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The language arts component in a junior high school American Studies program: a model for an annotated bibliography

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The language arts component in a junior high school
American Studies program: A model for an
annotated bibliography

by

Anne Stoll Pier

A Thesis Submitted to the
Graduate Faculty in Partial Fulfillment of
The Requirements for the Degree of
MASTER OF ARTS

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Approved:

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Ames, Iowa

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CHAPTER I: INTRODUCTION

As a junior high school English teacher of American Studies I felt that a model annotated bibliography for literature, such as I have used in thematic units of American Studies, might be useful to other teachers and their students. The bibliography serves as a reference to poetry and prose relevant to a thematic course structure. The annotations provide information helpful in planning lessons for a thematic unit and might stimulate ideas for the teacher in the development and expansion of lesson plans.

Since American history and literature are studied at the eighth grade level at Welch Junior High School in Ames, Iowa, the program is readily adaptable to an American Studies approach which relies primarily on the social sciences and language arts. American Studies, understood as American history and social culture and the values of the American people as individuals and communities, are taught through interdisciplinary thematic units. This approach to teaching American history and literature seeks to broaden the student's experiences and knowledge by providing the student opportunity to use reading and writing skills through interdisciplinary activities. The units are centered around periods and events in history, themes in literature, the development of literary forms, and current affairs in America. The thematic units are enhanced when the arts (music and art) and sciences (home

economics, industrial arts, mathematics and science) are related to history and English, forming an interdisciplinary relationship. Literary skills, experience, and knowledge are not isolated elements but are related to other subjects. The student is made aware of these relationships during his or her involvement in the interdisciplinary thematic unit.

The coordination of disciplines must be kept flexible since incorporating the disciplines in a thematic unit is dependent not only on the selected values and concepts emphasized in the theme but also on the students' responses to these values and concepts. While a skeletal curriculum is developed and provided in most schools the details and implementation of the lesson plans necessary vary. An annotated bibliography, such as the one presented here, provides both a ready list of references for resource materials and literature, and a base from which a teacher can plan the units. A major advantage of such a framework, the flexibility that is gained, serves as a practical example. For purposes of illustration, the bibliography presented herein is geared to a thematic unit on The Great Depression of the 1930's. A similar application may be made for other thematic units. The references and possible use of literature in the theme are only partial. They illustrate the possibilities such an organization could offer the teacher in teaching prose and poetry in interdisciplinary thematic units of this kind.

CHAPTER II: BACKGROUND TO THE BIBLIOGRAPHY

The annotated bibliography is designed mainly as a reference to some literary forms in order that students might be shown the relationship between experience and factual information. Literature can broaden the student's outlook on historical events and reveal the emotions and sensitivities of people in a cultural setting under certain economic and social conditions.

In an interdisciplinary approach it is necessary that teachers have an acquaintance with concepts and points of view that other disciplines might provide the students. To achieve that understanding, the bibliography includes periodicals and historical writings with such information. This background material is collected in a bibliography separate from the literature for student reading.

The annotations in the bibliographies describe the type, availability, possible use, and importance of the literature in relationship to the subject matter being taught by other disciplines. For example, the type of literature selected for a theme on energy could be found in periodicals and a few contemporary short stories listed in the bibliography. Literature in this unit would support the classwork in science and history, and its use could be as information for writing a research paper. In such a unit the emphasis would not be on imaginative literature. In a unit about the Harlem Renaissance,

however, the bibliography might include a wealth of poetry. The annotations would indicate this to be a major period in the development of Black literature. Through many of their works Blacks voice their struggle for equality and identity. These concepts, Black identity and equality, would then be explored in social sciences. The theme, "Harlem Renaissance," would emphasize poetry, and the language arts would be primary to the unit of study. In other words, the form, relevance, and emphasis of literature in a given unit is determined by 1) the material available, 2) the particular theme being developed, 3) the learning needs of the students involved.

The annotations in the Teacher Reference to Prose and Poetry section of the bibliography have been designed to help the language arts teacher to teach writing as well as to select appropriate stories for oral reading. In the entries, mention is made of a number of literary techniques (i.e., simile, metaphor, dialect, unusual and pertinent vocabulary) that contribute colorful and lively storytelling. The teacher may select appropriate examples from the works to illustrate and develop a particular writing skill. In writing, the student often expresses ideas in patterns acquired from his or her reading. Books chosen for their variety of writing techniques may thus enhance the students' writing by providing examples of vivid expression. To help the teacher locate such examples in the book, the page number, paragraph, and example are given in the annotation.

In the Bibliography of Fiction the annotations indicate the plot of the stories to help the student choose a book of interest. The evaluation of reading level in the annotation is an additional aid for the teacher in recommending books to students. The lower levels of books, as determined by readability tests, contain subject matter of interest to the student's age level, but the presentation of the story is suitable to lower levels of reading. The adult fiction is offered for the more proficient reader. The annotations in these bibliographies tell where the books are available. The number of copies available might also be listed.

While the bibliography helps teachers set up criteria for the development of interdisciplinary units, teachers may have need for unplanned theme expansion which arises from student inquiries into the values and concepts presented. The annotations offer the teacher the information, ideas, and reference sources needed to go beyond the initial planning. Flexibility among teachers and in the planning of their lessons for the unit allow the unit to expand to meet the students' needs. Annotating the literature in these several ways is intended to make clear the range of materials available and their specific appropriateness to the unit.

CHAPTER III: ORGANIZATION
OF THE BIBLIOGRAPHY

For convenience, the bibliography is divided into four sections: Teacher References to Prose and Poetry, Bibliography of Nonfiction Reference Material, Bibliography of Fiction, and Bibliography of Adult Fiction.

The books listed under Teacher References to Prose and Poetry are works which are effective when read aloud to large groups for enjoyment and appreciation, useful for presentation of concepts, and helpful for illustrating the significance of the unit. These annotations include the title, a biographical sketch of the author, a resumé of the story, the historical relevance, the values related to the theme, the readability level, the use of the book in the unit, and the style and techniques useful for the teaching of writing. The Author's Biography shows the relationship of the author to his or her work and substantiates the author's authority and interest in writing about this period or event in history or literature. The Resumé gives the teacher a quick view of the story so decisions about appropriateness, form of presentation, and emphasis of study can be determined. Historical Relevance identifies the values and concepts that are related to and supportive of history; their number and type help to determine the emphasis and importance the literary experience will have on the historical events and facts in the unit. Related Values

indicate the values that might be analyzed in relation to unit concepts. These may be related to several disciplines. Classification of Reading Level is determined by Edward Fry's "Graph for Estimating Readability," shown in Graph 1, page 24. The classification aids the teacher in selecting stories for oral presentation and should be used by teachers only. Use in Unit offers ideas for relating skills to the literature and suggests activities and projects which can be used to develop the concepts of the unit as they are related to other disciplines. The Literary Styles and Techniques section offers examples, page numbers, and paragraphs where similes, metaphors, adjective clauses, dialects, etc. can be found in a book. It should be referred to for examples of writing techniques. The idea of teaching techniques and style does not imply that the poetry and prose be dissected for literary merit at the time of reading. Rather, the examples from the book are used during a period of writing instruction, i.e., an assignment to write a paragraph using a simile might be prefaced with a number of similes taken from the book being used. The student might also be asked to incorporate as many writing techniques as he can. The Teacher Reference to Prose and Poetry is the most detailed of the four bibliographical sections. It is intended to aid the teacher in planning the unit of study and in correlating skills, use, and appreciation of literature as it relates to other disciplines. The books

listed in this bibliography can be read independently by the student and are also entered in the Bibliography of Fiction.

The Bibliography of Nonfiction Reference Materials is for students and teachers. It provides background and enrichment material in those subjects which will be correlated with language arts in the interdisciplinary studies. Audio-visual material as well as literature is included. The student may use these materials in developing projects and activities independently and in submitting research, or writings, which supplement the thematic unit.

The last two bibliographies are for student selection of unit-related literature. The form of literature in these two bibliographies will vary--short story, novel, biography, poetry--depending on the theme selected for the unit. In a unit on "Early Expansion of the United States 1830-60," pamphlets, letters, essays, journals, diaries, and stories would be listed while a unit on the "Harlem Renaissance" might well depend upon poetry for the language arts contribution to the interdisciplinary thematic unit.

These four sections of the model for an Annotated Bibliography for units in American Studies can be expanded to include more references as the unit is modified and more suitable literature is found. It is suggested that a loose leaf notebook be used to allow for this expansion.

The Bibliography of Fiction and the Bibliography of Adult Fiction suggest to the student books that relate personal experience with historical facts and events of a theme. In The Castaways, for example, the author, Jamie Lee Cooper, coats the harsh facts and events of the Depression with dreams. The experiences of the young boy, Riff, in living out of a car (romantically named "The Empress of the China Seas"), constantly traveling across the United States, and never really having a permanent home, job, or security, illustrate the mobility of families in the endless search for lost positions and values during the Depression. In order to survive the era where nothing seemed to bring hope, a job, or security, Mike, Riff's artist father, paints and dreams of returning to his beloved Africa someday where everything would be all right again. The setting and events are factual, the personal experiences are fictitious, but could be a way people really cope with their hardships. Understanding the people, their experiences, and responses in America as told through the literature is a vital factor in deepening the concepts of history or any other discipline. While the selections are primarily for student referral, they also help the teacher to select books for oral reading in class.

All books have been selected for (1) content, (2) quality, and (3) availability to the student and the teacher.

(1) The content considered in selection of the fiction is that which presents in an appealing manner to the young adolescent values, character traits, setting, situations, and historical events related to the unit. The book, The Dark Didn't Catch Me, has many instances where adolescent values and concepts conflict with those of the adult in situations caused by Depression tensions. The reader can empathize with the character because similar adolescent-adult conflicts caused by economic pressures could arise in the reader's life. The story relates these conflicts and their solutions realistically. The annotations in these sections are for the student and serve as resumés of the novels, short stories, bibliographies, and poetry. The nonfiction may be used for research to support the unit activities and projects. In the unit study, the student is able to select from a number of special activities using the combination of skills, such as research, writing, computation, and sketching for advertising articles in a magazine unit. These projects involve independent research by the student and may culminate in research papers, speeches, or other writings. The content should be of interest to the student and within his/her age and reading level as indicated in the bibliographical annotations. The content should be selected for its interdisciplinary appropriateness and adaptability and its ability to correlate with other disciplines in order to extend the concepts and knowledge.

(2) The quality of the books was determined by their ability to convey meaningfully the concepts in the unit and their supportive and appropriate relationship to the other disciplines, at the students' levels of comprehension and interest. The quality is determined further by the kind and quality of writing the authors used since teachers are concerned with the study of both author and student style. Finally, since the students' awareness and use of language is increased by reading, it is important to have books that are rich in techniques.

(3) Availability of nonfiction is essential for student use in correlating the literature to history and other disciplines at the time of research activities. Availability of the fiction enables the student to relate human experience to facts and so empathize with the American people and their endeavors to discover, establish, and preserve themselves, their families and their nations.

Although the student is encouraged to read the fiction during the study of the thematic unit, recalling literary experiences read prior to the unit study or reviewing literary experiences gained by reading related material after the unit serve to support the thematic values and concepts as effectively as reading the literature during the development of the thematic unit. Therefore, the bibliographies and books should be available to the students the entire term. The bibliographies

include books that are readily found in the school Instructional Materials Center, the city library, and neighboring libraries. (City libraries often assist teachers in making book lists for class units at the grade level specified.)

CHAPTER IV: THE BIBLIOGRAPHY

The following annotated bibliography for the Great Depression of the 1930's unit is an example for other unit bibliographies in interdisciplinary studies and is intended to provide the teacher with a model for selecting and organizing meaningful and relevant material for the specific units. It also provides a list of reading material for students to enjoy and experience.

The decision to select fiction as the mode of literature for this unit was influenced by the current quantity of stories about the Depression, their availability, and their diversity and appropriateness in approaching the dilemma the American people found themselves in when confronting the problems of the Depression.

Most of the books presented in the fiction bibliographies were written from 1971-76. Most were available in the school IMC or city library. All illustrate well the emotions and conditions of frustration, despair and hopelessness, fear, poverty, mobility, insecurity, etc., or the values of integrity, pride, honesty, and hard work, that confronted people who found themselves jobless and unable to control their destinies as they had prior to the Depression. The tremendous and sudden change that altered their lives and attitudes is one concept that prevails throughout the unit study. The uncertainty of the father's position in the family, the insecurity and fear in

not knowing what conditions they would find themselves in day by day, the despair and hopelessness as their lives did not improve are further experiences which students need to examine if they are to understand some of the historical facts and events of the Depression. All the books chosen relate well to the values and concepts mentioned. They offered varied and realistic situations and solutions of the Great Depression of the 1930's to the young reader.

Suggested activities and use of materials for the Great Depression of 1930's unit in the following disciplines are listed below:

ART:

1. Show slides of art work by Grant Wood, Ding Darling, and others who exemplify the government artists' workshop program; study style, use of color, subject matter.
2. Visit art exhibits or works.
3. Invite guest speaker on Depression Art.
4. Draw illustrations, cartoons, advertisements, and designs for magazine as in Country Gentleman, Saturday Evening Post.

AUDIO-VISUAL:

1. Prepare slides of graphs and charts.
2. Make slides of pictures taken from magazines.
3. Laminate posters.
4. Tape round table discussions by faculty and students.

HISTORY:

1. Use multiple texts to study comparative presentation of facts and discuss differences and similarities as related to historical events and literature.
2. Gather data for graphs and charts.
3. View film, filmstrips, and slides for discussion.
4. Prepare reports on agriculture, government, and economic conditions that could be used in newspaper or magazine articles.
5. Analyze speeches of Franklin Delano Roosevelt, i.e., fireside chats for public appeal, persuasive vocabulary.

HOME ECONOMICS:

1. Compare family life styles of '30's with '70's, include role and status of sexes and family members.
2. Compare commodities and prices of '30's and '70's.
3. Prepare a meal using recipes, products, and utensils typical of '30's.
4. Study style and prices of homes and furnishings and prepare a scrapbook.

5. Study style and materials used in clothing and prepare a folder.
6. Make an article of clothing using fabrics, equipment, and patterns of '30's.
7. Compare equipment, i.e., irons, scissors, sewing machines of '30's with '70's.
8. Design and make patterns.

LANGUAGE ARTS:

1. Have Depression literature displayed and available.
2. Discuss philosophy of naturalism as expressed by John Steinbeck in Grapes of Wrath.
3. Show filmstrip "Steinbeck's Losers."
4. Read excerpts from Grapes of Wrath for writing techniques.
5. Read aloud The Dark Didn't Catch Me and discuss attitudes, values, and conditions of the family.
6. Read a serial in Country Gentlemen 1930's issues.
7. Have small groups write a serial. Use techniques and skills from examples suggested in bibliography of Teacher References to Prose and Poetry.
8. Plan round table discussion with faculty who worked during Depression.
9. Interview people who lived during Depression.

10. Read and act play "The Homecoming" in Scholastic Scope, School Division of Scholastic Magazine, Inc., Dec. 13, 1973.
11. Listen to and then write radio programs typical of 1930's.
12. Write magazine articles, advertising.

MATH:

1. Prepare graphs and charts on comparative economic conditions.
2. Determine ratios and percentages of purchasing and selling power between '30's and '70's.
3. Design problems related to financial conditions in '30's.

MUSIC:

1. Sing and play songs of '30's.
"Happy Days Are Here Again"
by Milton Ager

"Brother Can You Spare a Dime"
by Jay Goney, Lyrics by Harburg
2. Conduct a sing-a-long.
3. Study music and musicians of '30's,
Woody Guthrie "This Land Is Your Land."

SCIENCE:

1. Study conditions of land, weather, and farming that brought about dust bowl problems.

2. Offer solutions to problem and construct models illustrating problem and solution.

FINAL INTERDISCIPLINARY ACTIVITY:

1. Construct magazines. Include editorials, home making section, serials, cartoons, advertising, agricultural and economic reports, cover design, music, etc.

2. Field trip.

Visit historical landmarks

Living History Farm - Des Moines

Suzie Sower Home - Marshalltown

3. Present play or radio program.

"Homecoming"

Written and produced by students.

Teacher Reference to Prose and Poetry

Great Depression 1930's

Cooper, Jamie Lee. The Castaways. Indianapolis: The Bobbs-Merrill Co., 1970, 181 pp.

The odyssey of Mike, Lori and Riff as they travel endlessly across the United States during the Depression living on the dreams invented by one man and lived in by three.

Author biography

Jamie Lee Cooper was born and lives in Richmond, Indiana. Former commercial writer for radio, staff artist for Childrens' Playmate, and free-lance illustrator and writer. Avocational interests are American Indians and early history of America. An award-winning writer, she writes in a poetic style.

Other books: Fiction--The Horn and the Forest, 1963; Shadow of a Star, 1965; Rapaho, 1967; and The Great Dandelion, 1972.

Resumé

Book One, "My African Homestead," is a narration about a young man's love and respect for his father, a painter. The narrator's love for the beauty of the African landscape, the animals, the people, and above all, his father whose artistic expressions and sensitivities leave him in awe and humility are poetically described. His father promises his son they will return to Mississippi but dies before the promise is fulfilled.

Book Two, "The Sargasso Sea," is again a narration. The narrator, Riff, is the son of Book One's narrator, Mike. Mike, an old man now, likens his travels through the quiet regions of the United States during the Depression to the sailors' voyages through the quiet regions, the Doldrums, of the Sargasso Sea. He is caught in the doldrums of the Depression, unable to sail out of them and back to his beloved Africa. Mike, Lori, his wife, and Riff drift from place to place. Their car, "The Empress of the China Sea," is their ship and home. Mike paints landscapes, portraits, signs, anything that will sell, to keep them alive. Lori dreams of and longs for a home. Each abandoned home she passes she pleads for Mike to take. Mike inherits a farm, but bitter memories of the farm and his dream of returning to Africa drive him away from settling and her chance for a home. Riff clings to Mike, Lori, and "The Empress," all of whom provide a home for him. He is wise and loving but at 14 has little hope for a future. Book Two is their odyssey.

Book Three, "Master Under God," covers Mike's and Riff's travels after Lori's death. Alone, Mike assures Riff he is their captain, "Master Under God," and will take care of them. They lose "The Empress," wander aimlessly, hungry and cold, until Riff becomes ill. Mike paints pictures and dreams of Africa that keep Riff alive and so protects him from the hardships of reality. They return to the farm which Mike

pretends is the African homestead. Riff realizes it is a dream, not really the African homestead, but he plays the game of pretense with Mike.

Book Four, "Usi Ni Shau" (May you never forget) submerges the reader into the fantasy of Mike's death in Africa. He has never really faced the reality that his poverty led him back to the farm, not Africa, where he dies. Riff stays to till the soil on the farm and realizes its shabbiness and dullness. He longs for his father and the dreams of Africa his father gave him which protected him from the Depression and reality.

The descriptions of the people, places, and conditions the Comarras encounter during their travels give the reader a great empathy for these three homeless wanderers. Their situation is depressing, but the love and security they find by being together and the dreams Mike creates about another beautiful world, Africa, see them through their hardships, loneliness, and despair. Riff's love for his father is an unusual and touching relationship to experience.

Historical relevance

Books Two and Three describe areas of the United States in the 1930's - dirty, unkempt, bleak, ravaged by the wind and dust and farm foreclosures. Mike takes tomatoes from an old farm where he is sure the people have moved since it is so bare "without shades." They meet a man, walking along the

road muttering to himself and he tells of leaving his children in various cities with strange families because he could not provide for them. The Comarras car "The Empress" provides a means of viewing and painting the desolation of the countryside and people. The descriptions of the people--the post office clerk; the neighbors waiting for Mike's grandmother to die; the town folk walking down main street, talking and watching Mike paint; the hotel clerks--all seem to project to the reader the values, actions, and thoughts of the people during the 1930's. Pages 21-22 review rapidly the important events, songs, sayings, advertisements in the life of the '30's.

Use in unit

Oral reading Graphic presentation of people, landscape, incidences, and fantasy which would capture the listener's imagination.

Chapters are short. Story moves quickly. It should be read with expression and understanding by the teacher in order to convey the meaning of what Mike is doing to escape his problems and reality. It is difficult to understand the flashbacks to Africa; teacher comments are necessary.

Silent reading Mainly by advanced readers as some areas need to be discussed and concepts explained.

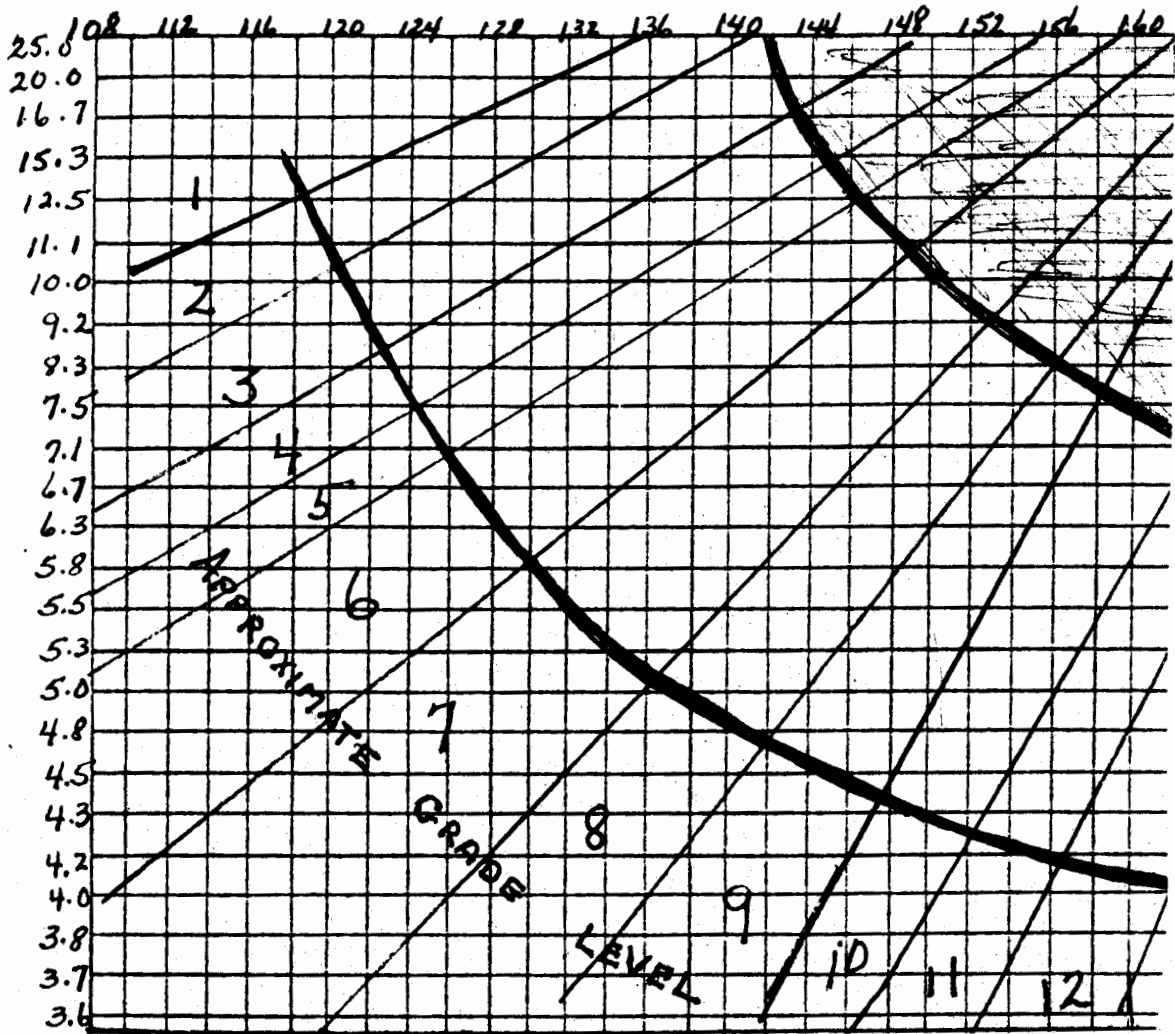
Discussion Value of exploiting one's imagination and of living in a dream world.

Writing Uses imagery and descriptive techniques. The symbolism and analogy to a ship's travels and the longing to return to a primitive world are vividly described. Provides good examples for one's writing techniques.

Presentation of values Basic values of love, fidelity, responsibility, and acceptance of life are placed in unique situations which seem overplayed and yet possible in our society. The realization that these values, plus an unusual value, imagination, saw these people through their difficulties is obvious throughout the story.

Classification of reading level

Sixth grade. Determined by Edward Fry's "Graph for Estimating Readability." The writing averaged 118 syllables and five sentences in the selected 100 words. Although the readability is sixth grade, the fact the story shifts to Africa as though it were a real place in their lives and not a symbolic place, makes it more difficult than sixth grade readability level.



Directions: Randomly select 3 one hundred word passages from a book or an article. Do not count proper nouns. Plot average number of syllables and average number of sentences per 100 words on graph to determine the grade level of the material. Choose more passages per book if great variability is observed and conclude that the book has uneven readability. Few books will fall in gray area, but when they do, grade level scores are invalid.

Graph 1. Graph for estimating readability (Edward Fry, Rutgers University Reading Center, New Jersey)

Literary styles and techniques

Narrative style through protagonists, Mike and Riff.

Table of Techniques

<u>Technique</u>	<u>Page</u>	<u>Paragraph</u>	<u>Example</u>
Adjectives	8	4	words . . . profound and sparkling.
	48	1	crusted milk bottle
	119	last	burrlike beard
	175	1	rattling cicadas
Alliteration	118	3	lanky, loping slips (legs).
Analogies	9	last	a patron of arts--he to his father--VanGogh's brother.
	11	last	seeking water to die as elephants do.
	26-27	first,last	"The Empress"--a ship at sea.
Dialect	53-54	whole pages	Farmer in Louisiana
	92-94	pages	Coast of Mississippi
Historical relevance	134-140	whole pages	description of a Mother's worries for her family when she has so little to keep them alive.
Imagery	71	2	smell
	121	2, last	sight
	135	last	taste
Metaphor	51	3	It was the bright coal of the red moon.
	159	2	. . . face a long white moon.

<u>Technique</u>	<u>Page</u>	<u>Paragraph</u>	<u>Example</u>
Onomatopoeia	43	2	crunch, crunch (man's footsteps)
	115	1	whickety-whick whickety-whip (car)
	166	1	shicka-shack, shicka-shack (blind donkey's walk)
Similes	134	last	nails like broken seashells
	121	last	. . . kids faces and mouths as if holding a brush
Unusual vocabulary	25	last	harmattan, purga, pampero, foehns
	75	2,3	Fair dishes
	128	2	calliope mystery seekers
Verbs	28	3	arms . . . flopped against.
	107	last	trees . . . dripped with wet
	118	3	tinkle and clash of metal things . . .
	171	1	he . . . rippled the map around.

Thrasher, Crystal. The Dark Didn't Catch Me. New York: Atheneum, 1975, 182 pp.

The story reflects the courage and humor, strength and compassion, of a family trapped by circumstances beyond their control in a deprived area during the Depression. They rise above despair and work and hope for better things to come.

Author biography

Crystal Thrasher was born and grew up in Indiana. For fifteen years she read a great deal to her three children when her husband's work took him away from home. At times she made up stories and poems for them. These circumstances started her interest in writing. The Dark Didn't Catch Me is her first book. The Thrashers live in Indiana on a wooded acreage. Camping and tramping through the woods are Crystal Thrasher's favorite pastimes.

Resumé

The Depression forces a father to move his family to a small home in the backwoods of Indiana. The mother hates the move and the area in which she is forced to live. Seely and Jamie, her younger brother, the two "middle ones" of the family, do not mind it as much. They are very close and do most things together. They get used to the one-room school house and find fantasy, beauty, and fun in the retreat of the dark woods and the cave in back of their little home. The

Depression years are tough on the family, and strife among them grows. The father is strict and seldom home because he must work in another town. It is the only job he can find. Julie, Seely's older sister, rebels against her father's treatment of the family. The mother eventually fights against her despair, hatred, and frustrations by planting a garden, and Seely finds a girlfriend in whom to confide. Seely's friends have problems and Seely meets a very great sorrow when her brother accidentally drowns. Seely is confused and does not always understand the situations confronting her. Her friends are important to her; her parents attitudes, confusing. Even though the dark--the woods and the Depression--does try to "catch" Seely, it never happens and the family finally leaves the hills for a better life.

Historical relevance

Setting during Depression years 1930's. Lack of finances causes family to move to less expensive and attractive area where father can find work.

Jobs are not always available near homes, so cheap housing is put up for employees in some areas.

CCC job opportunities influence young boys and men to leave homes to seek support for families.

Lack of finances and employment cause family tensions and threaten position of father.

Help and concern of neighbors and sharing of what little they have.

Referrals to F.D.R., C.C.C., and breadlines.

Use in unit

Oral reading Fluency from experience to experience. Chapters short. Writing descriptive. Readability 7th grade and at level of interest to majority.

Portrayal of teenage tension and reaction to Depression deprivation realistic. Family stress and recovery and variety of situations occur to hold student interest.

Silent reading Readability level conducive to independent interpretation and empathy of social and economic problems.

Writing Variety of writing techniques.

Presentation of values Daughter's value and concept of family unit and maturation are different from and in conflict with father's.

Mother's values higher and inappropriate to her changed situation. They change as she realizes real strength in facing hardship is to understand. Father's values in regard to supporting and relating to members of his family leave him confused as his opportunities change.

Adolescent naiveté, frustrations, moral ethics, humility, responsibility, friendship, loyalty are character traits and values which are revealed in the story.

Classification of reading level

Sixth grade. Determined by Edward Fry's curve on "Graph for Estimating Readability," Rutgers University Reading Center, N.J. The book averaged 118 syllables and 5 sentences in the 100 words. This is good level for oral presentation.

Literary style and technique

Narrative through Seely.

Table of Techniques

<u>Technique</u>	<u>Page</u>	<u>Paragraph</u>	<u>Example</u>
Adjectives	9-10	last, first	run-down shabby houses toothless picket fences
	43	4	shrill whistles off-key whine
	118	1	skeleton forest
Dialect	119	4-5	right glad
Historical association	48	2	C.C.C.
	51	page	definition of depression
Homoly (cliché)	26	3	. . . Mom would probably raise Cain . . .
	162	6	. . . knee-high to a grasshopper . . .
	82	2 knee-high by the Fourth of July.
Imagery	9-10	last,first	sight
	55	4	taste-sight
	144	2	feel
	115	last	taste
Metaphor	118		field of corn and skeletons

<u>Technique</u>	<u>Page</u>	<u>Paragraph</u>	<u>Example</u>
Personification	3	3	. . . truck gave a coughing lunge . . .
	26	3	The dark didn't catch us
Simile	6	4	. . . skinny as a broom.
	29	5	. . . eyes lit up like a freshly trimmed coal oil lamp.
	155	1	. . . clouds like giant kites. . . . thunder growled like an empty stomach . . .
Unusual vocabulary	29	last	taws
	41	6	rid up
	45	4	ciphering matches
	50	4	doddle
	61	5	chamber pot
	81	6	druther
Values	27	3	Taking old man Bishop's water--apples.
	102	last	friendship
	129	2	clothes
	132	4-7	education

Wilson, Neill C. Deepdown River. New York: Wm. Morrow & Co., 1964, 271 pp.

Tinnock family subsists in backwoods mountainous country of north-central Idaho beside Big Piney River during Depression of 1930's. Encounter unusual adventures with animals and people along the river.

Author biography

Wilson lives in Sebastopol, California. He has been a newspaper man covering San Francisco waterfront, has climbed 14,000 foot peaks in Western America, and has shot a thousand miles of rapids including those of "The River of No Return" in Idaho.

Other books written: Fiction--The Nine Brides and Granny Hite, The Freedom Song. Nonfiction--Treasure Express, Silver Stampede, Here is the Golden Gate.

Resumé

Tinnock family of seven leave Spokane, Washington, at onset of Depression (1931). They sell all their belongings except a few cherished keepsakes. The most interesting keepsake is the red-centered quilt, symbol of their grandparents' and their survival and experiences in virgin territories. The history of the red-centered quilt introduces the story of the Tinnocks. The Tinnocks homestead is an Idaho mountain acreage beside Big Piney River (Old Deepdown) which is a tributary to the raging Snake River. The struggles of their surviving primitive conditions is not the topic of the novel. It is a

tale of the unusual adventures and misadventures of each member of the family as they live nine years in this area.

Jamie, the youngest son, narrates the following adventures among others: his older brother's, Macklin's, daring rescue of Astrid (later his wife) in the path of an avalanche; the unusual courtship of his sister, Bina, lover of Norse tales and a dreamer; Jamie traveling the turbulent falls and rapids of Big Piney with John Warren and H. U. McDade (who greatly influences the course of Jamie's life); Uncle Albin and his Chinese wife, Little Song, defying Hell's Hole on the Snake River in a steamboat; and Zebedee forcing Jamie to enter the fiddling and calling contest at Fisk's Mill on the Fourth of July. The adventures are interspersed with local tales and anecdotes concerning the folks that live around the town of Bugling Elk.

The Tinnock's dreams, aspirations, achievements, and acquaintances serve to establish rich values of kindness, openness, honesty, integrity, responsibility, courageousness, and resourcefulness in each family member. A fascinating story is woven around the attainment of these values and the family's existence in a wilderness retreat during the Depression.

Historical relevance

Depression deprives Tinnocks of employment and wealth; return to family cohesiveness and a simpler and inexpensive way of living with hard work, resourcefulness and tenacity.

Through wireless radio family keeps up with political and economic events nationally and internationally. Franklin Delano Roosevelt wins presidency, Japan invades China, Hitler and Mussolini rise to power and control Germany and Italy, breadlines, poverty, attitudes of fear, hopelessness and anxiety in the American people are reality of the times stated amidst the tales of this family's enterprising adventures. Threat of United States involvement in war brings family back into mainstream of living in order to contribute to country's needs as aircraft worker, soldier, engineer, and lumberman.

Use in unit

Oral reading Adventures and anecdotes are exciting, colorful, and descriptive. Story will hold students' attention and interest in pleasurable experiences.

Writing Examples of techniques are plentiful and varied. They can easily support instructional lessons for creative writing.

Presentation of values Strength, hard work, tenacity, courage, resourcefulness, ingenuity, integrity, respect, empathy, understanding and recognition of a person for individual worth and family cohesiveness would support values discussion. Although related to historical event it is more useful in language arts than history as it offers so many examples of technique. It is useful as an example of good literature to enjoy and appreciate.

Classification of reading level

Seventh grade. Determined by Edward Fry's curve on "Graph for Estimating Readability," Rutgers University Reading Center, N.J. The book averaged 137 syllables and 6.5 sentences in the 100 words. This would be a good level of reading for oral presentation.

Literary style and technique

Narrative through protagonist Jamie.

Table of Techniques

<u>Technique</u>	<u>Page</u>	<u>Paragraph</u>	<u>Example</u>
Analogies	50	4	Father's blessing--Puritan
	119-120	first, last	building of boat--Norse gods & heroes
	122	page	Martin's river voyage-- Norse tale of sea voyage
	168-169	last, first	H. U. McDade travels-- Homer's Odyssey
Dialect	193	3	Odyssey
	35	2	Miliron's
	124	1-5	Joe Cooney's & John Warren's
Figurative speech	217	3	Nels Hanner's
	218	3	. . . bamboo-leafed eyes
	221	14	. . . the dammed river's mind . . .
	224	2	. . . hole running down to China.

<u>Technique</u>	<u>Page</u>	<u>Paragraph</u>	<u>Example</u>
Historical association	43	2	F. D. R., panic, dam on Colorado River, Japan in Manchuria, Hitler, Mussolini.
	87	page	Dillinger, Ghandi, China, Stalin, Shirley Temple, Huey Long
	233	page	King Edward, Amelia Earhart, Civil War in Spain
Homoly	25	2	Presbyterian pucker . . . cold as a fjord, or a Lutheran church on Mondays
Imagery	161	2	smell
	241	1-4	sound and feel
	257	4	sight
Metaphor	16	3	waters of river
	28	3	rolling ocean of green wheat
	42	1 a	an army of logs
	236	6	boat was a bucking colt with laid back ears
Metonymy	15	1	rollback the buffalos
	53	3	presbytereianizing
Personifica- tion	29	3	. . . breezes probed our blankets . . .
	51	1	. . . voice or river dropped.
	79	6	. . . smashed himself into fog and rainbows.
	137	2	. . . stone headlands reached for each other . . .

<u>Technique</u>	<u>Page</u>	<u>Paragraph</u>	<u>Example</u>
Rhyming	45		Introduced Susie Lorie
	106	1	description of homemade skis
	202	7&8	Sue's arrival, Spring
	251-252	2&4	Marriage proposal
Simile	15	3	. . . as a slender finger against a huge fist . . .
	34	2	. . . squatting like grasshoppers
	47	6	. . . legs, feet like boiled asparagus.
	232	3	. . . jug-o'-rumming like pinched schoolmarms
Tales	138		John Warren's tale about Andy
	165		Jesse Loveletter's tale about coyote under his house.
	172		Warren's tale about Lavendar and Parcher
Unusual vocabulary	19	1	larruped
	19	1	handbreath
	35	3	aggle
	43	4	boolyaw
	47	12	dasting
	155	last	tholepin
	157	4	cock-diced

Pupil response (Record comments on student, relationship to and empathy with characters, plot and use of story in unit.)

Bibliography of Nonfiction Reference Materials

Great Depression of 1930's

Books

Andrist, Ralph K., ed. The American Heritage History of the 20's and 30's. New York: American Heritage Publishing Co., Inc., 1970, pp. 153-407.

Collection of narratives and portfolios explaining America from "The Great Crash" through "Arsenal of Democracy." "Writings of the Times" include 13 excerpts from popular writings, novels, and magazine articles of the period.

Boardman, F. W. The Thirties: America and the Great Depression. New York: Henry Z. Walck, 1967.

What like was like in the Great Depression of the 1930's--all aspects of life, year by year, from 1928-1940.

Brown, Hazel, E. Artists of an Era: Grant Wood and Marvin Cone. Ames, Ia.: Iowa State University Press, 1972.

Artists from Iowa. Connection with Artists Workshops in New Deal. Biographical study of these two artists.

Davidson, Marshall B., et al. The American Heritage History of the Writers' America. Manchester, Mo.: McGraw-Hill Book Co., 1973, pp. 315-54.

Brief summary of what some American writers saw and wrote about the Depression, or during that time, i.e., Robinson Jeffers, John Steinbeck, John Dos Passos.

Goldston, Robert. The Great Depression. New York: Fawcett World Lib., 1968.

Detailed history and accounting of causes and effects of Depression. Excellent reference to all aspects of Depression.

Grin, Bernard. The Timetable of History. New York: Simon and Schuster, Inc., 1975, pp. 499-518.

Timetable includes history, politics, literature, theater, religion, philosophy, learning, visual arts, music, science-technology growth, and daily life.

Horan, James D. The Desperate Years. New York: Crown Publishers, 1968.

Pictures and history of the decade 1929-39. Appeals to those who lived through it and informs those who wish to understand. Personalities, events, philosophies.

Lens, Sidney. Poverty: Yesterday and Today. New York: Thomas Crowell Co., 1973, pp. 142-52.

Relates poverty of the Depression to poverty at all other times in U.S. history.

Lindop, Edmund. Modern America: The Turbulent Thirties. New York: Watts Franklin Inc., 1970.

Effects of Depression on economy and daily lives of people.

Meltzer, M. Brother Can You Spare a Dime? New York: Alfred Knopf, 1969.

Effects of the Depression on various sections of the population.

Paradis, A. Hungry Years. Rodnor, Pa.: Chilton Book Co., 1967.

Events of the Depression years as well as the boom period that preceded it. Author's impression of what happened during those years and what it was like to live through them.

Sperling, John. Great Depressions (1837, 1893, 1929). Glenview, Ill.: Scott, Foresman & Co., 1965, pp. 105-58.

Comparison and facts of United States depression periods described.

Spiller, Robert E., ed., et al. Literary History of the United States. New York: Macmillan Publishing Co., 1963, pp. 1253-1358.

Chapter on "A World Literature" includes Between War Writers; how they lived, thought, literary philosophy, drama, poetry, summary of literary criticism.

Terkel, Studs. Hard Times. New York: Pantheon, Books, 1970.

Interviews of all kinds of people who lived during the depression. Their impressions of it and how it affected their lives.

Time Capsule 1929, 1932, 1933, 1939: A History of the Year. Condensed from the Pages of Time. New York: Time-Life Books, Time Inc., 1968.

Time Capsule is a series of volumes, adapted and condensed from a year's contents of Time Magazine. The book is divided into departments, i.e., National Affairs, Foreign News, People, etc.

Unstead, R. J. The Thirties. London: Macdonald and Co., Ltd., 1974.

An illustrated history in colour, 1930-39. American stock market crash effects world; main events reference section; fashions, sports, cars, the New Deal, American society, science, who was who sections.

Periodicals

Hammer, Earl Jr. "The Homecoming." Scholastic Scope. 13, Dec., 1973, 6-12, 24-5.

Classroom set of 30 magazines with play adapted for junior high school level. John-Boy Walton describes Christmas Eve in Blue Ridge Mountains of Virginia in winter of 1933--Depression times.

"The Thirties." Art and Man. Scholastic Magazine, (May 1972).

Classroom set of 30 magazines relating art and artists to Depression period. Tape explaining articles included.

Filmstrips

"Franklin Delano Roosevelt: The Years That Changed The Nation."
Guidelines Associates. New York: Harcourt, Brace,
Jovanovich, Inc., 1968.

Filmstrip, tape and record on Roosevelt's "New Deal" program.

"The Great Depression: 1929-1939." New York: Harcourt, Brace,
Jovanovich, 1968.

Overall look at Depression causes and effects
on filmstrip, tape, and record.

"The 1920's and the Depression." Folk Songs in American
History, Set #2. Pleasantville, New York: WaSP Film-
strips, Inc., 1963.

A kit containing fix filmstrips, tapes and
records of folk songs in America. "The 1920's
and the Depression" has music and lyrics of Woody
Guthrie and Milton Ager accompanied by pictures.

"The 20's and 30's." American Heritage. New York: American
Heritage Pub. Co., 1972.

#4 "Many Persons Left Their Jobs to Sell Apples"
and #5 "Due to Circumstances Beyond Our Control"
are filmstrips that show how the American people
reacted to the Depression and how it happened.

Bibliography of Fiction

Great Depression 1930's

Barnwell, Robinson. Head Into the Wind. New York: David McKay, 1965.

A young boy loses father in depression days in North Carolina. Mother drawn to friend. Boy roams with dog. Family ties are to Grandpa and Aunt Jenny.

Welch
(5th grade reading level)¹

Collier, James Lincoln. Give Dad My Best. New York: Four Winds Press, 1976.

A mother mentally ill and gone from home and the realization of his father's irresponsibility to his family cause 14 year old Jack to make unusual decisions in his choices of living and working in order to support his younger sister and brother during the Depression.

Welch
(6th grade reading level)

Cooper, Jamie Lee. The Castaways. New York: Bobbs-Merrill Co., 1970.

Mike, an artist, who lives in dreams and hopes, travels with his wife and son back and forth across the United States during the nation's catastrophe, the Depression. They move driven through the desolate and discouraged nation by his vision of returning to a homestead in Africa.

Welch
(6th grade reading level)

Dodd, Wayne. A Time of Hunting. New York: The Seabury Press, 1975.

Boy's desire to buy \$50 dog during Depression changes his ideas of hunting, as his only way to earn money is to hurt animals for pelts.

Welch
(6th grade reading level)

¹For teacher use only. Should not be put on bibliography available to students.

Hastings, Robert. A Nickel's Worth of Skim Milk. Carbondale, Ill.: So. Illinois Univ. Press, 1972.

(Biography)

A boy's view of Great Depression. Nostalgic memories of life in small town in Illinois. Savors the essential goodness of simple living.

Welch

(6th grade reading level)

Hunt, Irene. No Promises in the Wind. Chicago: Follett, 1970.

Jost runs away from his jobless father and hungry family to live the wretched life of the Depression.

Ames Public Library

(6th grade reading level)

Karp, Naomi J. Nothing Rhymes With April. New York: Harcourt, Brace, Jovanovich, 1974.

Mollie enters a poetry contest to earn the second-hand bike her family couldn't afford to buy.

Ames Public Library

(7th grade reading level)

Naylor, Phyllis. Walking Through the Dark. New York: Atheneum, 1976.

Teenage girl's reticence to recognize and accept family's increasing poverty during Depression.

Welch

(7th grade reading level)

Peck, Robert Newton. Soup. New York: Alfred Knopf, 1973.

(Biography)

Mischievous boy's adventures in Vermont during Depression.

Welch

(3rd grade reading level)

Peck, Robert Newton. Soup and Me. New York: Alfred Knopf, 1975.

Adventures and series of anecdotes in life of Peck and friend, Luther Wesley Vinson, when they were young boys in Vermont during Depression. Sequel to Soup.

Welch
(3rd grade reading level)

Richard, Adriene. Pistol. New York: Dill Publishing Co., 1970.

Cattle meat packer. Loses job, goes to work at dam site in "New Deal." Depression problems.

Welch
(7th grade reading level)

Taylor, Mildred D. Song of the Trees. New York: Dial, 1975.

(Biography)
Based on true story of Taylor's father recounting the necessity, and incident, of cutting the precious grove of pines the black family owned in rural Mississippi during Depression.

Welch
(4th grade reading level)

Thrasher, Crystal. The Dark Didn't Catch Me. New York: Atheneum, 1975.

Seeley withstands the work, troubles, and sorrows of life in Indiana during Depression.

Welch
(7th grade reading level)

Wilson, Neill C. Deepdown River. New York: Wm. Morrow, 1964.

Tinnock family of five children growing up in central area of Idaho beside Big Piney River. Lives filled with unusual adventures.

Welch
(7th grade reading level)

Bibliography of Adult-Fiction

Great Depression 1930's

Brown, Joe D. Addie Pray. New York: Simon & Schuster, 1971.

Addie and Long Boy are a pair of con artists in Depression-era South who join Major Carter E. Lee in swindle schemes. Sophisticated humor. Feeling for times good.
Ames Public Library

Caldwell, Erskine. Tobacco Road. New York: Chas. Scribner, 1932.

Georgia sharecroppers, hopeless and degenerate, live on depleted land, struggling for survival without being conscious of the futility of their lives.
Ames Public Library, ISU

Ellis, Mel. This Mysterious River. New York: Holt Rinehart Winston, Inc., 1972.

Hammond Drumm, age 12, steals money from church, tries to pay it back without being found out. River is Rock River in southern Wisconsin. Struggle with values and ethics.
Ames Public Library

Estes, Winston M. Another Part of the House. New York: J. B. Lippincott, Co., 1970.

Larry Morrison narrates story of small town life in Texas panhandle during one year in 1930's and hardships that drought and depression bring to community. Centers around tragedies in Larry's family.
Ames Public Library

Grubb, Davis. Fool's Parade. Mountain View, Ca.: World Publishers, 1969.

Three convicts are released from Geary Prison in 1935. Set out to "go straight," but vengeful prison guard, banker, trio of "do-dooders," and malicious sheriff thwart their goal and plot their murder.

Ames Public Library

Hammer, Earl. Homecoming. New York: Random House, Inc., 1970.

Companion volume to Spencer's Mountain. Fifteen-year-old, Clay-Boy, searches for father lost in storm at Christmas time. Presents picture of everyday happenings in a small mountain community and close family relationships amid hardships of Depression year.

Ames Public Library

Hammer, Earl. Spencer's Mountain. New York: Dial Press, 1961.

TV play The Waltons.

Boy growing up in large and impoverished family in Blue Ridge Mountains of Virginia. Father's plan is for son's education.

Ames Public Library

Hamilton, Carl. In No Time at All. Ames: ISU Press, 1974.

Recollections of midwest farm life from 1910-1940. Part Two, "Hard Times," relevant to Depression. Description of farm foreclosures and poverty in Mr. Hamilton's family. Moral and ethical standards of family and community revealed.

ISU Library

Hotchner, A. E. King of the Hill. New York: Harper & Row Publishers, Inc., 1972.

Aaron, 12-year-old narrator-protagonist, of Depression-era St. Louis, comprehends but is not demoralized by his crowded uncouth environment. Resourceful, compassionate, mature beyond his years, he tries to hold sick and unemployed family together.

Ames Public Library

Nathan, Robert. One More Spring. New York: Alfred Knopf, 1933.

Mr. Nathan offers subtle and wise reflection on Depression of 1929. An antique dealer, violinist, homeless prostitute, and ruined banker share four different outlooks on life. Depression has brought them.
Ames Public Library

Stallworth, Anne N. This Time Next Year. New York: Vanguard Press, Inc., 1972.

Fifteen-yr.-old Florrie Birdsong grows up and faces teen traumas in Depression years. Conflict between sharecropper father who wants to stay with the land and wife, Julia, who wishes to move to Birmingham tears Florrie's parental loyalties.
Ames Public Library

Steinbeck, John. The Grapes of Wrath. New York: Viking Press, 1939.

Joad family moves west seeking jobs and security after being wiped out by duststorm and Depression. Experiences, faith, and philosophies of a destitute people.
Welch, Ames Public Library

CHAPTER V: SUMMARY

This model annotated bibliography is presented as an example of one instructional instrument used in an interdisciplinary thematic unit. The educational system and curriculum in which it is to be used must be one that encourages interdisciplinary study. The acquisition of knowledge and accomplishment of goals occurs by combining skills and resources from many disciplines and experiences. Therefore, it seems realistic to present and to study skills and concepts within a framework of correlated disciplines. The thematic unit is one factor which affords the student the opportunity to use skills and to integrate knowledge from several disciplines. The annotated bibliography aids the teacher in providing references to materials that might be used in an interdisciplinary thematic unit.

Although the bibliography serves a necessary purpose in relating literature to other disciplines, it also benefits the program which teaches literature in isolation. Language arts teachers, for their own enrichment, can refer to the Bibliography of Nonfiction Reference Materials section to acquire background information which can make a literary work more meaningful to the teacher and students. The list of fiction contains works of generally high quality and is a ready source for suggestions for student reading. Even where English is

taught separately from other subjects the Suggested Use can be profitable for classroom activities. The guide can also be used to interest teachers of other disciplines to initiate a modified interdisciplinary unit. While the main purpose of the annotated bibliography is to show how literary works can be used for interdisciplinary purposes, it also provides criteria which aid the planning of a unit, interdisciplinary or not. Understanding how some stories fit into an historical period or event adds interest and reality to literary experiences, as in The Castaways by Jamie Lee Cooper. It seems plausible that a family with very few possessions could drift throughout the United States in a car for a home when one understands that during the Depression of the 1930's many people wandered about the country, in poverty, seeking a home and a job.

This bibliography contains basic information. It is hoped that as the unit is refined with classroom use, additions and alterations will be made. This can be achieved if the teacher takes notes during the unit and adds them to the unit plans, which should be kept in loose-leaf notebooks. This is a simple but important matter of organization.

The unit should be flexible in time, resource material, and emphasis of disciplines during the unit's development and presentation, for its success depends on student response. It is wise to have more material listed in the bibliography than is necessary to use in one unit. All three books reviewed in

Teacher References to Prose and Poetry would not be used; one is sufficient to cover concepts, plot development, and techniques, yet three or more should be listed so that the teacher may choose the one most suitable to the unit concepts.

The four divisions of the bibliography are intended to provide ease and expediency in selecting the kind of literary work needed in a unit of study. The Bibliography of Nonfiction Reference Materials lists resources from which the teacher can select background information relevant to the literature he/she will present. In Teacher References to Prose and Poetry the three selections and the detailed annotations provide literary examples of techniques and skills students may practice in their own creative writing. The annotation helps in selecting literature for oral reading. The Bibliography of Fiction and Bibliography of Adult Fiction is intended for use by students and teachers in selecting enjoyable literary works pertinent to the theme.

A great deal of time and thought must go into the planning and execution of any unit of study. It is hoped that this form of annotated bibliography can be applicable in blending literature and history and other disciplines into meaningful learning experiences for students. Experiences that lead to the interrelation of the skills and knowledge learned in several disciplines is a realistic way to gain broader understanding and knowledge in life.

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