

2000 Notable books for a global society

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The Dragon Lode

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The Notable Books for a Global Society Committee, part of the Children's Literature and Reading Special Interest Group of the International Reading Association, has selected this year's list of outstanding trade books for enhancing student understanding of people and cultures throughout the world. For the 2000 list, the Committee considered fiction, nonfiction, and poetry published in 1999, written for students in grades K-12. Books selected must have met one or more of the following criteria:

- ♦ Portray cultural accuracy and authenticity in terms of a) physical characteristics, b) intellectual abilities and problem solving capabilities, c) leadership and cooperative dimensions, and d) social and economic status;
- ♦ Be rich in cultural details;
- ♦ Honor and celebrate diversity as well as the common "bonds in humanity";
- ♦ Provide in-depth treatment of cultural issues;
- ♦ Include characters within a cultural group or between two or more cultural groups who interact substantively and authentically;
- ♦ Include members of a "minority" group for a purpose other than filling a quota;
- ♦ Invite reflection, critical analysis, and response;
- ♦ Demonstrate uniqueness in the language or style;
- ♦ Meet generally accepted criteria of quality for the genre in which they are written; and
- ♦ Have an appealing format and be of enduring quality.

Book levels, identified after each ISBN as **(AI)** All Ages, **(PR)** Primary, **(ME)** Middle Elementary, **(UE)** Upper Elementary, **(MS)** Middle School, or **(YA)** Young Adult, indicate suggested audience interest, not reading levels.

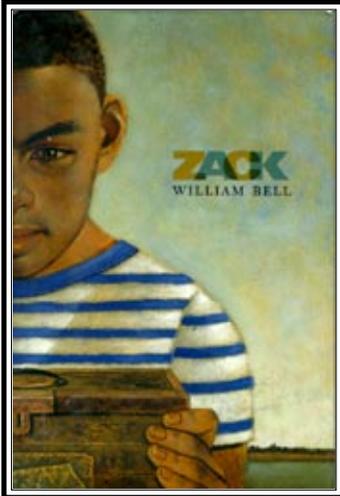
CULTURAL AND PERSONAL HERITAGE

BELL, WILLIAM. (1999). **Zack.** New York: Simon & Schuster. 192 pages. ISBN 0-689-82248-0. YA; Realistic Fiction.

Reviewed by *Joan I. Glazer*

Zack Lane is a senior in high school, forced to leave the rush and excitement of city life and move with his parents to the outskirts of a small town in Canada. To salvage a failing grade in history, he engages in a special project which leads

him to learn about and respect the black man who cleared the land on which Zack's house stands. This in turn rekindles his interest in his mother's family. Zack travels to Mississippi to locate his maternal grandfather, learning that it was this African American man's disapproval of his daughter's marriage to a white man that has kept the family apart. The book is strong in its exploration of beliefs and feelings about race and racial prejudice, presenting characters who represent a wide range of attitudes and showing racial openness and racial prejudice by both black and white characters.



Jacket illustration from **Zack** by William Bell. Jacket design by Paul Zakris. Copyright ©1999. Reprinted with permission from Simon & Shuster.

Teaching suggestions

- ◆ Have students find an object of either local historical or of family historical significance in or around their homes. Have them bring the objects to class and explain why the object is important.
- ◆ Have students write a paragraph describing someone they know, identifying both positive and negative intellectual or personality characteristics.
- ◆ Suggest that students write three journal entries that Zack might have made had he been keeping a log of his trip to Mississippi.

Related books

Gentlehands by M. E. Kerr. Harper, 1978.

Honoring our ancestors edited by Harriet Rohmer. Children's Book Press, 1999.

Jubilee journey by Carolyn Meyer. Harcourt, 1997.

The window by Michael Dorris. Hyperion, 1997.

CURTIS, CHRISTOPHER PAUL. (1999). **Bud, not Buddy.** New York: Delacorte Press. 243 pages. ISBN 0-385-32306-9. UE/MS; Historical Fiction.

Reviewed by *Michael F. Opitz*

Ten year old Bud is a boy who has had to grow up too fast. At six years old, he is the first to discover his dead mother. He is then sent to live in orphanages and foster homes, taking his most cherished possessions, encased in a suitcase, with him. At ten, Bud decides that he's had enough. He flees from an abusive foster home in search of his father, the famous

Herman E. Colloway, leader of the Dusky Devastators of the Depression band. With much persistence and a little bit of good luck, Bud finds H.E. Colloway but comes to realize that he has found his grandfather rather than his father. In an afterword, Curtis shares that he drew from his grandfathers' lives when writing the story and that he regrets that he didn't learn more about his family and how their lives were affected by the time in which they lived when he had the chance. He encourages readers to search out family stories and to keep them alive.



Jacket illustration from **Bud, not buddy** by Christopher Paul Curtis. Copyright ©1999. Reprinted with permission from Delacorte Press.

Teaching suggestions

- ◆ Provide time for students to develop a list of questions that can be used to interview their parents or a relative. Once developed, have students conduct the interviews writing or recording the responses to each question. Next, have students write narratives using information gleaned from the interviews.
- ◆ Bud is the determined protagonist in this story. After reading the book, have students construct a character map of Bud listing other words and actions that describe him.
- ◆ Use this book as a catalyst for doing a character study. Have students identify the protagonist in their self-selected books, construct character maps, and share the maps with one another.

Related books

Zack by William Bell. Simon & Schuster, 1999.

The window by Michael Dorris. Hyperion, 1997.

Thunder cave by Roland Smith. Hyperion, 1995.

HAMANAKA, SHEILA and AYANO OHMI. (1999). **In search of the spirit: The living national treasures of Japan.** Illustrated by Sheila Hamanaka. Calligraphy by Ayano Ohmi. New York: Morrow Junior Books. 48 pages. ISBN 0-688-14697-4. ALL; Informational.

Reviewed by *Juniko Yokota*

Realizing that the traditional arts were disappearing after World War II, Japan established the designation of Living National Treasures to honor the masters who exemplify the best in their fields by devoting their lives to traditional crafts

and performing arts. Over one hundred men and women have been recognized since the 1950s, each receiving a grant



Jacket illustration from **In search of the spirit: The living national treasures of Japan** by Sheila Hamanaka and Ayano Ohmi. Jacket design by Ayano Ohmi. Copyright ©1999. Reprinted with permission from Morrow Junior Books.

to support their life-work and to train apprentices. This book introduces readers to six such treasures: a yuzen dyer of kimono, a bamboo weaver, a bunraku puppet master, a sword maker, a Noh actor, and a potter. All are introduced through full color photographs and interviews that offer glimpses into their lives and their art. A

More About section provides basic information about each art form, accompanied by drawings and photographs.

Teaching suggestions

- ♦ Students could name traditional crafts and performing arts that interest them.
- ♦ Identify local people who could serve as “Living Community Treasures” to visit the classroom, or for the students to go visit on a field trip.
- ♦ Create a book honoring local Living Community Treasures to be placed in the class library, school library, and/or the public library.

Related books

Art of Japan: Wood-block color prints by Carol Finley. Lerner, 1998.

Honoring our ancestors edited by Harriet Rohmer. Children’s Book Press, 1999.

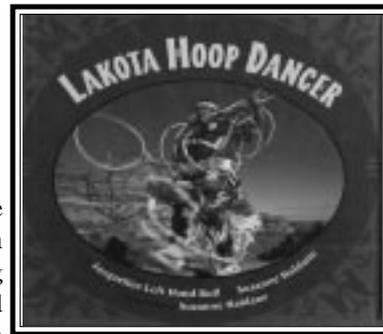
Just like me: Stories and self-portraits by fourteen artists edited by Harriet Rohmer. Children’s Book Press, 1997.

LEFT HAND BULL, JACQUELINE and HALDANE, SUZANNE. (1999). **Lakota hoop dancer.** Photographs by Suzanne Haldane. New York: Dutton. Unpaged. ISBN 0-525-45413-6. P/ME; Informational.

Reviewed by *Rosemary Bamford*

This biography of Kevin Locke, a member of the Lakota nation (Sioux), follows his activities as he prepares and performs the traditional Lakota hoop dance. As we learn about Kevin, we also learn about his nation and the hoop dance that is a tradition with many Indian Nations. It has been included in paintings as early as the 1700s. The hoop or circle is an important symbol of unity, equality, harmony,

Jacket illustration from **Lakota hoop dancer** by Jacqueline Left Hand Bull and Suzanne Haldane. Front cover photograph copyright ©1999 by Bruce Wendt. Reprinted with permission from Dutton Children’s Books.



and balance. The dance requires the skills of an athlete and the timing of a juggler. Kevin had his first lesson from

Arlo Goodbear and has continued to add steps to his performances. Not only does Kevin make his many hoops, but he also makes many of the beaded clothes that are used in the ceremony. Photographs of the hoops, regalia, and dances extend the understandings. A glossary and list of recommended reading is also included.

Teaching suggestions

- ♦ Dance is a significant tradition in Native American cultures, often marking changes in the seasons, special events, and beliefs. Invite students to research and share information on other traditions of Native Americans especially dances and celebrations. Read aloud George Ancona’s **Powwow**, to further explore this topic. As the students learn about Native American traditions have them develop a chart that makes visible the information learned.
- ♦ As students learn about various Native American nations, have them mark on an U.S. map the pre-Columbian sites and the current sites of each nation.
- ♦ Dance is an expression of many cultures. Learn about other cultures through their dances. Your physical education teacher may be able to assist in helping to teach your students some of these dances.

Related books

Grandchildren of the Lakota by LaVera Rose. Carolrhoda, 1999.

Let’s dance! by George Ancona. Morrow, 1998.

Powwow by George Ancona. Harcourt Brace Jovanovich, 1993.

The Sioux: A first American book by Virginia Driving Hawk Sneve. Holiday House, 1993.

LOOK, LENORE. (1999). **Love as strong as ginger.** Illustrated by S.T. Johnson. New York: Atheneum. Unpaged. ISBN 0-689-81248-5. ME; Picture Book.

Reviewed by *Michael F. Opatz*

Based on a childhood memory of her Chinese immigrant grandmother, Lenore Look presents a story of a granddaughter and grandmother that shows their close relationship. Katie spends nearly every Saturday with her grandmother (GninGnin), an immigrant from Southeast Asia who

works in a Seattle cannery shaking crabmeat for minimal wages. When Katie goes to the cannery with GninGnin, she



Jacket illustration from *Love as strong as ginger* by Lenore Look. Illustrated by Stephen T. Johnson. Copyright © 1999. Reprinted with permission from Atheneum.

recognizes just how hard her grandmother works and she discovers that it takes a lot of strength to crack a crab, strength she does not possess. This is very upsetting to Katie because she wants to be strong enough to help her grandmother. GninGnin prepares a special meal for the two of them and reas-

sures Katie that while she may not be strong enough to crack crabs, she is still strong; her strength is used for other things, like becoming whatever she dreams.

Teaching suggestions

- ♦ Invite children to talk about experiences they have with their grandparents. They can then compare these experiences to those of Katie and GninGnin. How are they alike? How are they different?
- ♦ Provide time for children to write their own “grandparent stories.” Final copies could be bound and read to grandparents when they are invited to school for Grandparents’ Day which occurs in May.
- ♦ As this book also focuses on creating and fulfilling dreams about career choices, invite children to talk and write about what they think they would like to do when they grow up.

Related books

Liliana’s grandmothers by Leyla Torres. Farrar, Straus, Giroux, 1998.

Abuelita’s heart by Amy Cordova. Simon & Schuster, 1997.

Grandad’s prayers of the earth by Douglas Wood. Candlewick, 1999.

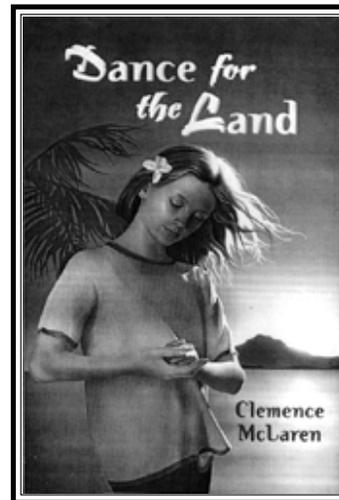
Where is Grandpa? by T.A. Barron. Philomel, 1999.

McLAREN, CLEMENCE. (1999). *Dance for the land*. New York: Atheneum. 153 pages. ISBN 0-689-82393-2. YA; Realistic Fiction.

Reviewed by *Marcia Baghban*

When Kate’s lawyer father decides the Kahele family should move to Hawaii, all Kate can think about is the life she is leaving behind in California. She misses her house with the window seat, her dog, her ballet lessons. As her father studies for the state bar exam so he can work for a Hawaiian rights organization and her dark-skinned brother happily hits the beaches with his cousin and their friends,

Kate has to handle the torments of her classmates and people on the street. She is “hapa haole” or “half-white”, and it shows in the freckled skin and sun-streaked hair that she inherited from her dead Caucasian mother. Through her participation in a school show, Kate discovers hula dancing and begins to feel the other half of her heritage and the healing



power of “aloha” or love, welcome, and homecoming. In particular, she embraces the meaning of her middle name Maluhia or peace. This book moves beyond fears and stereotypes and talks about racial and cultural issues both within the family and the larger society.

Jacket illustration from *Dance for the land* by Clemence McLaren. Copyright © 1999. Reprinted with permission from Atheneum.

Teaching suggestions

- ♦ Research the landing of the Marines on January 17, 1893 in Hawaii when the Queen refused to let her people get killed fighting. Write a “you are there” play about this crucial encounter and perform it in class.
- ♦ Invite a hula expert to class to explain the significance of the hand gestures and body movements used in hulas. Learn a song that accompanies a hula and translate it into a poem in English.
- ♦ Revisit the book. Make a Venn Diagram contrasting authentic explanations of behaviors in the novel with tourist stereotypes of the behaviors.

Related books

Ancient Hawaii by Herb K. Kane. Kawainui Press, 1998.

Children of Hawaii by Frank Staub. Carolrhoda Books, 1998.

Half and half: Writers on growing up biracial and bicultural by Claudine C. O’Hearn, Editor. Pantheon, 1998.

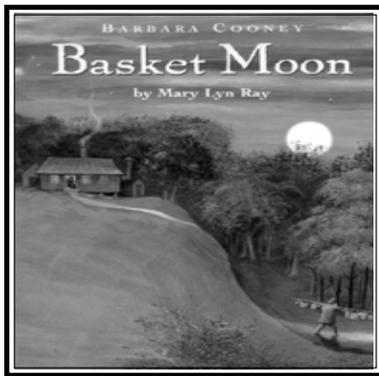
Land and power in Hawaii by George Cooper and Gavan Daws. University of Hawaii Press, 1990.

Name me nobody by Lois-Ann Yamanaka. Hyperion, 1999.

What are you?: Voices of mixed race young people by Pearl Fuyo Gaskins, Editor. Henry Holt and Company, 1999.

RAY, MARY LYN. (1999). *Basket moon*. Illustrated by Barbara Cooney. Boston: Little, Brown. Unpaged. ISBN 0-316-73521-3. PR; Picture Book.

Reviewed by *Joan T. Glazer*



Jacket illustration from **Basket moon** by Mary Lyn Ray. Illustrated by Barbara Cooney. Copyright ©1999. Reprinted with permission from Little, Brown and Company.

The young boy who tells this story lives near Hudson, New York. His family are basket makers. When the boy finally gets to go to town with

Pa, he carefully observes the town itself and the stores where they trade their baskets for needed supplies. But as they are leaving, he hears the taunt, *A tisket, a tasket, hillbilly basket*. The comfort, the pride, the joy in the work are gone. His mother says it doesn't matter but it does matter to him. When Big Joe tells him that for some the language of the wind is turned into music, for others poetry, and for them, the weaving of baskets, he realizes he doesn't care about the men in Hudson. He wants to be like Big Joe and his Pa. The poetic language of the book and the haunting illustrations by Barbara Cooney capture the quiet confidence of this family, their compatibility with their natural surroundings. This authentic cultural portrayal shows a child valuing his heritage.

Teaching suggestions

- ♦ Guide students to brainstorm a list of possible actions or responses the boy might have made when the townspeople made comments. Then have students go through the list and select what seems to them to be the three most promising suggestions, discussing the reasons for the choices.
- ♦ Select at least three other books illustrated by Barbara Cooney and have the students compare the illustrations. What qualities would they say characterize the work of Barbara Cooney?
- ♦ Have students bring baskets to school. Try to see how they have been woven. Have students weave a mat from paper strips.

Related books

Abuela's weave by Omar S. Castaneda. Lee & Low, 1993.
Chrysanthemum by Kevin Henkes. Greenwillow, 1991.
Miss Rumphius by Barbara Cooney. Viking, 1982.
Molly's pilgrim by Barbara Cohen. Lothrop, 1998. (Text copyright 1983).

SAY, ALLEN. (1999). **Tea with milk**. Boston: Houghton Mifflin. 32 pages. ISBN 0-395-90495-1. UE; Picture Book.

Reviewed by *Marcia Baghban*

May's parents speak Japanese at their home in California. The family eats rice and miso soup and drinks green tea.

When May visits her friends, she eats pancakes, fried chicken, and spaghetti. May's parents, homesick, decide to move back to Japan, where May is called by her Japanese name, Masako, and must follow Japanese customs. Eventually she leaves home for Osaka where she finds a job as an elevator operator in a large department store. Because she speaks English, her job is changed to tour guide for foreign businessmen who visit the store. It is in this job that she meets Joseph, her future husband. They go out for tea and learn that both of them prefer tea with milk. The book is autobiographical.



Jacket illustration from **Tea with milk** by Allen Say. Copyright ©1999. Reprinted with permission from Houghton Mifflin Company.

The themes of the book particularly emphasize the pain that children feel changing cultures through immigration, the importance of learning to speak and write several languages, and finally reconciling oneself to creating a life in an environment that may not be easily comfortable.

Teaching suggestions

- ♦ Research the steps in the **Japanese tea ceremony**. Act it out or invite in someone to demonstrate and explain its symbolism and significance.
- ♦ Find San Francisco, California, USA, Osaka and Yokohama, Japan, and Shanghai, China. Calculate the distance of May's parents' trip from Japan to San Francisco and back, May's trip to Osaka, and Joseph's trip from Shanghai to Osaka. Who had the longest voyage?
- ♦ Make a Venn Diagram comparing May's story in **Tea with milk** to her father's story in Allen Say's **Grandfather's journey**. In which story does the main character seem more reconciled to living in Japan?

Related books

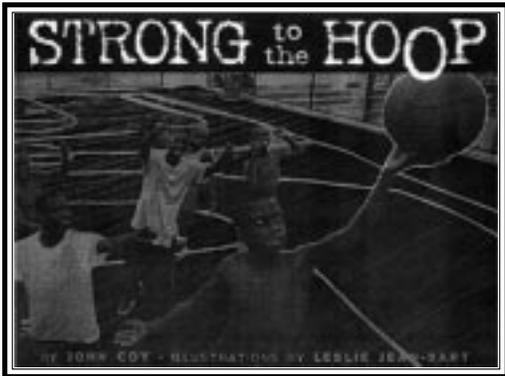
Colors of Japan by Holly Littlefield. Carolrhoda Books, 1997.
Dance for the land by Clemence McLaren. Atheneum, 1999.
Grandfather's journey by Allen Say. Houghton Mifflin, 1993.
How my parents learned to eat by Ina R. Friedman. Houghton Mifflin, 1987.
If I lived in Japan by Rosanne Knorr. Longstreet Press, 1995.

CELEBRATING PEOPLE AND PLACES

COY, JOHN. (1999). **Strong to the hoop.** Illustrated by Leslie Jean-Bart. New York: Lee & Low. Unpagged. ISBN 1-880000-80-6. PR; Picture Book

Reviewed by *Lawrence Sipe*

This basketball story about a younger boy, James, who is hoping for acceptance by an older group of players has a strong story line, made even more interesting by the support that the boy's older brother gives him during the course of the book. It is also visually stunning. The illustrations are done in a photographic collage technique with scratchboard and Polaroid transfer which is fresh and suits the story. The next to the last illustration shows the boy being hoisted aloft by the older players. There is joy in everyone's faces, and the tallest boy, who perhaps is James's older brother, is poking him in the ribs. This book is a wonderful example of the vibrancy of urban life and the importance of community and family.



Jacket illustration from **Strong to the hoop** by John Coy. Illustrations by Leslie Jean-Bart. Copyright © 1999. Reprinted with permission from Lee & Low.

Teaching suggestions

- ◆ This is a wonderful book to use as a read-aloud. It could also be used to spark a discussion about peer groups, family relationships, neighborhood, and community.
- ◆ Because the illustrations are photographic collage, students could create their own visual and verbal texts using Polaroid pictures.
- ◆ This book highlights one aspect of neighborhood and family life. Students could create their own texts emphasizing another aspect of local life.

Related books

For the love of the game: Michael Jordan and me by Eloise Greenfield. Harper Collins, 1997.

Hoops by Robert Burleigh. Harcourt, 1999.

DIAKITÉ, BABA WAGUÉ. (1999). **The hatseller and the monkeys.** New York: Scholastic. Unpagged. ISBN 0-590-96069-5. PR; Folklore.

Reviewed by *Juniko Yokota*

BaMusa is a hatseller who travels from town to town

exclaiming, *Hee Manun nin koi kadi sa!* (What a wonderful business hat selling is!) Eager to start on a day's walk in order



Jacket illustration from **The hatseller and the monkeys.** Retold and illustrated by Baba Wagué Diakité. Copyright © 1999. Reprinted with permission from Scholastic Press.

to attend a festival, Ba Musa piles the hats on his head and sets out without taking time for breakfast. He stops and rests under a mango tree when he is hungry and tired, but upon waking from his nap, he finds that the monkeys have stolen all his hats. His dilemma cannot be solved until his hunger is resolved, and as he eats, he realizes an important lesson. The delightful illustrations are painted on ceramic tile, and playful monkeys are tumbling around to form a border on each page. An author's note at the end recounts how the story is enjoyed by children in West Africa.

Teaching suggestions

- ◆ Students can create their own original hats for the hatseller to sell.
- ◆ Have students dramatize the story.
- ◆ Students can compare and contrast this version with **Caps for sale**, as well as other versions listed in the end notes, noting in particular the cultural elements that clearly set this story in West Africa.

Related books

Caps for sale by Esphyr Slobodkina. Addison Wesley, 1940.

The hunterman and the crocodile: A West African folktale by Baba Wagué Diakité. Scholastic, 1998.

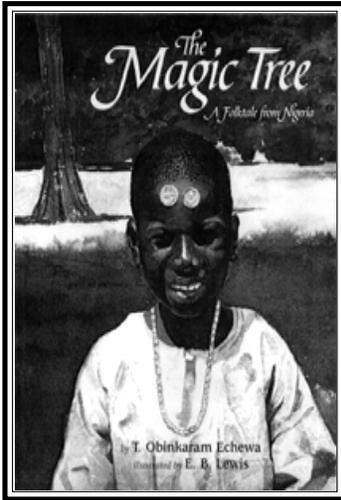
ECHewa T. OBINKARAM. (1999). **The magic tree: A folktale from Nigeria.** New York: Morrow. Unpagged. ISBN 0-688-16231-2. PR; Picture Book.

Reviewed by *Lawrence Sipe*

This high quality folktale, about an orphan boy whose magic tree provides food for him when his relatives give him only scraps, is told in a wonderfully literary style, which also manages to sound like an oral performance. The story line is charming but does not romanticize African village life. It has

a clear beginning, middle and end, with a problem and its solution, and is a fantasy that is deeply satisfying. The style contains wonderful turns of phrase and has a sophisticated use of dialogue and repetition. This book is especially recommended because it presents an insider's perspective: a Nigerian folktale told by a Nigerian author. The water color illustrations by E. B. Lewis are very accomplished.

Jacket illustration from
The magic tree:
A folktale from Nigeria
by T. Obinkaram Echewa.
Illustrated by E. B. Lewis.
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Teaching suggestions

- ♦ This is a wonderful book to use as a read-aloud.
- ♦ Talk with children about the way this story contains some aspects of classic fairy tales, for example, discuss the similarity between the way the villagers treat the boy and the way the sisters treat Cinderella.
- ♦ Children could write similar tales in which a rejected or marginalized figure is helped by magic.

Related books

Koi and the kola nuts: A tale from Liberia by Verna Aardema. Atheneum, 1999.

Rabbit makes a monkey of lion: A Swahili tale by Verna Aardema. Dial, 1989.

[There are a number of picturebooks and folktale collections about Anansi the spider, including those by Eric Kimmel and Verna Aardema]

ERDRICH, LOUISE. (1999). **The birchbark house.** New York: Hyperion. 244 pages. ISBN 0-7868-0300-2. ME/MS; Historical Fiction.

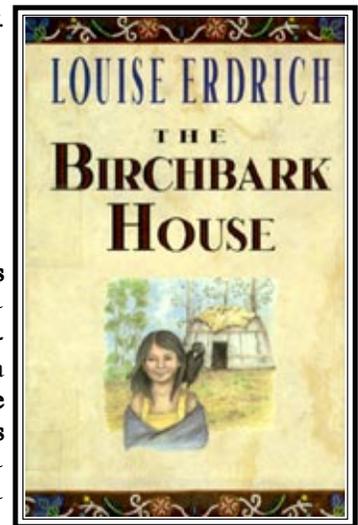
Reviewed by *Terrell A. Young*

In an attempt to retrace her own family's history, Louise Erdrich crafts a beautiful story of traditional Ojibwa life in 1847. Seven-year-old Omakayas and her extended family live on an island in Lake Superior. Every season has its own activities: building a birchbark house in summer, harvesting wild rice in the fall, moving to the cedar log house for winter, and maple sugaring in the spring. After Omakayas encounters a mother bear and its twin cubs, she learns she can communicate with bears. The story traces the hardships, sorrows, and joys that befall the family. Eventually, Omakayas

learns of her true identity.

Jacket illustration from
The birchbark house
by Louise Erdrich.
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Jacket design by Christine Kettner.
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Hyperion Books for Children.



Teaching suggestions

- ♦ After students have experienced **The birchbark house**, read Laura Ingalls Wilder's **Little house in the big woods** and compare how Native Americans are depicted in the two books.
- ♦ Chart the activities of Omakayas and her family for each of the four seasons.
- ♦ Invite students to conduct research to find how European American lives would be similar and different for each of the seasons in the same time period.

Related books

The legend of the Windigo by Gayle Ross. Dial, 1996.

The Ojibwas: People of the northern forests by Eileen Lucas. Millbrook, 1994.

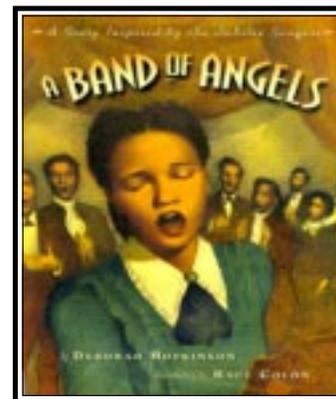
The sacred harvest: Ojibway wild rice gathering by Gordon Regguinti. Lerner, 1992.

Shingebiss: An Ojibwe legend by Nancy Van Laan. Houghton Mifflin, 1997.

The Windigo's return by Douglas Wood. Simon & Schuster, 1996.

HOPKINSON, DEBORAH. (1999). **A band of angels: A story inspired by the Jubilee Singers.** Illustrated by Raúl Colón. New York: Atheneum. Unpaged. ISBN 0-689-81062-8, PR-MS; Historical Fiction.

Reviewed by *Rosemary Bamford*



Jacket illustration from
**A band of angels: A story inspired
by the Jubilee Singers**
by Deborah Hopkinson. Illustrated by
Raúl Colón. Copyright © 1999.
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Atheneum Books for Young Readers.

Jubilee Singer Ella Sheppard's story is told by Aunt Beth (the great-granddaughter) to Ella's great-great-granddaughter. Following the

Civil War, Ella is determined to acquire an education at Fisk School, a new school for freed slaves. With only enough money to cover three weeks of education, Ella works in her free time to stretch the three weeks longer. She is invited to join the chorus and eventually becomes the accompanist. When Fisk experiences financial difficulties, the chorus goes on a singing tour. Faced with dwindling white audiences, Ella begins singing spirituals songs from slavery days, songs of sorrow, hope, and freedom. The audiences respond enthusiastically. The successful tour eventually funds Fisk's first permanent building where today singers' portraits line the wall. Today's Jubilee Singers keep the old songs alive. Earth tone watercolor and colored pencils illustrations harmonize well with this gentle story. Portraits of original Jubilee Singers grace the endpapers.

Teaching suggestions

- ♦ Invite students to use the Internet to learn more about the Jubilee Singers and spirituals. Use Fisk University to locate them.
- ♦ What was spiritual music about? Look at the titles of the songs on the last page of the book. Why would spirituals have greater appeal to white audiences than the popular music of the last 1800s?
- ♦ Discuss the emotions presented in the spirituals. Learn to sing some of your favorite spirituals and present them to another class.

Related books

All night, all day: A child's first book of African-American spirituals by Ashley Bryan. Atheneum, 1991.

I'm going to sing: Black American spirituals, volume two by Ashley Bryan. Atheneum, 1982.

In my momma's kitchen by Jerdinne Nolen. Lothrop, 1999.

The stars in my Geddoh's sky by Claire Sidhom Matze. Whitman, 1999.

The dragon new year: A Chinese legend by David Bouchard. Peachtree, 1999.

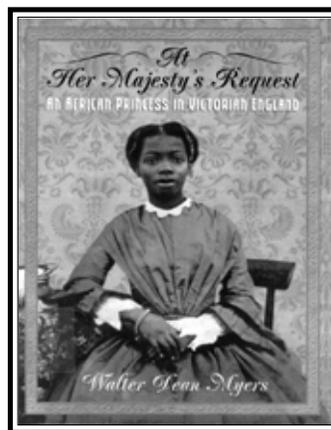
Family, familia by Diane Gonzales Bertrand. Piqata Books, 1999.

The Trail of Tears: The Cherokee journey from home by Marlene Targ. Millbrook, 1995.

MYERS, WALTER DEAN. (1999). **At her majesty's request: An African princess in Victorian England.** New York: Scholastic. 146 pages. ISBN 0-590-48669-1. UE/MS; Biography.

Reviewed by *Terrell A. Young*

Under the direction of Queen Victoria, Commander Frederick Forbes, a young British captain of the H.M.S. Bonetta, was on a mission to stop the African slave trade. In 1850, he visited King Gezo's palace in Dahomey. He watched



Jacket illustration from
**At her majesty's request:
An African princess in Victorian England**
by Walter Dean Myers.
Jacket design by David Saylor.
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in horror as the Dahomians performed a ritual ceremony known as "watering the graves" which involved sacrificing enemies and smearing their blood on graves of prominent people. Forbes rescued a small child, whose tribal markings on her face indicated her royal Egbado lineage, from the ritual. She was christened as Sarah Forbes Bonetta. In England, Sarah was presented to Queen Victoria who decided to oversee the upbringing of the orphaned princess. Sarah lived a privileged life and enjoyed the friendship of the Royal Family. She eventually married a missionary serving in Africa. Rich sepia toned drawings, maps, and archival photographs nicely complement the text in this intriguing biography.

Teaching suggestions

- ♦ Choose a point in the book and have students write a simulated letter from Sarah to King Gezo expressing her feelings about events in her life.
- ♦ Suggest students learn of other African kingdoms, and what became of Sarah's friends in the England's royal family.
- ♦ Invite the students to trace on a map Sarah's various journeys between Africa and Europe.

Related books

African beginnings by James Haskins and Kathleen Benson with illustrations by Floyd Cooper. Lothrop, 1998.

From Afar to Zulu: A dictionary of African cultures by James Haskins and Joann Biondi. Walker, 1998.

Kings and queens of West Africa by Sylviane Diouf. Watts, 2000.

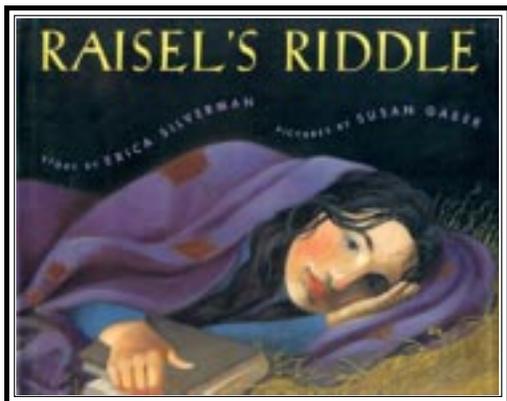
Now is your time! The African-American struggle for freedom by Walter Dean Myers. HarperCollins, 1991.

SILVERMAN, ERICA. (1999). **Raisel's riddle.** Illustrated by Susan Gaber. New York: Farrar, Straus and Giroux. Unpagged. ISBN 0-374-36168-1. PR; Folklore.

Reviewed by *Diane E. Bushner*

Raisel, a Polish orphan, is brought up by her grandfather, a Talmudic scholar. After his death, Raisel is left with only a love of learning. She finds work in the kitchen of a rabbi, but the cook mistreats her and keeps her from the Purim party. After giving her supper to an old woman, Raisel is

granted three wishes. She attends the Purim party and impresses the rabbi's son with her knowledge. At midnight she has to leave, and the next day the rabbi searches for the girl who told his son the riddle of learning. In this version of Cinderella, it is impressive to see a heroine who possesses knowledge rather than the usual beauty attribute. The illustrations span more than one page and compliment the story.



Jacket illustration from **Raisel's riddle** by Erica Silverman. Pictures by Susan Gaber. Copyright © 1999. Reprinted with permission from Farrar, Straus and Giroux.

Teaching suggestions

- ♦ Have the children develop a chart contrasting the story characteristics of three of four different versions of Cinderella. Compare the different versions of Cinderella.
- ♦ **Raisel's riddle** and **The way meat loves salt** are both Cinderella stories and are both set in the Jewish tradition in Poland. Develop a Venn diagram to compare and contrast these two versions of the Cinderella story.

Related books

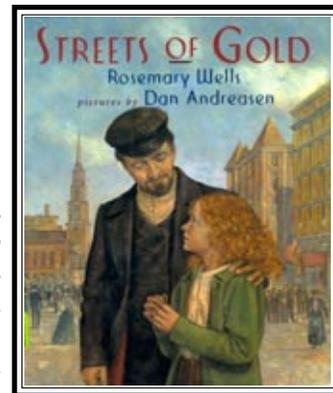
Cendrillon: A Caribbean Cinderella by Robert San Souci. Simon & Schuster, 1998.
The golden sandal: A middle eastern Cinderella by Rebecca Hickox. Holiday House, 1998.
The Turkey girl by Jenny Pollock. Little Brown, 1996.
The way meat loves salt: A Cinderella tale from the Jewish tradition by Nina Jaffe. Holt, 1998.
Yeh-Shen: A Cinderella story from China by Ai-ling Louie. Philomel, 1982.

WELLS, ROSEMARY. (1999). **Streets of gold.** Illustrated by Dan Andreasen. New York: Dial Books for Young Readers. 40 pages. ISBN 0-8037-2149-8 ME/ UE; Picture Book.

Reviewed by *Diane E. Bushner*

Rosemary Wells draws upon Mary Antin's classic, turn of the 20th century memoir, **The promised land**, to tell this simplified version of Antin's story. From the hardships of life in 19th century Russia, to passage across the ocean to America, to arriving in Boston, Wells recounts the story of Masha. The detailed illustrations of Dan Andreasen help to

Jacket illustration from **Streets of gold** by Rosemary Wells. Pictures and jacket illustration © 1999 by Dan Andreasen. Reprinted with permission from Dial Books for Young Readers.



make the settings more realistic. Once in America, Masha is able to go to school at last and even has a piece of poetry published in the local newspaper. Throughout the story the strong bond of the family perseveres along with the quest for a girl to receive an education.

Teaching suggestions

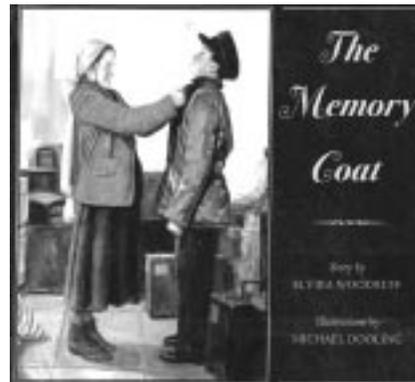
- ♦ Have students research and share stories about their family or the journey of community members to America.
- ♦ Compare the real journey of Mary Antin to America from Russia with the fictionalized journey of Rifka from Russia to America in **Letters from Rifka**. Develop a chart to compare the life of the real person with the fictionalized character.
- ♦ Compare personal memories of the first day in the first grade with the experience of Mary Antin. Write about any similarities or differences.

Related books

Immigrant kids by Russell Freedman. Dutton, 1980.
Letters from Rifka by Karen Hesse. Holt, 1992.
The memory coat by Elvira Woodruff. Scholastic, 1999.
The promised land by Mary Antin. Edited by Werner Sollors. Penguin, 1997.

WOODRUFF, ELVIRA. (1999). **The memory coat.** Illustrated by Michael Dooling. New York: Scholastic. Unpagged. ISBN 0-590-67717-9. PR/ME; Picture Book.

Reviewed by *Evelyn Freeman*



Jacket illustration from **The memory coat** by Elvira Woodruff. Illustrations by Michael Dooling. Copyright © 1999. Reprinted with permission from Scholastic Press.

Rachel and her orphaned cousin Grisha live in a Russian town. When persecutions against Jews esca-

late, the family decides to immigrate to America. While waiting in line at Ellis Island, Grisha accidentally trips and injures his eye. The inspector determines that the eye is infected and chalks an "E" on the back of Grisha's coat. Worried that Grisha will be sent back to Russia, Rachel takes off his tattered coat and turns it inside out exposing the beautiful wool that Grisha's mother had taken from her coat to make Grisha's. Quickly they go to a different line where Grisha passes inspection. This special coat that held Grisha's memory of his mother symbolizes love and family. An author's note provides additional information about Jewish immigration and Ellis Island.

Teaching suggestions

- ♦ Have children ask their parents if any special object or item has been passed down through the generations. Write a description of the item and the memory it holds.
- ♦ Invite a community member who immigrated to the United States to share his/her immigration story with the class.
- ♦ Have children role play various scenes at Ellis Island.

Related books

The always prayer shawl by Sheldon Oberman. Boyd Mills, 1994.

The keeping quilt by Patricia Polacco. Simon & Schuster, 1988.

Journey to Ellis Island: How my father came to America by Carol Bierman, Hyperion, 1998.

MORAL DILEMMAS AND THE STRENGTH OF THE SPIRIT

BRIDGES, RUBY. (1999). **Through my eyes.** New York: Scholastic. 64 pages. ISBN 0-590-18923-9. UE/MS; Informational.

Reviewed by *Evelyn Freeman*

In 1960, when she was six-years-old, Ruby Bridges integrated the New Orleans City Schools and contributed her part to eliminating school segregation in the United States. She tells her compelling story of the events surrounding the court-ordered desegregation of the schools, the social and political context in which it occurred, and her own personal story as a young child attending school in a very hostile environment. This book is beautifully formatted with sepia-toned photographs, quotes from various individuals and newspapers interspersed throughout, a time-line of major events in the Civil Rights movement, and a description of Ruby's life since her historic year.

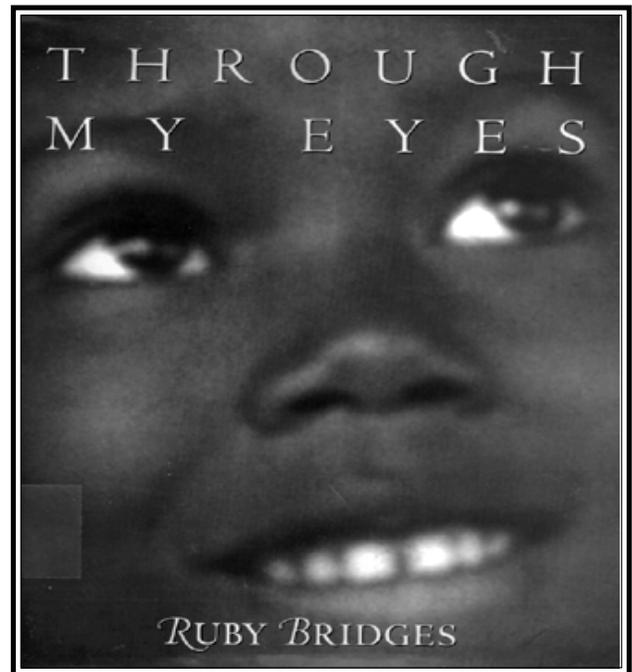
Teaching suggestions

- ♦ Have students write to the Ruby Bridges Foundation to secure information about its work and generate a service learning project to support the Foundation's goals.
- ♦ Identify other individuals who as children participated in

the Civil Rights movement and write biographical sketches of them.

- ♦ Watch the television movie, **The Ruby Bridges story**, and compare it to the book.

Jacket illustration from **Through my eyes** by Ruby Bridges.
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Related books

The story of Ruby Bridges by Robert Coles. Scholastic, 1995.

Witnesses to freedom: Young people who fought for civil rights by Belinda Rochelle. Lodestar, 1993.

Freedom's children: Young civil rights activists tell their own stories by Ellen Levine. Putnam, 1993.

COONEY, CAROLINE B. (1999). **Burning up.** New York: Delacorte. 230 pages. ISBN 0-385-32318-2.YA; Realistic Fiction.

Reviewed by *Lawrence Sipe*

Fifteen-year-old Macey is having a good year at school. She is assigned a paper on some item of local history, and decides to write about a local barn fire. She is also involved in a community service project to paint a church in the next town. Things change, however, when she almost loses her life in an arson fire at the church and encounters resistance from townspeople when she investigates the historic barn fire. When the barn fire turns out to have been the result of a racist conspiracy, Macey must decide where she stands. What is the burden of knowledge if you are young, privileged, popular, and white? What would you do with buried information if the price to be paid for telling the truth was

your privilege and your popularity, perhaps even your best friends? This is a powerful book about choices and about the conflict between personal ethics and the forces of community self-protection.

It is written from a middle class majority culture point of view, and engages with a topic not often discussed in young adult fiction.

Teaching suggestions

- ♦ This book could work well with a unit on African American history, as students try to find ways to deal with their own emotional responses in this area.
- ♦ It would be good for students to search the archives of local newspapers to see what social issues were important 50 years ago, and what kinds of things made the headlines. Did anything about race come up in the local press-- explicit or implicit?

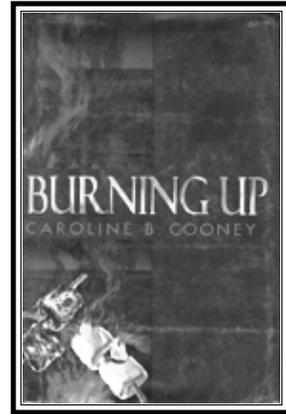
Related books

Maniac Magee by Jerry Spinelli. New York: Little Brown & Co., 1990.

Othello: A novel by Julius Lester/William Shakespeare. New York: Scholastic, 1998.

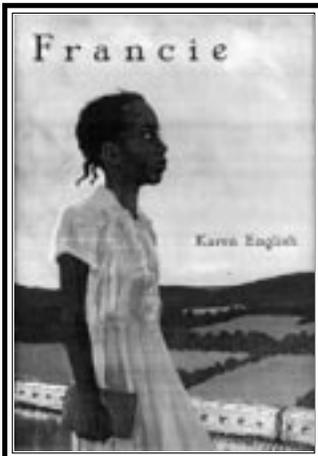
The road to Memphis by Mildred Taylor. New York: Penguin Puffin, 1990.

ENGLISH, KAREN. (1999). **Francie**. New York: Farrar, Straus and Giroux. 199 pages. ISBN 0-374-32456-5. YA; Realistic Fiction.



Jacket illustration from **Burning up** by Caroline B. Cooney. Jacket illustration ©1999 by Jeff Wack. Reprinted with permission from Delacorte Press.

Reviewed by *Marcia Baghban*



Jacket illustration from **Francie** by Karen English. Copyright ©1999. Reprinted with permission from Farrar, Straus and Giroux.

Francie Weaver is almost thirteen years old and all she can think about is getting out of Noble, Alabama. Her father has gone to Chicago and is working as a Pullman porter, trying to save enough money to move Francie, her brother, and her mother to Chicago. Francie works hard

helping her mother clean white ladies' houses, serve teas, and do laundry. At school, the teacher determines that Francie will teach a sixteen-year-old boy named Jesse to read. Jesse becomes Francie's special project. When Jesse is unjustly accused of beating a man, Francie puts her family in great danger by feeding and hiding him. This book gives a realistic picture of life in a small southern town. Francie is a clear portrayal of an adolescent girl who despite little emotional support in life demonstrates a strong sense of self.

Teaching suggestions

- ♦ Find Alabama and California on a map of the U. S. Write about how you think Jesse got to California.
- ♦ Find Alabama and Chicago on a map of the U. S. Write about Francie's meeting with her father.
- ♦ You are Francie and you are writing in her journal. Describe your feelings when you are accused of stealing your own **Nancy Drew** book in the drugstore, when your brother and cousin are kidnapped and rescued, and when you are boarding the train to Chicago.
- ♦ Plan the activities that you would design to help Jesse learn, if he were in your school and you were assigned to teach him to read.

Related books

Grand fathers by Nikki Giovanni, Editor. Holt, 1999.

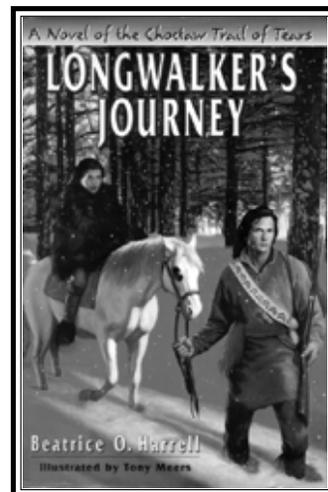
More than anything else by Marie Bradby. Orchard, 1995.

Roll of thunder, hear my cry by Mildred Taylor. Puffin, 1997.

To kill a mockingbird by Harper Lee. Harper Collins, 1999.

HARRELL, BEATRICE O. (1999). **Longwalker's journey: A novel of the Choctaw Trail of Tears**. New York: Dial. 133 pages. ISBN 0-8037-2380-6. UE/MS; Historical Fiction.

Reviewed by *Rosemary Bamford*



As a result of the Indian Removal Act of 1830, 60,000 Native Americans were forced to leave homelands to be resettled in what now is Oklahoma. This novel is based upon the author's great-great-grandfather, Minko Ushi, a Choctaw, who made this trip

Jacket illustration from **Longwalker's journey** illustrated by Tony Meers. Copyright ©1999. Reprinted with permission from Dial Books for Young Readers

on foot from Mississippi with his father, Itlakna, and a stubborn little pony, Black Spot. The troops refuse to let Minko take Black Spot with him. The pony breaks away and follows the wagons on his own. Beginning this long journey in October only guarantees severe hardships for the tribe who are not appropriately outfitted. Itlakna and his father decide to walk ahead to build the family's home. They travel several hundred miles across the Arkansas. The family arrives in Oklahoma to find the cabin complete. Told in the third person, this engaging story engenders an appreciation for the bravery and determination of those who survived the "Trail of Tears."

Teaching suggestions

- ◆ Invite the students to trace on a map the "Trail of Tears" journey. Discuss the provisions that the tribes were given to survive. Speculate on what would have been the appropriate supplies for those times and why the tribes were not given those items. Skim to find support in **Longwalker's journey** and other related books.
- ◆ Review the Indian Removal Act of 1830. Discuss the government's intent with enacting this law. Discuss recent suits against the federal government for breaking treaties.

Related books

The Choctaw by Emilie U. Lepthien. Children's Press, 1987.
How thunder and lightning came to be: A Choctaw legend by Beatrice Orcutt Harrell and Susan L. Roth. Dial, 1995.

Mountain Windsong: A novel of the Trail of Tears by Robert J. Conley. University of Oklahoma Press, 1992.

Scholastic encyclopedia of the North American Indian by James Ciment with Ronald LaFrance. Scholastic, 1996.

Soft rain: A story of the Cherokee Trail of Tears by Cornelia Cornelissen. Delacorte, 1998.

The Trail of Tears: The Cherokee journey from home by Marlene Targ Brill. Millbrook, 1995.

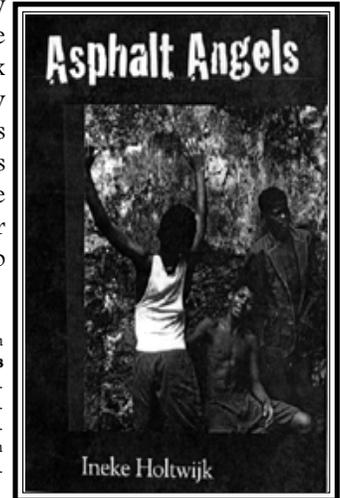
HOLTWIJK, INEKE. (1999). **Asphalt angels.** Translation by Wanda Boeke. Asheville, ND: Front Street. 184 pages. ISBN 1-886910-24-3. YA; Realistic Fiction.

Reviewed by *Michael F. Opitz*

Alex is a thirteen-year-old boy who lives on the streets of Rio de Janeiro. Thrown out of the house by his stepfather, he meets and joins a gang of children who call themselves Asphalt Angels. We see how Alex survives on the streets and how he escapes this life for a better, or at least different, one in a homeless shelter in Rio de Janeiro. What makes this story so engaging is that it is true; it is based on the author's observations while she was working in Rio De Janeiro and calls attention to the life of poverty that many children in Brazil experience. Often they begin working to help their families,

and thus do not get the education they need to better their lives. Once they have the freedom of the streets, children like Alex find it difficult to follow rules. Breaking this cycle is not easy. A glossary of terms is included in the back of the book to help readers better understand Rio de Janeiro terms.

Jacket illustration from
Asphalt angels
 by Ineke Holtwijk.
 Translation by Wanda Boeke.
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 from Front Street.



Teaching suggestions

- ◆ After discussing the text with students, encourage them to do a community service project in which they volunteer in a soup kitchen for one month, keeping a log of their observations and thoughts about what they see and do. Once the projects are finished, invite students to talk about their experiences using their logs as needed.
- ◆ Many meaningful discussions are sure to erupt as students read this text. One could center on the advantages and disadvantages of having rules to follow. Another could focus on how and why gangs are formed. Still another could focus on ways to solve the problem of having homeless people in Brazil or America, for that matter. Yet another discussion point could focus on survival.

Related books

Close-up by Szabinka Dudevszky. Front Street, 1999.

Hear these voices: Youth at the edge of the millennium by Anthony Allison. Dutton, 1999.

American childhoods: Three centuries of youth at risk by R. Wormser. Walker, 1996.

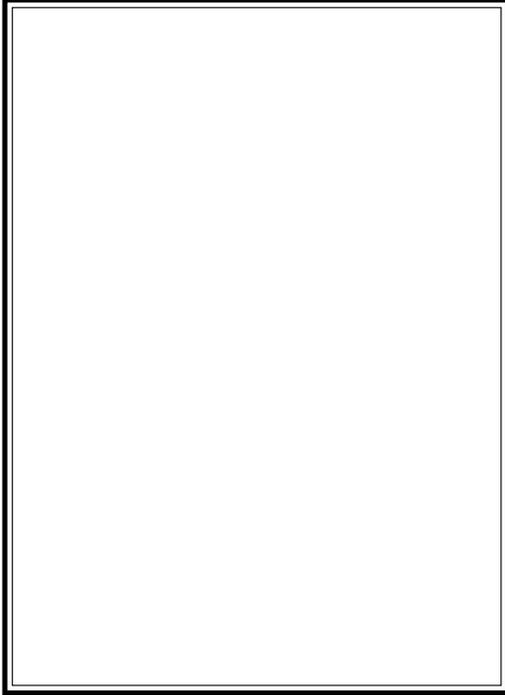
McGILL, ALICE. (1999). **Molly Bannaky.** Illustrated by Chris K. Soentpiet. Boston: Houghton Mifflin. Unpaged. ISBN 0-395-72287-X. ME; Picture Book.

Reviewed by *Diane E. Bushner*

McGill presents a fictional portrait of Molly Walsh, a dairymaid in 17th century England. Molly, accused of theft, is saved from the gallows by her ability to read the Bible, but as punishment is sent to America to serve seven years as an indentured servant. The historically accurate illustrations by Chris Soentpiet add to the realism of the story. Particularly poignant are the illustrations depicting the influence of literacy on Molly's life. After serving her sentence, Molly is

freed and stakes a claim for land. To help her manage the farm, Molly buys a slave, Bannaky. They fall in love and marry, although it violates colonial laws. They raise a family. As the story ends, Molly is teaching Benjamin, her grandson, how to read and write. The book concludes with a historical note, explaining the historical significance of Molly Bannaky and her grandson.

Jacket illustration from **Molly Bannaky** by Alice McGill. Pictures by Chris K. Soentpiet. Copyright ©1999. Reprinted with permission from Houghton Mifflin Company.



Teaching suggestions

- ♦ Select a major event from Molly Bannaky's life and keep a diary that Molly might have written throughout this time in her life.
- ♦ Act out some parts of the story through improvisation or role play. Select some scenes from the story and act them out. For example, act out the scene where Molly Walsh is placed on trial and saved her own life by reading from the Bible or act out the scene where Molly is teaching her grandson to read and write.
- ♦ Read at least two other references about Benjamin Bannaker (see related sources, below) and compare these references with what is presented in this story and the historical note. Make a chart or Venn diagram comparing the information.

Related books

Benjamin Banneker: American mathematician and astronomer by Bonnie Hinman. Chelsea House, 2000.

Dear Benjamin Banneker by Andrea Davis Pinkney. Harcourt, 1994.

Letters from a slave girl: The story of Harriet Jacobs by Mary E. Lyons. Atheneum, 1992.

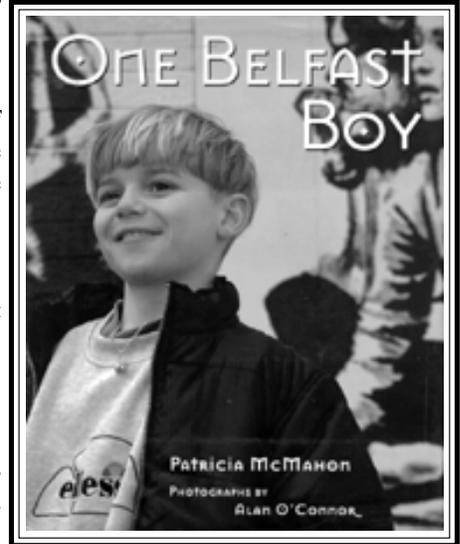
The life of Benjamin Banneker: The first African American man of science by Silvio Bedini. Maryland Historical Society, 1999.

More than anything else by Marie Bradby. Orchard, 1995.

McMAHON, PATRICIA. (1999). **One Belfast boy.** Photographs by Alan O'Connor. Boston: Houghton Mifflin. 54 pages. ISBN 0-395-68620-2. UE; Informational.

Reviewed by *Evelyn Freeman*

This photo-essay chronicles the life of eleven-year-old Liam Leathem, a Catholic boy who lives in Belfast, Northern Ireland. Through color photographs and text, readers visit Liam's school and learn that in Belfast boys and girls as well as Catholics and Protestants attend separate schools. The Holy Trinity Boxing Club and training for competitions are important parts of Liam's life as he prepares for the county championships. Historical background about the conflict between Protestants and Catholics in Northern Ireland is incorporated well in the text.



Several maps are also included.

Jacket illustration from **One Belfast boy** by Patricia McMahon. Photographs by Alan O'Connor. Copyright ©1999.

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Teaching suggestions

- ♦ Have children, working in small groups, find out more about Boxing Clubs in Ireland. Have groups compile their information to create an information sheet about Boxing Clubs.
- ♦ Use the Internet to identify pen-pals for the students in Northern Ireland. Begin an e-mail exchange.
- ♦ Have children compare and contrast their lives and Liam's. Develop a chart showing these similarities and differences.

Related books

Count your way through Ireland by Jim Haskins and Kathleen Benson. Carolrhoda, 1996.

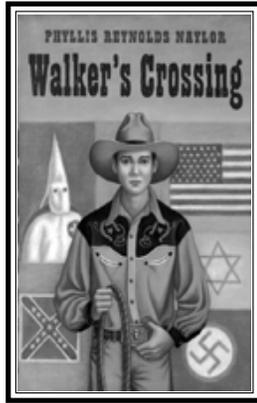
Northern Ireland in pictures prepared by Geography Department, Lerner Publications, 1997.

Siobhan's journey: A Belfast girl visits the United States by Barbara Beirne. Carolrhoda, 1993.

NAYLOR, PHYLLIS REYNOLDS. (1999). **Walker's Crossing.** New York: Atheneum. 232 pages. ISBN 0-689-82939-6

Reviewed by *Joan T. Glazer*

Seventh grader Ryan Walker is six feet, lives on the Saddlebow Ranch in Wyoming, and has his heart set on becoming a working cowboy. He is surrounded by various family, friends and neighbors who believe in white supremacy and the need to protect oneself and one's family from immigrants and from the United States government. These views are offset by those of his Aunt Peg and T.P. Bates, owner of the local gas station and luncheonette. Ryan himself contrasts his view that the government can be trusted with what he reads for school about treaties with Native Americans broken time and again by the US government. This author includes the language of prejudice



Jacket illustration from **Walker's Crossing** by Phyllis Reynolds Naylor. Copyright ©1999. Reprinted with permission from Atheneum Books for Young Readers.

and stereotypes. The book's strength is in the way it shows the protagonist as he attempts to evaluate what he hears and to keep himself true to his own values.

Teaching suggestions

- ♦ Have students critique an editorial or a letter to the editor from the local newspaper, identifying loaded language and the logic, or lack thereof, within the argument.
- ♦ Have students make a list of government responsibilities. Then have them identify which items they think should definitely remain a government duty and which they think might be deleted, giving the reasons for their judgments.
- ♦ Have students work in groups to support or refute the statement, Immigration into the United States should be stopped or limited because immigrants take jobs that would otherwise go to people already living here.

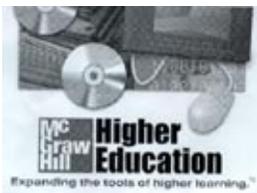
Related books

Armageddon summer by Jane Yolen and Bruce Colville. Harcourt, 1998.

Burning up by Caroline Cooney. Delacorte, 1999.

In my hands: Memories of a Holocaust rescuer by Irene Gut Opkyke. Knopf, 1999.

Joyride by Gretchen Olson. Boyds Mills, 1998.



**TECHNOLOGY FOR TEACHERS:
MASTERING NEW MEDIA AND PORTFOLIO DEVELOPMENT**
Joe Howell/Steve Duminviant

**CYBEREDUCATOR: THE INTERNET AND WORLD WIDE WEB
FOR K-12 EDUCATION, 2ND ED.**
Joan Bissell/Anna Manning/Veronica Rowland

COMPUTER EDUCATION FOR TEACHERS, 3RD ED.
Vicki Sharp

**EXPLORING CURRENT ISSUES IN INSTRUCTIONAL
TECHNOLOGY** *Drew Tien/Albert Ingram*

**WORDS AND PICTURES: LESSON IN CHILDREN'S
LITERATURE AND LITERACIES** *Nina Mikkelson*

REMEDIATING READING DIFFICULTIES, 3RD ED.
Sharon Crowley/King Merritt

**FOR THE LOVE OF LITERATURE: CHILDREN AND BOOKS IN
THE ELEMENTARY YEARS** *John Savage*

STRATEGIES FOR DEVELOPING EMERGENT LITERACY
Wilma Miller

**SOUND IT OUT! A BOOK ABOUT PHONICS AND HOW TO
TEACH IT** *John Savage*

CLASSROOM READING INVENTORY, 9TH ED.
Nicholas J. Silvaroli/Warren Wheelock

ALSO OF NOTE:

EXPLORING TEACHING, 2ND ED., and **LEARNING TO TEACH, 5TH ED.** by *Richard I. Aronson*; **EDUCATIONAL PSYCHOLOGY** by *John Santrock*; **TEACHING TO CHANGE THE WORLD** by *Jennie Oakes*; **TEACHERS, SCHOOLS, AND SOCIETY, 5TH ED.** by *Myra and David Sadker*.

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<<http://www.mhhe.com>> or send an e-mail to <education@mcgraw-hill.com>