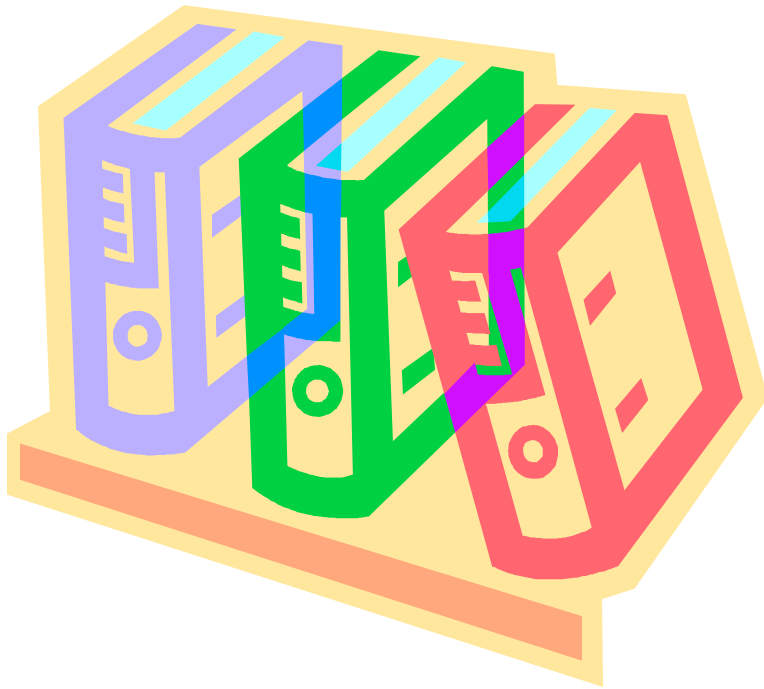
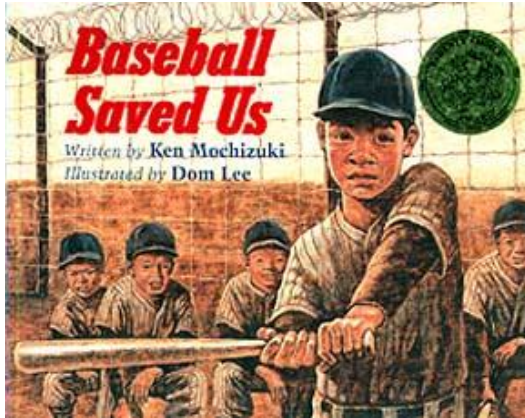


The Importance of History Through Literature





Title: *Baseball Saved Us*
Author: Ken Mochizuki
Illustrator: Dom Lee
Publication Date: 1993
Recommended Grade Range: Primary 1-3

PLOT SUMMARY

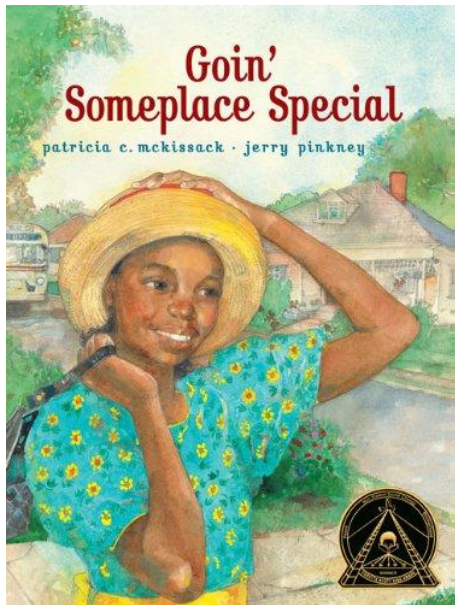
The **setting** of *Baseball Saved Us* was at an internment camp in Idaho. The story's **main character** is a young Japanese-American boy. The **time** of the book takes place during World War II when the Japanese-Americans were relocated into internment camps. The title comes from the main character and his dad building a baseball diamond while they are in the internment camp. The baseball diamond is seen to assist the individuals held captivated get through the long days and pass time. The **literary conflict** in this story is character vs. society. The Japanese-Americans get put into an internment camp just after the Japanese had bombed Pearl Harbor, and the U.S. feels that they cannot trust the Japanese-Americans in case any of them are spies or sharing information. The **theme** of this story is finding identity. Shorty, the main character, realized that he was not only playing baseball to win but gain self-respect and dignity.

FEATURES OF QUALITY and CURRICULUM CONNECTIONS

This story connects with multiple literary elements. The plot, setting, and literary conflict are all main parts to this story. They are not too difficult to figure out, which would be good for the primary grades, but can also be taken into more depth to connect with the intermediate grades. This story is written about the internment camps of Japanese-Americans during World War II. Taking place during World War II the book connects with history for any grade. Since the characters are Japanese-Americans, it could be fun to have the students look at Japan, find it on the map, and do some research about their culture.

READER-RESPONSE IDEAS

1. A fun response for the intermediate grade would have the class individually write in their journals a letter to Shorty or another character and express their feelings, thoughts, and concerns. Make sure that they include some knowledge was covered about World War II and how the Japanese-Americans were treated before and after the War, even today.
2. The students in primary could build their own baseball diamond by drawing it with great detail to show who, what, when, and where everything would take place. Then we would share our thoughts as a class.



Title: *Goin' Someplace Special*

Author: Patricia C. McKissack

Illustrator: Jerry Pinkney

Publication Date: 2001

Recommended Grade Range: Primary 1-3

PLOT SUMMARY

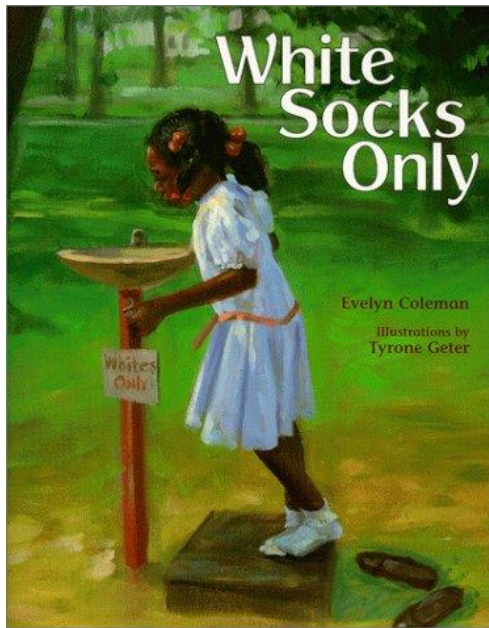
The **setting** of *Goin' Someplace Special* is never directly stated, the mention the city bus and going downtown but never say the name of the city. 'Tricia Ann, the **main character** gets introduced to the audience by her excitement and determined attitude for exploring to find her "Someplace special" in downtown. The **literary conflict** can be first seen as character vs. character, but the main conflict is character vs. society. The conflict of character vs. character is when 'Tricia Ann asks her grandmother to let her go downtown by herself, her grandmother is hesitant but 'Tricia Ann is successful at persuading grandmother to let her go. The conflict of character vs. society is revealed in the story multiple times. The first one is when 'Tricia Ann gets on the bus to realize she has to sit in the back behind the Jim Crow sign unlike the whites. The **climax** comes when 'Tricia Ann leaves the park to go to the church when grandmother goes, she talks to a lady and mentions how unfair it is that she cannot sit around the fountain that her own family members built and wishes she could just have grandmother with her. The **resolution** comes when the lady tells 'Tricia Ann that grandmother is always with her and to keep her head high looking for her special place so she continues on her adventure and finds her place. The **theme** of this book is individualism, but another theme is racism and segregation.

FEATURES OF QUALITY and CURRICULUM CONNECTIONS

Reading the book *Goin' Someplace Special* in a classroom is a way to teach some literary elements and relate to the segregation that took place in the 1950's. The vocabulary and word choice used in this story is very distinctive to where the story is taking place. The vocabulary could then lead into a discussion of how the South talks, then the North, and depending on the grade the differences between the East and West. This story is very history based and many activities can relate to the storyline.

READER-RESPONSE IDEAS

1. The students could write a skit and then perform it in the classroom. The skit would tie in with the story, but also would have to be careful with the possibility of segregation becoming stronger in my classroom.
2. An activity to do following a read-aloud would to have the students' think of their "someplace special" and the draw a detailed picture along with 5-7 sentences describing what their place is, where their place is, and how they found their place.



Title: White Socks Only

Author: Evelyn Coleman

Illustrator: Tyrone Geter

Publication Date: 1996

Recommended Grade Range: Primary 1-3

PLOT SUMMARY

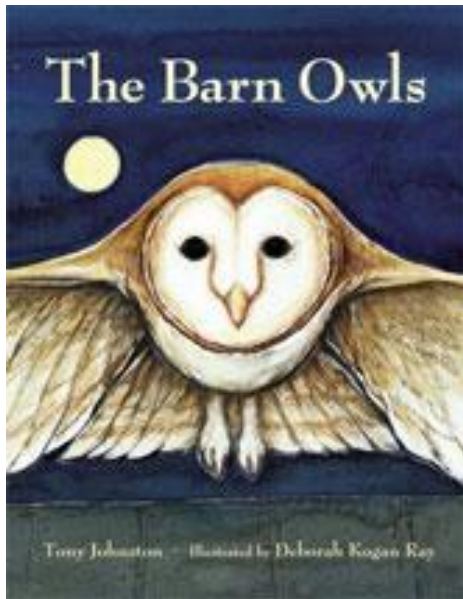
The story of *White Socks Only* takes place in the South. Evelyn Coleman shares the story of a little girl getting confused with what she can and cannot use in the city. The **main character** is a young African-American girl who is traveling around downtown by herself. The **literary conflict** is character vs. society when the young girl is walking home and gets very thirsty. She stops at a water fountain with a sign that says “Whites Only”, she did not want to disobey the sign and thought since she was dressed in a white dress had white socks and black shoes that she had to take off her shoes so she would be in all white. Then the **climax** happens when a white man sees her drinking from the fountain. A **resolution** comes when the other black townspeople see what is happening to her they take off their shoes and start drinking from the fountain as well. The **conflict** does not get settled there, it affects the whole city. The **theme** is injustice, being portrayed by the girl who did not understand what the sign meant.

FEATURES OF QUALITY and CURRICULUM CONNECTIONS

The story *White Socks Only* has different levels to it. The first level is to understand the difference between Whites and Blacks along with the segregation in the past. Another level being more in depth is how children were not treated differently and if you were going out in the town by yourself the knowledge of everything happening during the time is necessary. This book connects to curriculum by the basis of segregation. The word choice for this book assists the students to make pictures on their own of what is taking place in the story.

READER-RESPONSE IDEAS

1. A reader response activity could be to have the students draw what a city would look like based from the descriptions given from this book. They would have to be prepared to share their cities and also have to have a unique name for their city.
2. I would have the students write a journal entry of their choice, whether they wanted to do the form of a letter, poem, or essay would be up to them. I would require good word choice and a requirement of using some of the same language from the book.



Title: *The Barn Owls*
Author: Tony Johnston
Illustrator: Deborah Kogan Ray
Publication Date: 2001
Recommended Grade Range: Primary 1-3

PLOT SUMMARY

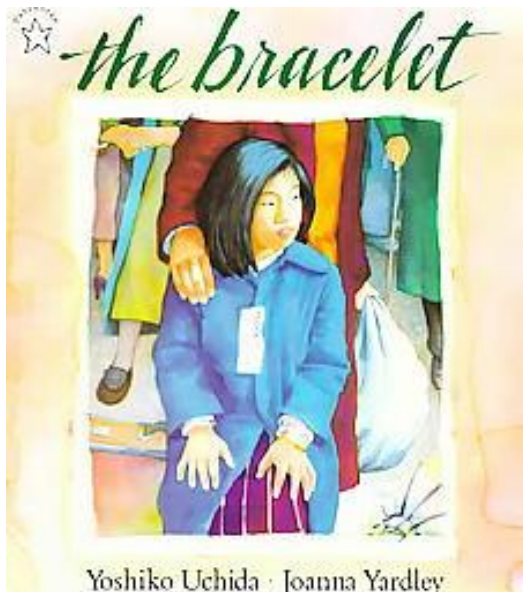
This story is told in the form of poetry. The **setting** of *The Barn Owls* is at a redwood barn. This story is told in a chronological form starting off by the audience being informed the baby owls are being hatched while watched by the older owls who are the parents. The lives of the owls are not the only new lives being born. The author mentions some of the other creatures that are being born. This story has the **theme** of new lives. The story gives facts about barn owls and will intrigue the students to want to learn more about the animals.

FEATURES OF QUALITY and CURRICULUM CONNECTIONS

This story is a rhyming poetry. It will teach the students that word choice is very important with poetry, but especially when the poetry is to rhyme. This story also connects with the life of the barn owls and could be studied either before reading or after reading the book. It could be used as a model of how to make poems rhyme and also all be about one topic.

READER-RESPONSE IDEAS

1. I would have the students pick one of the barn animals/creatures discussed in the book and have them write their own rhyming poem. Then we will share as a group on the reading carpet.
2. I would give the students an animal/creature from the story and have them do research on the computer about the animal. Then I will have them write two paragraphs giving details. Then they will turn in their work.



Title: *The Bracelet*

Author: Yoshiko Uchida

Illustrator: Joanna Yardley

Publication Date: 1993

Recommended Grade Range: Intermediate
4-6

PLOT SUMMARY

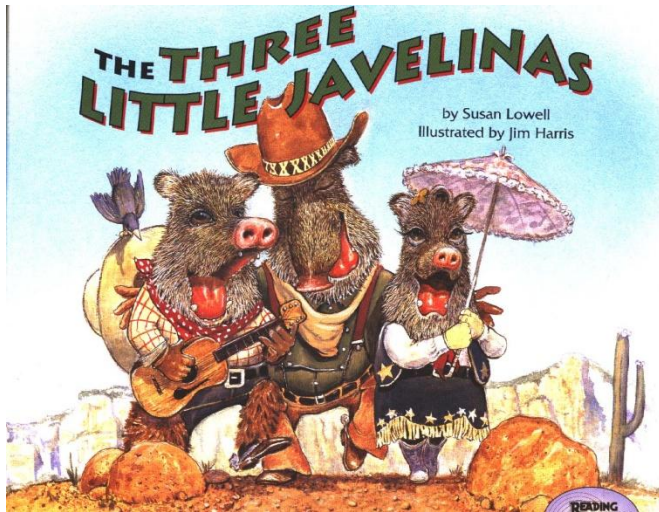
The **setting** of *The Bracelet* by Yoshiko Uchida starts out in the family's home in California and then moves to an old racetrack that was turned into a Japanese-American internment camp. The **main character** is Emi one of the two daughters in the family. Emi's best friend gives her a bracelet to remember her before they left for the camp. The **conflict** occurs when Emi is required to help clean out the stable that would become the family's new home and the bracelet falls off. She promised her best friend that she would never take the bracelet off and now is worried. The **resolution** is when she remembered what her mother always told her the importance "we carry in our hearts and take with us no matter where we are sent." The **literary conflict** can be viewed as character vs. society and character vs. self. The **conflict** between the character and society is when the family is sent to an internment camp. The **conflict** between the character and self is when she is worried because she lost the bracelet.

FEATURES OF QUALITY and CURRICULUM CONNECTIONS

This book can be used in a classroom to teach the history of World War II. The internment camps of Japanese-Americans are an important part of American history. This book can also be used because of the literary elements used. This book also connects with the American life because it shows how strong families can be. This story could be used to compare to other books that are also based about Japanese-American internment camps during World War II such as *Baseball Saved Us* by Ken Mochizuki.

READER-RESPONSE IDEAS

1. I would read both *Baseball Saved Us* and *The Bracelet* then have the students contrast between the differences of the camps.
2. I would have the students write an entry in their journal discussing what they would do for their friend(s) if they were in the shoes of Emi's friend. How they would keep in touch, and how they think they would feel.



Title: *The Three Little Javelinas*
Author: Susan Lowell
Illustrator: Jim Harris
Publication Date: 1992
Recommended Grade Range:
Primary 1-3

PLOT SUMMARY

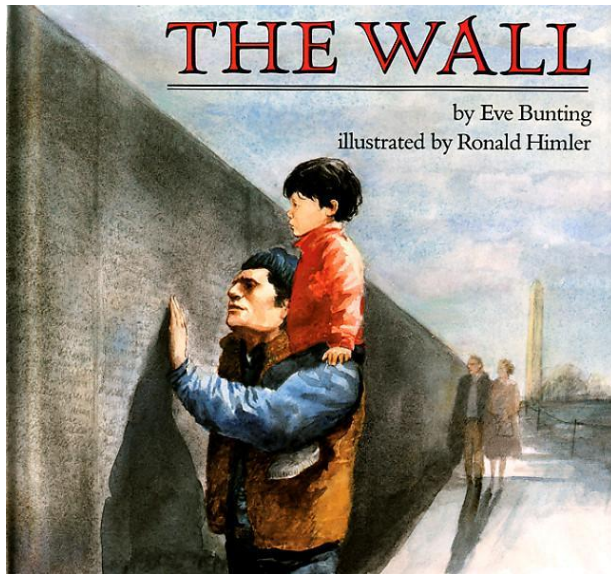
This story is a spinoff of *The Three Little Pigs* in the **setting** of the Southwest starting off with the line of “Once upon a time...”. The javelinas build houses out of tumbleweed, saguaro ribs, and bricks. The **main characters** who are the **protagonists** are the three javelinas and the **antagonist** is the coyote. The **literary conflict** is character vs. character. The javelinas try to stay away from the coyote by being in their house but they do not succeed until the sister saves them. The **climax** is when the first two javelina’s house has been knocked down by the coyote and they run to their sister’s house built of bricks. The **resolution** is that the house of bricks cannot be knocked down by the coyote. The illustrations add to the story with the javelinas dressed in western clothes.

FEATURES OF QUALITY and CURRICULUM CONNECTIONS

The story *The Three Little Javelinas* is a tale based on another tale. This could be used as an example to compare and contrast between *The Three Little Pigs* and *The Little Javelinas*. This book would be good for all students to read whether they live in the west or not. It connects with the desert, and also gives examples of animals that live in the desert. It also gives some background information on the animals. This book may introduce new vocabulary such as javelina, the book has the pronunciation of the word. This book can be related to bullying, how it is wrong, and that bullying can always be fixed when it is acknowledged.

READER-RESPONSE IDEAS

1. I will have my students first compare the similarities of *The Three Little Pigs* and *The Three Little Javelinas* then have them contrast the differences. I will have them share their ideas as a follow up activity to see if they have thought in all levels.
2. I will have the students write their own version similar to *The Three Little Javelinas* and then they will turn them in and we will share three the next day after I have read through them all.



Title: *The Wall*

Author: Eve Bunting

Illustrator: Ronald Himler

Publication Date: 1992

Recommended Grade Range: Primary
1-3

PLOT SUMMARY

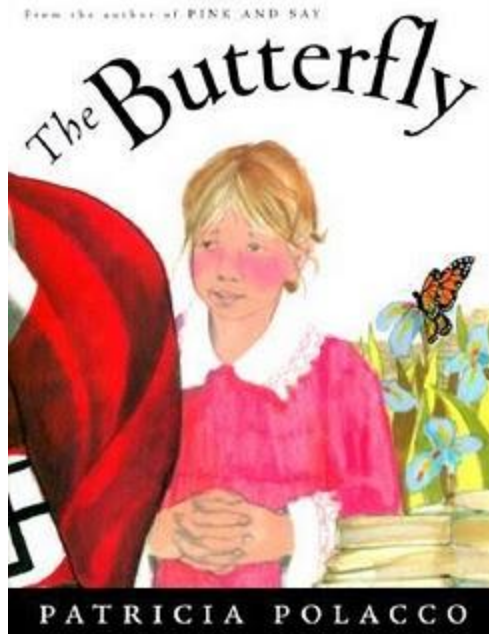
The **setting** of *The Wall* is at the Vietnam Veterans Memorial. The **main character** and his father go to visit the wall to find his Grandfather's name. The father and son are standing at the wall when the father says "I'm proud that your grandfather's name is on this wall.." The young boy agrees but then said "I'd rather have my grandpa here." This book is an emotional book, especially for those who know about the Vietnam War or know a family member or close friend who was a soldier during the Vietnam War. The book uses **similes** for example "the wall is black and shiny as a mirror."

FEATURES OF QUALITY and CURRICULUM CONNECTIONS

The story of *The Wall* can connect with the curriculum by having the students learn about their ancestors such as the young boy does in the book. The story shared through this book can relate to many others who had relatives in the Vietnam War. To add to the story the watercolor illustrations add to the feelings and emotions of the audience when reading the book. The pictures are very sensitive and the book is great tool to start a lesson on the Vietnam War.

READER-RESPONSE IDEAS

1. To start the lesson plan of Vietnam War I would read this book and then have the students do a mini-project at home with their families. I would assign them to find out if any of their grandparents or parents had been in a war and if so which one, what did they do, what armed forces were they in, and how long they were in the arm forces?
2. I would have the students write a letter to a veteran from the Vietnam War. They would be able to pick a veteran still alive today or one whose name is on the wall.



Title: *The Butterfly*

Author: Patricia Polacco

Illustrator: Patricia Polacco

Publication Date: 2000

Recommended Grade Range: Primary 1-3

PLOT SUMMARY

The **setting** for the story *The Butterfly* takes place in a French village during the Nazi occupation during World War II. The **main character** Monique thought she had seen everything and nothing could possibly scare her, until at night when she woke up to see what she first thought was a ghost sitting down at the end of her bed. The ghost was later known to be a little Jewish girl, who Monique's mom helped by hiding her and her family in the basement. The girls became best friends but they could only play at night, until one night when they were found. The **literary conflict** is character vs. society. The two girls wanted to be friends, but because the one family was Jewish the Nazi's did not approve.

FEATURES OF QUALITY and CURRICULUM CONNECTIONS

This story is related to history, specifically World War II. This book connects with curriculum by the vocabulary used. The author also includes some French and Yiddish words that would be introduced to the students. The book can be used to show the students that real life situations can be made into books and be shared with everyone. This story is a good way to introduce about the Holocaust, depending on the age group. The book can also teach the geography location of where France, Germany and other countries involved in the World War II are located.

READER-RESPONSE IDEAS

1. Have the students write a letter to either Monique's family or the Jewish family and share with them their experiences that might relate to what the family went through.
2. Have the students color code a map that shows what countries were on what side for World War II and also what countries were overruled by the Nazi's.