of No Man's Land, Sebastian Faulks creates a world of fiction that is as tragic as A Farewell to Arms and as sensuous as The English Patient. Crafted from the ruins of war and the indestructibility of love, Birdsong is a novel that will be read and marveled at for years to come.&quot; (UNC-CH, 2012). May contain adult content.</td>
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<td>02 Great War</td>
<td>09, AP12</td>
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<td>Frost, H.</td>
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<td>Hesse, K.</td>
<td>Out of the dust</td>
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<td>Hesse, K.</td>
<td>Witness</td>
<td>Great War</td>
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<td>Kidd, R.</td>
<td>Monkey town</td>
<td>Great War</td>
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<td>Landvik, L.</td>
<td>Oh my stars: A novel</td>
<td>Great War</td>
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"In their own voices, four young people, Muriel, Frank, Emma, and Ollie, tell of their experiences during the first World War, as the boys enlist and are sent overseas, Emma finishes school, and Muriel fights for peace and women's suffrage." (CHPL, 2012).

"A Newbery Medal-winning Author, A Publishers Weekly Best Book of the Year, An ALA Best Book for Young Adults...A terrible accident has transformed Billie Jo's life, scarring her inside and out. Her mother is gone. Her father can't talk about it. And the one thing that might make her feel better - playing the piano - is impossible with her wounded hands. To make matters worse, dust storms are devastating the family farm and all the farms nearby." (UNC-CH, 2012). This book is a series of free verse poems.

"A series of poems express the views of various people in a small Vermont town, including a young black girl and a young Jewish girl, during the early 1920s when the Ku Klux Klan is trying to infiltrate the town." (CHPL, 2012). "When a small Vermont town turns against its own in 1924 as the Ku Klux Klan moves in, no one is safe--especially 12-year-old Leonora, an African-American girl, and six-year-old Esther, who is Jewish." (UNC-CH, 2012).

"When her father hatches a plan to bring publicity to their small Tennessee town by arresting a local high school teacher for teaching about evolution, the resulting 1925 Scopes trial prompts fifteen-year-old Frances to rethink many of her beliefs about religion and truth, as well as her relationship with her father." (CHPL, 2012).

"Tall, slender Violet Mathers is growing up in the Great Depression, which could just as well define her state of mind. Abandoned by her mother as a child, mistreated by her father, and teased by her schoolmates ("Hey, Olive Oyl, where's Popeye?") the lonely girl finds solace in artistic pursuits. Only when she's hired by the town's sole feminist to work the night shift in the local thread factory does Violet come into her name, and bloom. Accepted by her co-workers, the teenager enters the happiest phase of her life, until a terrible accident causes her to retreat once again into her lonely shell. Realizing that she has only one clear choice, Violet boards a bus heading west to California. But when the bus crashes in North Dakota, it seems that Fate is having another cruel laugh at Violet's expense. This time though, Violet laughs back. She and her fellow passengers are rescued by two men: Austin Sykes, whom Violet is certain is the blackest man to ever set foot on the North Dakota prairie, and Kjel Hedstrom, who inspires feelings Violet never before has felt. Kjel and Austin are musicians whose sound is like no other, and with pluck, verve, and wit, Violet becomes part of their quest to make a new kind of music together." (CHPL, 2012).
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<td>&quot;Sixteen-year-old Willa, living in a Depression-era West Virginia mining town, works hard to help her family, experiences love and friendship, and finds an outlet for her writing when her family becomes part of the Arthurdale, West Virginia, community supported by Eleanor Roosevelt.&quot; (CHPL, 2012).</td>
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<td>&quot;Just as Jay Gatsby was haunted by Daisy Buchanan in <em>The Great Gatsby</em>, F. Scott Fitzgerald was haunted by his own great first love - a Chicago socialite named Ginevra. Alluring, capricious, and ultimately unavailable, she would become his first muse, the inspiration for such timeless characters as Gatsby's Daisy and Isabelle Borge in <em>This Side of Paradise</em>. Caroline Preston's astute perceptions of her characters and the cultural landscapes they inhabit have earned her work comparisons to that of Anne Tyler, Alison Lurie, and Diane Johnson. Now, in this richly imagined and ambitious novel, Preston deftly evokes the entire sweep of Ginevra's life - from her first meeting with Scott to the second act of her sometimes charmed, sometimes troubled life. Ginevra was sixteen, a rich man's daughter who had been told she was pretty far too often for her own good. Scott was nineteen, a poor boy full of ambition. They met at a country club dance in St. Paul, Minnesota, in January 1916. For almost a year they wrote each other letters - so long, breathless, and yearning that they often required more than one envelope. But despite their intense epistolary romance, the relationship wouldn't last. After throwing him over with what he deemed &quot;supreme boredom and indifference,&quot; she impulsively married a handsome aviator from the right society background. Ruminating over what might have been had she picked the writer instead of the flier, she furtively reads the now famous Fitzgerald's work. When she sees herself - much to her surprise - in his characters, it's not just as the spoiled debutante he'd known; he's also uncannily predicted the woman she's become, cracks and all. An affecting story of two people, one famous, one known only through her portrayals in enduring works of fiction, <em>Gatsby's Girl</em> is a tremendously entertaining and moving novel about the powerful forces of first love, memory, and art.&quot; (UNC-CH, 2012).</td>
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<td>&quot;It is 1915 and the First World War has only just begun. 17 year old Sasha is a well-to-do, sheltered-English girl. Just as her brother Thomas longs to be a doctor, she wants to nurse, yet girls of her class don't do that kind of work. But as the war begins and the hospitals fill with young soldiers, she gets a chance to help. But working in the hospital confirms what Sasha has suspected--she can see when someone is going to die. Her premonitions show her the brutal horrors on the battlefields of the Somme, and the faces of the soldiers who will die. And one of them is her brother Thomas. Pretending to be a real nurse, Sasha goes behind the front lines searching for Thomas, risking her own life as she races to find him, and somehow prevent his death.&quot; (UNC-CH, 2012).</td>
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<th>American Society Prior to WW-I, WW-I in France</th>
<th>AH2.H.7</th>
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"The whole world was about to change, and no one would be affected more deeply than Dorothea and Iris Crosby, sisters-identical twins-born to the wealth and social standing of New York City's Park Avenue. It was 1914, and while life in Manhattan seemed to center on grand balls and exotic parties, in Europe everything was coming undone. World War I was about to explode, and when it did it would involve many thousands of young Americans already heading overseas. Aroused by the perils of the rest of the world, Dorothea and Iris decided to join the American Red Cross in France. Sent immediately to the battlefront, they became immersed in a daily struggle to help save lives, and when that wasn't possible, to at least make death less terrifying for the young French soldiers in their care. Beautiful and mysterious, the twin sisters were dubbed les anges, the angels, by the wounded men. They charmed the Americans as well, among them a fighter pilot with whom Iris fell in love-the first threat to the singular bond that held the sisters together. As the losses mounted, however, the link between the sisters grew stronger. Finally, when the battles ended, they awoke to the reality that the world they had known was forever gone, and home seemed a distant and alien place. A powerful story of spiritual awakening, of innocence lost, and of the emotional toll of war, The Innocents is sure to appeal to readers of historical novels." (UNC-CH, 2012).


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<th>02 Great War</th>
<th>1920's North Carolina Society</th>
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"Welcome to Roxboro, North Carolina, a crossroads hamlet where, in 1920, tobacco and bootleg liquor thrive and most folks seem to agree that women are meant to know their place. But four extraordinary, determined young ladies are about to leave their boot prints on this small Southern town, and nothing will ever be the same. Bertie, a hello-girl for Wheeler's Telephone Company and the only woman in Person County to own a Model T, is staunch in her support for female suffrage, and has an opinion on everything, including church, Negro rights, matrimony, and men, and considers every one of those opinions worth listening to. Bertie's cousin Guerine, perpetually engaged to her former desk-mate from their school days, believes there's no problem that can't be solved by either a fashionable dinner party or something ordered from the back of a women's magazine. Her attempts at cooking and entertaining are legendary. Doodle is the quiet farmer's daughter who can usually be found in men's overalls, feeding her handmade dumplings to her prize-winning geese. When her father passes away, leaving her with a shocking secret, Doodle discovers there's more to life than livestock . . . maybe even love. Newcomer Ina is a pampered debutante, a Virginia blue blood who seems far too glamorous to be teaching in Person County's one-room schoolhouse, especially swathed in a cloud of tragedy: Her beloved husband dropped dead on their New York honeymoon. When these four very different ladies come together in friendship, facing struggles and earning triumphs, they realize that they can achieve almost anything. These delightful, conspicuous women will steal your heart and inspire your soul. On Account of Conspicuous Women is a wonderful tale of human nature, Southern gentility, and great social change in a small town. With her brilliant debut novel, Dawn Shamp has captured perfectly a slice of 1920s life that is still relevant today, and she has crafted a marvelous world you won't want to leave." (UNC-CH, 2012).
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<td>Bat-Ami, M.</td>
<td><em>Two suns in the sky</em></td>
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<td>Bradley, K.B.</td>
<td><em>For freedom: The story of a French spy</em></td>
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<td>Bruchac, J.</td>
<td><em>Code talker: A novel about the Navajo Marines of World War Two</em></td>
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"In World War II-era Mississippi, the aftermath of a tragedy takes on all the intensity and heat of the Delta summer when the town of Ruleton copes with violence, racism, and a vengeful spree that threatens the life of a young girl and the soul of the small town. In Hushpuckashaw County in the 1940s, many things are desperately unfair. Letitia Johnson, a young black mother and the nanny for one of the town's most distinguished couples, knows this only too well when the couple's baby is found drowned in its bath. Accused by the grieving family and the enraged townspeople, Letitia quickly sends her twelve-year-old daughter, Sally, out to hide in the brush before she is taken into custody. The angry mob would get revenge when they drag Letitia from her jail cell and hang her that very night. But they wouldn't get Sally. Baby Allen, a courageous social worker, is assigned to Sally's case, and gradually coaxes the young girl out of hiding, wins her trust, and secures her protection. But once Sally is safe, Baby is left with the greater mission of uncovering the truth about who is responsible for the infant's death—a shocking revelation that will change the ways and attitudes of a town that has been long in need of changing. Beautiful and gripping, *Cotton Song* is the story of a woman's fight to save the child left behind after the horrific lynching that took her mother's life." (UNC-CH, 2012).

The 2000 Scott O'Dell award winner. "Through the parallel voices of fifteen year old Chris Cook and Jewish-Yugoslavian Adam Bornstein, the author recreates the world of Oswego, New York during the final year of World War II, where the U.S. set up its only wartime haven for refugees." (CHPL, 2012).

"Despite the horrors of World War II, a French teenager pursues her dream of becoming an opera singer, which takes her to places where she gains information about what the Nazis are doing—information that the French Resistance needs." (CHPL, 2012).

"Throughout World War II, in the conflict fought against Japan, Navajo code talkers were a crucial part of the U.S. effort, sending messages back and forth in an unbreakable code that used their native language. They braved some of the heaviest fighting of the war, and with their code, they saved countless American lives. Yet their story remained classified for more than twenty years. But now Joseph Bruchac brings their stories to life for young adults through the riveting fictional tale of Ned Begay, a sixteen-year-old Navajo boy who becomes a code talker. His grueling journey is eye-opening and inspiring. This deeply affecting novel honors all of those young men, like Ned, who dared to serve, and it honors the culture and language of the Navajo Indians." (UNC-CH, 2012).
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<td>&quot;Book Description: During World War II, a family finds life turned upside down when the government opens a Japanese internment camp in their small Colorado town. After a young girl is murdered, all eyes (and suspicions) turn to the newcomers, the interlopers, the strangers. This is her town as Rennie Stroud has never seen it before. She has just turned thirteen and, until this time, life has pretty much been what her father told her it should be: predictable and fair. But now the winds of change are coming and, with them, a shift in her perspective. And Rennie will discover secrets that can destroy even the most sacred things. Part thriller, part historical novel, Tallgrass is a riveting exploration of the darkest - and best - parts of the human heart.&quot; (Amazon, 2012).</td>
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<td>&quot;What is the price of acting morally in a time of great evil, when sin and necessity seem twinned? Saints and Villains is a strikingly resonant novel that dramatizes this painful dilemma through the fictional re-creation of the life of Dietrich Bonhoeffer. This emblematic figure risks his life--and finally lost it--through his participation in the failed plot to assassinate Hitler and topple the Nazi regime. In a gripping and sweeping narrative that moves from Berlin to London to New York City, encompassing shattering historical events, clandestine meetings, perilous missions abroad, and eventual imprisonments and death, Denise Giardina brings to life an instance of shining courage in the charnel house that was Europe in the Second World War. A novel that is bold in conception and utterly convincing in its powers of fictional re-creation – a literary event.&quot; (UNC-CH, 2012).</td>
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<td>&quot;Growing up in a time between wars, Sam Hamada finds that the culture of his native Japan is never far from his heart. Sam is rapidly learning the code of the samurai in the late 1930s on the lush Hawaiian Islands, where he is slowly coming into his own as a son and a man. But after Sam strikes out for California, where he meets Keiko, the beautiful young woman destined to be the love of his life, he faces crushing disappointment---Keiko's parents take her back to Japan, forcing Keiko to endure their attempts to arrange her marriage. It is a trial complicated by how the Japanese perceive her---as too Americanized to be a proper Japanese wife and mother---and its pain is compounded by the Japanese attack on Pearl Harbor, which ignites the war that instantly taints Sam, Keiko, and their friends and family as enemies of the state. Sam himself is most caught between cultures when, impressed by his knowledge of Japanese, the U.S. Army drafts and then promotes Sam, sending him on a secret mission into a wartime world of madness where he faces the very real risk of encountering his own brother in combat. From the tragedies of the camps through to the bombing of Hiroshima, where Sam's mother and siblings live, Sam's very identity both puts his life at risk and provides the only reserve from which he can pull to survive. In this beautifully written historical epic about a boy in search of manhood, a girl in search of truth, and two peoples divided by war, Sam must draw upon his training, his past, and everything he has learned if he's ever to span his two cultures and see Keiko, or his family, again.&quot; (UNC-CH, 2012).</td>
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<td>Author</td>
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<td>Lawrence, I.</td>
<td><em>B for Buster</em></td>
<td>03 World War II</td>
<td>AH2.H.7</td>
<td>10, AP13</td>
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<td>McBride, J.</td>
<td><em>Miracle at St. Anna</em></td>
<td>03 World War II</td>
<td>AH2.H.1</td>
<td>10, AP13</td>
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<td>Otsuka, J.</td>
<td><em>When the emperor was divine: A novel</em></td>
<td>03 World War II</td>
<td>AH2.H.7</td>
<td>10, AP13</td>
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<td>Rylant, C.</td>
<td><em>I had seen castles</em></td>
<td>03 World War II</td>
<td>AH2.H.1</td>
<td>10, AP13</td>
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"Nicknamed after his hometown of Kakabeka, Canada, Kak dreams of flying with the Allied bombers in World War II. So at 16, underage and desperate to escape his abusive parents, he enlists in the Canadian Air Force. Soon he is trained as a wireless operator and sent to a squadron in England, where he's unabashedly gung ho about flying his first op. He thinks the night ops over Germany will be like the heroic missions of his favorite comic-book heroes. Good will vanquish evil. But his first time out, in a plane called B for Buster, reveals the ops for what they really are--a harrowing ordeal. The bombing raids bring searchlights, artillery from below, and night fighters above hunting to take the bombers down. One hit, Kak knows, and B for Buster, along with him and his six crewmates, could be destroyed. Kak is terrified. He can't confide his feelings to his crew, since he's already worried that they'll find out his age. Besides, none of them seem afraid. Only in Bert, the slovenly caretaker of the homing pigeons that go on every op, does Kak find an unlikely friend. Bert seems to understand what the other men don't talk about—the shame, the sense of duty, and the paralyzing fear. As Kak seeks out Bert's company, he somehow finds the strength to face his own uncertain future." (UNC-CH, 2012).

"Based on the historical incident of an unspeakable massacre at the site of St. Anna Di Stazzema, a small village in Tuscany, and on the experiences of the famed Buffalo soldiers from the 92nd Division in Italy during World War II, Miracle of St. Anna is a singular evocation of war, cruelty, passion, and heroism. It is the story of four American Negro soldiers, a band of partisans, and an Italian boy who encounter a miracle—though perhaps the true miracle lies in themselves. Traversing class, race, and geography, Miracle at St. Anna is above all a hymn to the brotherhood of man and the power to do good that lives in each of us. It reveals to us a little-known but fascinating moment in history through the eyes and imagination of a gifted writer." (UNC-CH, 2012).

"Julie Otsuka's commanding debut novel paints a portrait of the Japanese internment camps unlike any we have ever seen. With crystalline intensity and precision, Otsuka uses a single family to evoke the deracination—both physical and emotional—of a generation of Japanese Americans. In five chapters, each flawlessly executed from a different point of view—the mother receiving the order to evacuate; the daughter on the long train ride to the camp; the son in the desert encampment; the family's return to their home; and the bitter release of the father after more than four years in captivity—she has created a small tour de force, a novel of unrelenting economy and suppressed emotion. Spare, intimate, arrestingly understated, When the Emperor Was Divine is a haunting evocation of a family in wartime and an unmistakably resonant lesson for our times." (UNC-CH, 2012).

"Now an old man, John is haunted by memories of enlisting to fight in World War II, a decision which forced him to face the horrors of war and changed his life forever." (CLCD, 2012).
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<th>Author</th>
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<th>Subject</th>
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The 1995 Scott O'Dell award winner. "Tomikazu Nakaji's biggest concerns are baseball, homework, and a local bully, until life with his Japanese family in Hawaii changes drastically after the bombing of Pearl Harbor in December 1941." (UNC-CH, 2012).

"Ida Mae Jones dreams of flight. Her daddy was a pilot and being black didn't stop him from fulfilling his dreams. But her daddy's gone now, and being a woman, and being black, are two strikes against her. When America enters the war with Germany and Japan, the Army creates the WASP, the Women's Airforce Service Pilots, and Ida suddenly sees a way to fly as well as do something significant to help her brother stationed in the Pacific. But even the WASP won't accept her as a black woman, forcing Ida Mae to make a difficult choice of "passing," of pretending to be white to be accepted into the program. Hiding one's racial heritage, denying one's family, denying one's self is a heavy burden. And while Ida Mae chases her dream, she must also decide who it is she really wants to be." (UNC-CH, 2012).

A powerful retelling of Sleeping Beauty..."Rebecca has always loved listening to her grandmother's stories about Briar Rose. However, the old woman's astonishing and hard-to-believe admission that she "is" Briar Rose sets Rebecca on an unforgettable path of self-discovery that will change her life forever." (UNC-CH, 2012). "In this haunting story, Rebecca, a young woman, tries to unravel the mystery of her grandmother Gemma's past with only the story of Briar Rose as a guide. In Rebecca's search to find out more about her grandmother's past ultimately takes her to a concentration camp in Poland. The reader accompanies Rebecca as she discovers more about how her grandmother's story and life overlap. The strengths of this book are twofold. It covers a part of the Holocaust that is not well known, and it eloquently shows how people incorporate popular myths into narratives of their own lives." (CLCD, 2012).

"Trying to make sense of the horrors of World War II, Death relates the story of Liesel—a young German girl whose book-stealing and story-telling talents help sustain her family and the Jewish man they are hiding, as well as their neighbors." (CHPL, 2012).
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<th>Author</th>
<th>Title</th>
<th>Publisher</th>
<th>Genre</th>
<th>Setting</th>
<th>Library Call Number</th>
<th>Grade Level</th>
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<tbody>
<tr>
<td>Childress, M. (2006).</td>
<td><em>One Mississippi: A novel.</em></td>
<td>New York: Little Brown.</td>
<td>Post WW-II</td>
<td>American Society</td>
<td>AH2.H.4</td>
<td>11, AP15</td>
<td>&quot;When Daniel Musgroves family moves to a small Mississippi town at the beginning of his junior year, he faces all the pain and thrills of adolescence, with extra helpings of hormones and humiliation. But then he meets Tim, a fellow outsider, and the two become fast friends. You only need one best friend, Daniel reasons, to make it through high school alive. Together, they negotiate the triumphs and tribulations of junior year: going to the prom in sky blue tuxedo is 1973, after all playing in an original Baptist musical entitled Christ!, and an unforgettable encounter with their secret heroes, Sonny and Cher. But when the first-ever black prom queen of Minor High School is hit by a car and emerges from her coma believing she's white, Daniel and Tim find themselves caught up in a shocking chain of events that leads to a shattering climax. Mark Childress is one of our sharpest and most keen-eyed chroniclers of small-town life.&quot; (UNC-CH, 2012).</td>
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<tr>
<td>Couloumbis, A. (2005).</td>
<td><em>Summer's end.</em></td>
<td>New York: G.P. Putnam's Sons.</td>
<td>Post WW-II</td>
<td>Vietnam in America</td>
<td>AH2.H.7</td>
<td>11, AP15</td>
<td>&quot;Three teenaged cousins worry about their uncle who is missing in Vietnam, their brothers--the one who was drafted and the two who are dodging the draft, and the effects of their absence on the four generations gathered at the family farm in the summer of 1965.&quot; (CHPL, 2012).</td>
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"In Mississippi in 1955, a sixteen-year-old finds himself at odds with his grandfather over issues surrounding the kidnapping and murder of a fourteen-year-old African American from Chicago." (CHPL, 2012).

"As the fiftieth anniversary approaches, there's a renewed interest in this infamous 1955 murder case, which made a lasting mark on American culture, as well as the future Civil Rights Movement. Chris Crowe's IRA Award-winning novel and his gripping, photo-illustrated nonfiction work are currently the only books on the teenager's murder written for young adults." (UNC-CH, 2012).

"Book Description: Thulani Davis's 1959 is a powerful, poignant coming-of-age novel that captures a dramatic moment in American history as clearly as a photograph. It's the summer of 1959 and Willie Tarrant of Turner, Virginia, is twelve. Her father and other adults in the town are worried about integration - how it will affect their children's safety and the quality of their education - but for Willie it's just another problem she's going to have to deal with, like her chores and beginning to go out with boys. Willie and her friends - kids from good families with good grades - are being groomed to be sent in the first wave. Before this can happen, though, eight black college students, wearing suits and fresh haircuts, go into the Woolworth's lunch counter - changing everything. In 1959 one of the most talented writers of her generation has written a book that will become a classic of civil rights literature." (Amazon, 2012).

"Book Description: A stunning debut novel from a new voice in literary fiction, set on Lake Michigan following World War II, The Water Dancers limns the divide between the worlds of the wealthy elite "summer people" and the poor native population who serve them—and what happens when those worlds collide. When Rachel Winnapee first comes to work at the March family summer home on vast and beautiful Lake Michigan, she quickly learns her place. Servants are seen and not heard as they bring the breakfast trays, wash and iron luxurious clothes, and serve gin and tonics to the wealthy family as they lounge on the deck playing bridge. Orphaned as a poverty–stricken young girl from the nearby band of Native Americans, Rachel is in awe of the Marches' glamorous life—and quite enamored of the family's son Woody. Rachel is soon assigned the task of caring for Woody, a young man whose life has been changed utterly by his experience as a soldier in WWII. The war has cost Woody not only his leg, but, worse, the older brother he loved and admired. Now back at home, Woody cannot bear to face the obligations of his future – especially when it comes to his bride–to–be Elizabeth. Woody finds himself drawn to Rachel, who is like no one he's ever known. The love affair that unites these two lost souls in this Great Gatsby–esque portrait of class division will alter the course of their lives in ways both heartbreaking and profound." (Amazon, 2012).
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<td>In the ninth book in the &quot;Corps&quot; series, Griffin leaves the Second World War behind and pulls the reader deep into the heart of the Korean War. &quot;Book Description: After the epic struggle of World War II, W.E.B. Griffin’s bestselling chronicle of the Marine Corps enters a new stage of modern warfare—with new weapons, new strategies, and a new breed of warrior—on the battlefields of Korea… In 1950, Captain Ken McCoy’s report on North Korean hostilities meets with so much bureaucratic displeasure that he is promptly booted out of the Corps—and just as promptly picked up by the fledgling CIA. Soon, his predictions come true: on June 25th the North Koreans invade across the 38th parallel. Immediately veterans scattered throughout military and civilian life are called up, many with only seventy-two hours notice. For these men and their families, names such as Inchon and Pusan will acquire a new, bloody reality—and become their greatest challenge of all.&quot; (Amazon, 2012).</td>
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<td>&quot;From the war-torn rice fields of Vietnam to the riot-filled streets of Birmingham, Alabama, Bombingham is the affecting story of a middle-class black family riven by its personal chaos. When Walter Burke is faced with writing a letter to the parents of a fallen friend and fellow soldier, he is taken back to his childhood amidst the Civil Rights Movement. From it, he recalls the segregated city, the fledgling movement, and the momentous responsibility to act. Walter reflects on how he and his family were challenged by the swelling resistance to the horrific realities of segregation in a city where little girls could be bombed in church and their fathers jailed for just looking at a white person in the wrong way. The parents' sense of security is increasingly threatened, while the children are forced to make moral decisions that portend grave consequences. As Walter struggles to make sense of his presence in Vietnam, he wonders if the victory of the movement meant nothing more than being sent into a battlefield of another kind. This novel joins two pivotal periods in the American experience.&quot; (UNC-CH, 2012).</td>
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<td>&quot;The author of &quot;Mrs. Kimble&quot; returns with an emotionally rich and evocative exploration of community, love, and family set in a western Pennsylvania coal town in the years following World War II.” (UNC-CH, 2012). “Book Description: Bakerton is a community of company houses and church festivals, of union squabbles and firemen's parades. Its neighborhoods include Little Italy, Swedetown, and Polish Hill. For its tight-knit citizens -- and the five children of the Novak family -- the 1940s will be a decade of excitement, tragedy, and stunning change. Baker Towers is a family saga and a love story, a hymn to a time and place long gone, to America's industrial past, and to the men and women we now call the Greatest Generation. It is a feat of imagination from an extraordinary voice in American fiction, a writer of enormous power and skill.&quot; (Amazon, 2012).</td>
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<td>Irving, J.</td>
<td>A prayer for Owen Meany: A novel</td>
<td>New York: Ballantine.</td>
<td>04 Post World War II, Vietnam and Reagan Era</td>
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<td>Silko, L.M.</td>
<td>Ceremony</td>
<td>New York: Penguin.</td>
<td>04 Post World War II, Post WW-II Society, Native-American Experience</td>
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<tr>
<td>2002</td>
<td>Where have all the flowers gone?</td>
<td>E. E. White</td>
<td>04 Post</td>
<td>Vietnam</td>
<td>AH2.H.7</td>
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<td></td>
<td>The diary of Molly Mackenzie Flaherty</td>
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<td>World</td>
<td>War II</td>
<td>11, AP15</td>
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"The sister of a Marine fighting in a war she does not believe in, our zealous heroine must reconcile her life as anti-war demonstrator with that of her brother. An agonizing dilemma plagues these brother-sister diarists. He is a Marine stationed in Vietnam. She is at home in America, far away from her brother's war zone, fighting for peace. As the marine writes in his journal about his experiences as a soldier, fighting an enemy he can't see, his sister seeks peace. In these gripping installments of Dear America and My Name Is America, Ellen Emerson White captures the unique time period when America was at war both in a far-off place, and at home where adults and children alike marched in the streets for peace and freedom. Poignant and complex, these two characters will give readers a glimpse into perhaps the most tumultuous time in modern American history." (UNC-CH, 2012).


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<th>Edition</th>
<th>Call Number</th>
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<tr>
<td>1995</td>
<td>The road home</td>
<td>E.E. White</td>
<td>04 Post</td>
<td>Vietnam</td>
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<td>World</td>
<td>War II</td>
<td>11, AP15</td>
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"Rebecca, a young nurse stationed in Vietnam during the war, must come to grips with her wartime experiences once she returns home to the United States." (CHPL, 2012).


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<th>Year</th>
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<th>Call Number</th>
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<td>2007</td>
<td>My daughter's eyes: And other stories</td>
<td>A. Baez</td>
<td>05 Post</td>
<td>Vietnam</td>
<td>AH2.H.5</td>
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<td>Dominican-American Experience</td>
<td>12, AP16</td>
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"My Daughter's Eyes and Other Stories, winner of the 2007 Mármol Prize, is a collection of fourteen interrelated stories about young Dominican women living in the Bronx as they deal with the choices they make in their everyday life. These stories span three decades, beginning in the 1970s, and their topics range from mother-daughter struggles, father-daughter betrayal, family, and child abuse, to emerging sexuality, love, loss, and healing. Annecy Baez's daring treatment of taboo themes, such as sexual child abuse and the struggle of the individual against restrictive traditional values, makes this book unique in Dominican fiction." (UNC-CH, 2012).


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<td>2006</td>
<td>Grab on to me tightly as if I knew the way</td>
<td>B. Charles</td>
<td>05 Post</td>
<td>Vietnam</td>
<td>AH2.H.1</td>
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<td></td>
<td>A novel</td>
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<td>1990's American Society</td>
<td>12, AP16</td>
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"Book Description: A wise, bighearted, and hilarious look at one teenager's life by a remarkable new voice in contemporary fiction. It's 1992, and as Vim Sweeney deals with the recent end of his high school career and the uncertainty of his future, America shares his angst. In Seattle, Kurt Cobain reeks of teen spirit. In Washington, George Bush (the first one) has just finished rattling his saber at Saddam Hussein. And in Kalamazoo, Michigan, Vim is trying to put off adulthood and all that comes with it, whatever that is, for as long as he can. He's already juggling guitars, girls, and a long-absent biological father who's suddenly making noise about Wanting to Be Involved. And he still can't convince his friends why local schoolboy hero Derek Jeter is bound for obscurity. Grab On to Me Tightly as if I Knew the Way traces Vim's stumble toward adulthood as he comes to terms with his parents, balances friendships and infatuation with varying levels of success, and accepts that the things he thought would last forever probably won't. Generous in spirit and laugh-out-loud funny, here is a novel that introduces a tremendous new talent and deftly captures the alternately amusing and harrowing process of holding on until you find your way." (Amazon, 2012).
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<td>05 Post Vietnam</td>
<td>American Society, Grief, The Beatles</td>
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<td>AH2.H.1</td>
<td>12, AP16</td>
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<td>&quot;Struggling to come to terms with the death of her mother in the late 1970's, sixteen-year-old Beatles fan Star Cochran hopes to find closure by delivering to John Lennon a letter her mother wrote to him in 1964 but never sent.&quot; (CHPL, 2012).</td>
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<td>Hosseini, K.</td>
<td><em>The kite runner</em></td>
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<td>05 Post Vietnam</td>
<td>Afghanistan (before occupation)</td>
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<td>AH2.H.3</td>
<td>12, AP16</td>
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<td>&quot;The unforgettable, heartbreaking story of the unlikely friendship between a wealthy boy and the son of his father's servant, The Kite Runner is a beautifully crafted novel set in a country that is in the process of being destroyed. It is about the power of reading, the price of betrayal, and the possibility of redemption, and it is also about the power of fathers over sons-their love, their sacrifices, their lies. The first Afghan novel to be written in English, The Kite Runner tells a sweeping story of family, love, and friendship against a backdrop of history that has not been told in fiction before, bringing to mind the large canvases of the Russian writers of the nineteenth century. But just as it is old-fashioned in its narration, it is contemporary in its subject-the devastating history of Afghanistan over the last thirty years. As emotionally gripping as it is tender.&quot; (UNC-CH, 2012).</td>
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<td>Johnson, A.</td>
<td><em>Sweet, hereafter</em></td>
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<td>05 Post Vietnam</td>
<td>Effects of Iraq War</td>
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<td>AH2.H.7</td>
<td>12, AP16</td>
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<td>&quot;Shoogy doesn't know where she belongs. Since she moved to Heaven, she can count on one hand the number of people she can depend on. Her family doesn't understand her, and school isn't working out. In Curtis she finds someone with a similar habit of wanting to be alone -- and so they spend time alone together. As their relationship matures, Curtis has to deal with the real demons of his experience in Iraq, and Shoogy must come to terms with what it means to truly care about -- and lose -- someone. Angela Johnson tackles her most difficult subject yet in this heartrending look at the far-reaching effects of war and the possibilities it destroys.&quot; (UNC-CH, 2012).</td>
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<td>King, L.</td>
<td><em>The English teacher: A novel</em></td>
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<td>05 Post Vietnam</td>
<td>Social Justice, Iran Hostage Crisis</td>
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<td>AH2.H.6</td>
<td>12, AP16</td>
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<td>&quot;With superb craftsmanship, effortlessly suspenseful pacing, and tenderly observed insight, Lily King expertly limns the life of an independent single mother and her fifteen-year-old son, who is on a circuitous path toward a truth she has long concealed from him. Fifteen years ago Vida Avery arrived alone and pregnant at elite Fayer Academy. By living on campus, on an island off the New England coast, Vida has cocooned herself and her son, Peter, from the outside world and from an inside secret. For years she has lived largely through the books she teaches, but when she accepts the impulsive marriage proposal of ardent widower Tom Belou, the prescribed life Vida has constructed is swiftly dismantled. As Vida begins teaching her signature book, Tess of the D’Urbervilles, a tale of an ostracized woman and social injustice, its themes begin to echo eerily in her own life and Peter sees that the mother he perceived as indomitable is collapsing and it is up to him to help. The English Teacher is a passionate tale of a mother and son’s vital bond and a provocative look at our notions of intimacy, honesty, loyalty, family, and the real meaning of home.&quot; (UNC-CH, 2012). The 1980 Iran Hostage Crisis provides the backdrop for the story.</td>
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<tr>
<td>Author</td>
<td>Title</td>
<td>05 Post Vietnam</td>
<td>Jewish-American Experience</td>
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<td>Langer, A.</td>
<td><em>Crossing California</em></td>
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<td></td>
<td>New York: Riverhead.</td>
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<td>&quot;Poignant, ambitious, and tremendously fun, Crossing California is the fiction discovery of the season—a novel about two generations of family and friendship in Chicago from November 1979 through January 1981. In 1979 California Avenue, in Chicago's West Rogers Park neighborhood, separates the upper-middle-class Jewish families from the mostly middle-class Jewish residents on the east of the divide. This by turns funny and heartbreaking first novel tells the story of three families and their teenage children living on either side of California, following their loves, heartaches, and friendships during a memorable moment of American history. Langer's captivating portraits, his uncanny and extraordinarily vivid re-creation of a not-so-past time and place, and his pitch-perfect dialogue all make Crossing California certain to evoke memories and longing in its readers—as well as laughter and anxiety. Whether viewed as an American Graffiti for the seventies, The (Jewish) Corrections, a Chicagoan Manhattan, or early Philip Roth for a later generation, Crossing California is an unforgettable, and thoroughly enjoyable contribution to contemporary fiction.&quot; (UNC-CH, 2012).</td>
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<td>Levchuk, L.</td>
<td><em>Everything beautiful in the world</em></td>
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<td>&quot;Toward the end of the disco era, seventeen-year-old Edna refuses to visit her mother, who is in a New York City hospital undergoing cancer treatment, and barely speaks to her father, who finally puts her in psychotherapy, while her crush on an art teacher turns into a full-blown affair.&quot; (CHPL, 2012). But Edna also possesses a peculiar wisdom. She recognizes the effects of Vietnam on many of the adults around her (it's 1980), and the unhealthiness of her relationship with her teacher.</td>
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<td>McCormick, P.</td>
<td><em>Purple heart</em></td>
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<td>New York: Balzer and Bray.</td>
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<td>&quot;When Private Matt Duffy wakes up in an army hospital, he's haunted by an image of a young Iraqi boy as a bullet hits his chest. Matt can't shake the feeling that he is somehow involved in the boy's death, but because of his own head injury, he struggles to put all the pieces together.&quot; (UNC-CH, 2012).</td>
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<td>Myers, W.D.</td>
<td><em>Sunrise over Fallujah</em></td>
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<td>New York: Scholastic.</td>
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<td>&quot;A powerful new novel about the heroics and horror of war from Walter Dean Myers. Operation Iraqi Freedom, that's the code name. But the young men and women in the military's Civil Affairs Battalion have a simpler name for it: WAR. In this new novel, Walter Dean Myers looks at a contemporary war with the same power and searing insight he brought to the Vietnam war of his classic, Fallen Angels. He creates memorable characters like the book's narrator, Birdy, a young recruit from Harlem who's questioning why he even enlisted; Marla, a blond, tough-talking, wisecracking gunner; Jonesy, a guitar-playing bluesman who just wants to make it back to Georgia and open a club.&quot; (UNC-CH, 2012).</td>
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Graphic Novel Historical Fiction... "A.D.: New Orleans After the Deluge is a masterful portrait of a city under siege. Cartoonist Josh Neufeld depicts seven extraordinary true stories of survival in the days leading up to and following Hurricane Katrina. Here we meet Denise, a counselor and social worker, and a sixth-generation New Orleanian; "The Doctor," a proud fixture of the French Quarter; Abbas and Darnell, two friends who face the storm from Abbas's family-run market; Kwame, a pastor's son just entering his senior year of high school; and the young couple Leo and Michelle, who both grew up in the city. Each is forced to confront the same wrenching decision—whether to stay or to flee. As beautiful as it is poignant, A.D. presents a city in chaos and shines a bright, profoundly human light on the tragedies and triumphs that took place within it." (UNC-CH, 2012).


"Meet Meredith Herman, a fourteen-year-old expert witness to the slow unraveling of her parents' marriage amid the lunacy of Los Angeles, 1978, a world of bell-bottoms, grapefruit diets, and plastic surgery. Meredith is a girl of a specific time and place tackling the universal challenges of boys, school, and parents. Her mother, Leigh, is a housewife suffering an excruciating and often hilarious midlife discontent, a malaise that leaves Meredith's father, Robert, genuinely baffled. As Leigh attempts to reinvent herself as a liberated lady - complete with assertiveness-training classes and a dalliance with an exotic artist - Robert runs for cover into a hasty second marriage. Through it all, Meredith and Leigh struggle in a combative mother-daughter relationship as wonderfully real as any in contemporary fiction. Tanney's debut sparkles with pitch-perfect dialogue and an astonishingly accurate sense of place. This novel will take readers on a journey of belly laughs and heartbreak. The Herman family's story will charm and captivate you long after you've turned the last page." (UNC-CH, 2012).


"Tom Willard's critically acclaimed Black Sabre Chronicles trace the 130-year history of the Sharps military family from the time of the Western Indian Wars through the two World Wars, Vietnam, and, in this fifth and final novel, the Gulf War of 1990-1991. Lieutenant Argonne Sharps is a West Pointer and the only black woman to pilot a Kiowa reconnaissance helicopter in the 101st Airborne "Screaming Eagles" division. She is assigned to the Persian Gulf in preparation for the 101st's deployment to Saudi Arabia in Operation Desert Shield, and in its behind-the-lines assault into Iraq in Operation Desert Storm. Her valor in "extracting" Special Forces officer Jerome Moody from Kuwait City earns Argonne a Bronze Star citation and Moody's undying gratitude—and love. Argonne's experiences in the Gulf War impact her family at the Black Sabre Ranch in Arizona—a military family anguishing over seeing their beloved daughter become the first woman, and fifth generation of Sharpses to go to war. Tom Willard's intimate knowledge of combat—earned in Vietnam—gives Sword of Valor a special ring of authenticity as the brief, high-tech war unfolds, and the Sharps family history of warfare unfolds with it." (UNC-CH, 2012).

The End