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**AN ANNOTATED BIBLIOGRAPHY FOR THE JEWISH
HOLOCAUST CURRICULUM FOR AURA
SCHOOL, ELK TOWNSHIP, NJ**

by
Eileen May Goodman

A Thesis

Submitted in partial fulfillment of the requirements of the
Masters of Arts Degree in the Graduate School of
Rowan University
May, 1997

Approved by _____
Professor

Date Approved May 8, 1997

ABSTRACT

Eileen M. Goodman, An Annotated Bibliography for the Jewish Holocaust Curriculum for Aura School, Elk Township, New Jersey, 1997, Dr. Lynne Levy, School and Public Librarianship.

With the adoption of the New Jersey State Mandate for teaching Jewish Holocaust Education and other genocides, a curriculum was written for Aura School. To complete the project and make the literature easily accessible, an annotated bibliography of books related to Holocaust studies was constructed for the school to assist the student as well as the teaching staff.

After reviewing the curriculum from the State of New Jersey as well as the one written for Aura School, a compiling of recommended books from the school library was formulated. Subjects other than the Holocaust were referenced, such as: World War II, Physically and Mentally Handicapped, Multiculturalism and Friendship. If the book met the criteria for the state and school curriculum, it was eligible for inclusion in the annotated bibliography. The books were separated by grade level even though some can be used for a variety of age groups.

MINI-ABSTRACT

Eileen M. Goodman, An Annotated Bibliography for the Jewish Holocaust

Curriculum for Aura School, Elk Township, New Jersey, 1997, Dr. Lynne Levy,

School and Public Librarianship.

With the adoption of the New Jersey State Mandate for teaching Jewish Holocaust Education and other genocides, a curriculum was written for Aura School. To complete the project and make the literature easily accessible, an annotated bibliography of Jewish Holocaust literature and other related books was constructed to assist the students as well as the teaching staff.

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I would like to express my gratitude to a number of people in my life which were the most supportive to me while I completed my graduate program in School and Public Librarianship. First, I need to give credit to Mrs. Margaret Cannon, Aura School Librarian, and Mrs. LeeAnn Norris, a second grade teacher and the Holocaust Curriculum Coordinator, for their generous time and effort helping me complete research, projects, and papers. Second, thanks goes to Dr. Lynne Levy, Program Supervisor for School and Public Librarianship, for her understanding and commitment to teaching, and for the countless hours she spent proofreading my thesis over and over again. Next, I would like to thank my boyfriend and best friend, Barry Tharp, for giving me the encouragement to finish the program and for coping with my ups and downs. Finally, a very special thank you is given to Diane Drayer for being there for me every step of the entire program. That first day in line, when we met at in-person registration, seems so long ago. Her friendship has changed difficult times into success stories.

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Chapter 1

Introduction

New Jersey State Mandate

The State of New Jersey adopted an Act on March 10, 1994, regarding genocide education in the public schools, to supplement Chapter 35 of the Jewish Holocaust Curriculum Standards, Title 18A of the New Jersey Statutes. It stated, "Every Board of Education shall include instruction on the Holocaust and Genocides in an appropriate place in the curriculum of all elementary and secondary pupils" (Laws of New Jersey, 1994, p. 48).

Purpose of the Project

Since the passing of the Act regarding genocide education, all elementary and secondary schools have appointed a person or committee to write a Jewish Holocaust curriculum which can be incorporated into the regular curriculum. In June of 1996, I was a member of the committee for writing our Holocaust curriculum at Aura School in Elk Township, New Jersey. The bibliography for our curriculum simply consisted of a listing of books. What was needed was an annotated bibliography to help the teacher choose from the vast array of Holocaust literature that might be useful to them and to their students.

The purpose of this project is to construct a bibliography of Holocaust literature for the Holocaust curriculum. This list will include not only the books we have available in the library at Aura School, but also books belonging to the individual classroom

libraries, especially that of Mrs. LeeAnn Norris. She was also a member of the committee for writing the Holocaust curriculum, and she has spent the last two years attending seminars and classes for Jewish Holocaust education. Mrs. LeeAnn Norris has an extensive collection of Holocaust literature available for staff use.

Methodology

The components of the New Jersey State Mandate for Jewish Holocaust were researched. The elementary curriculum written by the state, my school, and the surrounding districts as well was examined. A listing of books housed in Aura School was comprised. Each book was examined and critiqued in order to formulate an annotated bibliography. After compiling a listing of books, the school's collection was compared to reputable publishing companies' suggested listings.

Visitations were conducted to Haddonfield Memorial High School, Mary E. Volz School, and Vineland High School because they have been designated as satellite educational resource centers. They offer seminars, in-services, hand-out materials and rooms displayed with an endless array of teaching suggestions and literary resources. A visit to the Holocaust Museum in Washington, D.C. proved to be an enlightening experience to review the historical events and facts leading to the Holocaust itself.

Limitations

This study was limited to the curriculum for K-6. Books which can be used to enhance the current course of study were suggested and summarized. Due to the fact some books have older copyright dates, the book companies have been producing reprints.

because so many are excellent resources for study. Replacements for older copies may not be budgeted at this time for the school's library.

Definition of Terms

The Webster's Dictionary defines "holocaust" as a great or wholesale destruction of life, especially by "fire" (Webster's Dictionary, p. 264). "Holocaust," as used today, is what happened in the period of time from January, 1933, when Adolf Hitler and Nazis came to power, to May, 1945, when the armies of Nazi Germany surrendered. During those years, six million Jews died, many of them which were horrible deaths by gas in large rooms called chambers, with their bodies burned away as the word "holocaust" mentions (Berenbaum, 1993). Hitler's main goal was to exterminate all the Jews in Europe, and he succeeded in killing two-thirds of them before he ended his own life with poison in his bunker under the German Chancellery building in Berlin (Bachrach, 1994).

"Genocide," is defined as "a systematic killing of a whole people or nation" (Webster's Dictionary, p. 236). The concern is focused on the events leading up to the Holocaust and about the organizations and facilities that were created and used purposefully for the destruction of human beings.

Ethnic crimes and other mass atrocities are occurring around us each and every minute of the day. We hear about bigotry and intolerance repeatedly happening in the schools today, resulting in countless hate crimes. By educating the teacher as well as the student, we may be able to eliminate bigotry and reduce the intolerance.

Chapter 2

Literature Search

History of the Holocaust

The Holocaust began as soon as Hitler took power. Between 1933 and 1939 the Nazis boycotted Jewish businesses, established quotas in the professions and schools, outlawed marriages between Jews and Gentiles, and built Dachau, Buchenwald, and Oranienburg, the first concentration camps. On the night of November 9, 1938, Hitler's Storm Troopers went on a rampage, burning 267 synagogues, arresting 20,000 people, and smashing Jewish places of business in an orgy of terror which has since been called Kristallnacht, "night of broken glass". To make a horrible night worse, the Nazis then forced the Jews to pay an "atonement" fine of \$400 million for the damage which had been done by the government to the Jews' own property (Adler, 1989). By 1940, mass murder and "euthanasia" in special "gas vans" was in progress, along with the invasion of the Soviet Union in 1941. "Strike Squads" began mass killings of Jews in captured territory. Then in 1942, at the Wannsee Conference, the Nazi high command sanctioned the "final solution" which called for the total destruction of all European Jews in the extermination camps' gas chambers (Katz, 1979).

It is often pointed out that not only Jews died at the hands of the Nazis. This is true. Some six to eight million non-Jews, including Gypsies, gays and lesbians, Russians, Poles, political prisoners, priests and ministers and the handicapped were put to death by the Nazis during their twelve year reign. Tens of millions of others, soldiers and civilians,

died fighting the Nazis. It is important, however, to understand the Holocaust as a destructive process which primarily targeted for death every person who was either Jewish, or, had at least one Jewish grandparent (Gilbert, 1995).

Nazi leaders tried to keep the mass killings a secret, but the word leaked out quite early in the scheme. For the most part, however, the outside world paid little attention. Most likely they were fearful of mass deportation of the refugees. It wasn't until late 1947 that the Red Army liberated the Majdanek Concentration Camp, and within the next six months all Nazi extermination camps were liberated by the Soviet or American troops (Landau, 1992).

The United States and Great Britain, as well as other nations outside Nazi Europe, received numerous press reports in the 1930s about the persecution of the Jews. By 1942, the governments of the United States and Great Britain had confirmed reports about "the final solution" which was Germany's intent to kill all the Jews of Europe. However, influenced by anti-semitism and fear of the mass influx of refugees, neither country modified their refugee policies. Their stated intention to defeat Germany's military took precedence over rescue efforts, and no attempts were made to help. Eventually, due to mounting pressure, the United States began to undertake limited rescue efforts in 1944 (Wyman, 1994).

We ignored the problem then, are we ignoring the problem again? More effort needs to be made to educate the public of just how easy a disaster can become a reality. The Holocaust raises the most serious questions and concerns about the nature of human behavior, the role of the perpetrator, the bystander, and the victim. We need to examine the complex human values that lead to choices (Katz, 1979).

The Holocaust Teaches Us Many Things

The Holocaust teaches us that blame for misdeeds must be placed on individuals who do wrong, not whole racial, religious or national groups. Hitler has taught the world that the curse of racism leads finally to the gas chambers (Arad, 1981).

The Holocaust also teaches us that formal education alone cannot make people decent. University scholars devised ways of rounding up Jews, engineers designed gas chambers and ovens to burn people, doctors used their skills to perform horrible experiments on children, breaking their bones so often that they could not mend. We must make sure the right education, both religious and public, encourages friendship, not hate; courage, not cowardice; concern and care for human suffering, not ignorance (Arad, 1981).

In teaching the Holocaust, we can learn that ordinary people must resist actions that go against human decency (Arad, 1981). It can fit into many areas of study social studies (such as 20th Century U.S. and World History), psychology, sociology, human relations and/or moral/values education. It is a sensitive but important topic for all students, children and adults. In the light of current events around the world, "ethnic cleansing", tribal and religious strife and racial division, the Holocaust becomes living history and teaching it becomes imperative.

Chapter 3

Role of the School

Background of the School

The school for which I wrote the Holocaust Annotated Bibliography is that of Aura School in Elk Township, Gloucester County, New Jersey. The primary role of Aura School is to support the faculty and student body by developing an educational curriculum which forms a basis for the process of research, as well as encouraging a curiosity for learning and reading enjoyment. This is a process which can take place through the literature offered in the school library.

Elk Township was settled by Jacob and Leonard Fisler from Switzerland, who purchased land here in 1791. Originally noted for its lumbering business, it is presently known as a farming community, with some of the finest orchards in the country. Its population is approximately 4,000.

The roads in Elk Township are said to follow the paths of the elk; hence, maybe the name Elk. The township is comprised of several small communities: namely Aura, Ferrell, Hardingville, Lake Garrison, Lake Gilman, Lawns, Lakeview Park, and parts of Ewan and Clayton (Elk Township Committee, 1992).

In 1927, the Aura School was built on its present site. In 1947 and 1960, schools from the surrounding communities consolidated with Aura School, making Elk Township a one-school district as it remains today. The surrounding community consists of many small businesses, one municipality, three fire stations, seven churches, township sports organizations, and scouting troops. The only public libraries within four miles of the

school are the Gloucester County Library and the Glassboro Public Library.

Currently Aura is a K-6 school district with an enrollment of 400 students. The staff and administration are proud of the programs offered to their student body. These programs include a handicap preschool, an academic kindergarten, intramural sports, a chorus and/or instrumental, a computer lab and a completely automated library. These are in addition to the standard curriculum offered. After leaving Aura, the students attend Delsea Middle School and the Delsea Regional High School.

The school's library was begun in large when ESTA-Title I funds became available in 1966. The board secretary, Phyllis Gerlack, became aware of the grants and with the principal, Mr. Sheridan, and the approval of the board, funds were obtained. From April 1966 to June 1966, 1,450 books were purchased with the Title I funds. Most of the books cost less than \$4.00. Title I and Title II funds enabled the purchase of 1,150 books during the next 12 months (July 1966 - June 1967).

The library was first located on the stage in a small area in the auditorium and when it became too crowded, a small room near the auditorium was used. The funding also covered the shelving and other equipment needed.

Mrs. Gerlack was the library aide and she was responsible for circulating the books. After Mrs. Gerlack assumed other responsibilities, another aide circulated the books. The reading teacher became responsible for book preparation and the teaching of library skills. In November 1973, the old cafeteria was made into a library and a part-time certified librarian was hired.

Recently the library has become fully automated and the original librarian is now full-time. Aura School has undergone many new changes and will be increasing their

technologies and resources in the near future. Due to the State Mandate, Holocaust literature has been purchased for the school, along with donations of material from the Home and School Association. Classroom teachers have also invested their own monies into Holocaust literature in order to enhance their lessons and effectively teach all of the issues. The library will continue to increase their present collection, which is up to 5, 706 books. A tremendous effort has been made to increase the selection of books concerning Multiculturalism and the Holocaust.

Goals and Rationale for Teaching the Holocaust

At the early primary level, the Holocaust curriculum simply consists of developing an understanding of the differences between people which makes all of us special. The concepts of respect and trust are applied through various reading activities. The student will learn to understand their own feelings as well as others, and how words and actions play an important role.

As the student progresses through the grades they start to formulate attitudes and beliefs. They are now ready for definitions of terms, examples of survivor stories, and the study of acts of prejudice which result in hatred.

It is not until the later school years that the student is ready for actual historical events and graphic pictures depicting the Holocaust. The lessons of proper social and ethnic behavior which were taught at the lower level are used as the building blocks for the lessons to come. If the student has met all of the criteria of the curriculum, they will be ready to analyze and evaluate using a higher level of critical thinking skills. The impact the Holocaust has on our lives today requires these skills to be used on a daily basis.

The Holocaust is a difficult subject to teach; one which involves emotional input. Since the Holocaust education was mandated, educators have found materials which were hastily prepared. Some material has even been inaccurate, inappropriate, and at times, offensive. The mandate does not require any special training for the teacher. Many would not have a basis for distinguishing between good and improper materials.

The teachers must rely on support from the few in their school system who have volunteered to compile the necessary literature and materials for their use in teaching about the Holocaust. They are still responsible for the amount of education needed for them to do a thorough job.

The goals in preparing the annotated bibliography for the Holocaust curriculum, primarily through the use of the recommended literature, are to help students develop a positive self-image, behave as responsible individuals, and accept differences. We need to give our students the tools to challenge the forms of prejudice in its most extreme form.

As teachers and librarians, we can help influence the development of our students' social attitudes and values. Children in grades K-6 are flexible and relatively open to new relationships and experiences. They are receptive to learning about cultural, racial, ethnic, and religious differences in our society and how we can be enriched by each other's strengths and differences. It is important to develop tolerance, cooperation, understanding and acceptance in our students so they will become more empathetic and humane adults.

The selected literature is aimed at raising the level of awareness, critical thinking skills, and problem-solving techniques through dilemmas, readings and discussions. The annotated bibliography takes into account the needs of the mandate, the teacher and the student. These books are recommended for the elementary years. The teacher should

decide which books are appropriate for his/her time frame and the maturity level of his/her students.

It is hopeful that the students will be able to function more sensitively and thoughtfully in this diverse society. Change is not easy, but through all of our efforts, we can challenge our students to make choices of behavior which will be beneficial in creating a positive society where they can make a difference in establishing a better world.

Chapter 4

Conclusion

Schools reflect the dreams and the demands of American culture. Society has many expectations for them. Some hope they will help people overcome handicaps of race, religion, and family background. Others want schools to help children preserve family wealth and power.

We can have better schools where children learn to think, compute, and communicate; where they gain sensitivity and self-confidence; where they come to see themselves in perspective with others throughout the world. Schools should stimulate thoughtful, creative approaches to complicated societal problems and provide opportunities for youngsters to serve others as they learn.

Effective schools require direct accountability between themselves and families. Teachers, parents, and other community members need opportunities to create the finest possible school programs and curriculum.

Hopefully, through teaching the Jewish Holocaust and other Genocides we can achieve the things we will need to have better schools as well as a better society. The annotated bibliography that follows will give the educator guidance in choosing materials which will be most beneficial to the teaching and learning process.

Chapter 5

Annotated Bibliographies

Annotated Bibliography for Grades K-2

- Adler, David A. (1993). A picture book of Anne Frank. NY: Holiday House Publishing.
A great introduction to the Holocaust, this picture book can be used with the younger student.
- Aliki. (1984). Feelings. NY: Greenwillow Press.
An introduction to various emotions.
- Brown, Marc. (1981). The true Francine. NY: Little Publishing.
Francine discovers the meaning of friendship when she is accused of cheating.
- Buff, Mary Marsh. (1956). Hah-Nee of the cliff dwellers. Boston: Houghton Mifflin Publishing.
This is the story of a now vanished Southwestern Indian people through the eyes of an Indian boy.
- Bunting, Eve. (1988). How many days to America. NY: Clarion Book Company.
Refugees escaped Cuba persecution after a long treacherous trip the United States. They arrive in the United States just in time to celebrate Thanksgiving in the truest sense of the meaning.
- Bunting, Eve. (1980). Terrible things - an allegory of the Holocaust. Philadelphia: The Jewish Publication Society.
The animals in the clearing were content until the Terrible Things came capturing all creatures with feathers. In this unique introduction to the Holocaust, Mrs. Bunting encourages young children to stand up for what they think is right, without waiting for others to join them.
- Caple, Kathy. (1985). The biggest nose. Boston: Houghton Mifflin Co.
Eleanor the elephant is made fun of because of her long nose. She tries various ways to change her appearance, until her mother helps her realize she is just fine the way she is and she should be proud. Eleanor makes her friends see their differences and how each of them are special in their own way.
- Carlson, Natalie Savage. (1960). The Tomahawk family. NY: Harper Publishing.
An Indian girl is anxious to do everything her teacher at school tells her in order to be a good American, but her stubborn brother and her old-fashioned grandmother present problems.

- Cauley, Lorinda Bryan. (1979). The ugly duckling. NY: Harcourt Brace Jovanovich.
An ugly duckling spends an unhappy, lonely year being ostracized by the other animals in the barnyard before he grows into a beautiful swan.
- Clark, Ann Nolan. (1967). Little Navajo bluebird. NY: Viking Press.
Doli, a Navajo girl, has always regarded the white man as an enemy. As she grows up, she learns that the white man can be a friend to her people.
- Cohn, Janice. (1994). Why did it happen? helping children cope in a violent world. NY: Morrow Junior Book Co.
This is a story about Daniel. It helps children to realize that while bad things may happen in a violent world, parents can help children cope with the problems of today.
- Cosgrove, Stephen. (1977). Leo the Lop. Los Angeles: Price/Stern/Sloan.
All the other rabbits have ears that stand straight up. Leo's ears do not. As the rabbits grow older, they begin to notice that Leo is different and start to make fun of him.
- DePaola, Tomie. (1981). The hunter and the animals: a wordless picture book. NY: Holiday Publishing.
A hunter lost in the forest is helped by the animals.
- DeRegniers, Beatrice Schenk. (1980). Everyone is good for something. Boston: Houghton/Clarion Publishing.
Based upon an old Russian folk tale which emphasizes the significant point about the importance of everyone.
- Disney, Walt. (1993). Beauty and the beast. NY: Western Publishing Company.
A beautiful young girl befriends an ugly-looking beast.
- Disney, Walt. (1974). Cinderella. NY: Random House Publishing.
Cinderella must endure the pain of slavery by being a maid to a wicked stepmother and two mean stepsisters. She is saved when her fairy godmother uses magic to create a night Cinderella will never forget.
- Disney, Walt. (1980). Dumbo. Racine, Wisconsin: Golden Press.
A floppy-eared elephant who could fly suffers ridicule and persecution because of his awkward ability. He runs away from home to join a circus to deal with the pressure of being different. He becomes a hero and overcomes all of his fears.
- Disney, Walt. (1973). Pinocchio and his puppet show adventure. NY: Random House Publishing.
Pinocchio was once a wooden puppet created by Ghepetto, who longed to have a real son of his own. Through the magic of a cricket, Ghepetto's wish comes true.

- Ginsburg, Marvell. (1983). The tattooed torah. NY: Union of American Hebrew Congregations.
A moving account of Judaism's greatest tragedy told through a small, stolen Czechoslovakian Torah. The author has created a sensitively written introduction to the Holocaust.
- Goley, Elaine. (1989). Learn the value of cooperation. NY: Rourke Publishing.
This book examines the importance of cooperation.
- Hazen, Barbara. (1949). Rudolph the red-nosed reindeer. NY: Western Publishing Company.
A young reindeer is shunned by his peers because of his funny red nose. When he could no longer bare the pain of being ostracized, he runs away from home. Later he discovers not only that he has a red nose, but that it also lights up. Rudolph becomes a hero when Santa uses him to light the way on Christmas Eve as the lead reindeer.
- Hughes, Langston. (1983). A pictorial history of Black Americans. 5th rev. ed. NY: Crown Publishing.
This book discusses Black history on the social, political, economic, and cultural fronts through over 1,000 illustrations.
- Kellogg, Stephen. (1973). Island of the skog. NY: Dial Press.
This is a cartoon about aggressive mice who go to the island of the Skog with the intention to capture the famous feared monster, the Skog. The mice plot how to capture the Skog. They are surprised that the Skog is a little lonely creature who is eager to be saved and accepted. The Skog and mice want to live peacefully on the same island.
- Klonsky, Ruth L. and Gerson, Elaine R. (1989). Our umbrella of friendship. NY: Anti-Defamation League of B'nai B'rith.
This activity book for young children encourages them to appreciate the diversity of our human society while they develop their skills of observation, understanding, and self-expression through the completion of the 24 activities.
- Komaiko, Leah. (1987). Annie Bananie. NY: Harper Publishing.
One friend moves away in this tale of the hurt of separation.
- Lamoris, Albert. (1956). The red balloon. NY: Doubleday Publishing.
Pascal possesses a magic balloon that leads him on a tour of Paris, and he must defend the balloon from a gang of boys determined to burst it.

- Luenn, Nancy. (1982). The dragon kite. NY: Harcourt Brace Jovanovich Publishers.
The thief, Ishikawa, is a popular historical figure who lived in Japan, in the late 1600s and early 1700s. There are several stories about his attempts to steal the golden dolphins that adorned the roof of Nagoya Castle. In this story he becomes the outlaw who steals from the rich to help the poor.
- McKissack, Pat. (1986). Flossie and the fox. 1st ed. NY: Dial Books.
A wily fox, notorious for stealing eggs, meets his match when he encounters a bold little girl in the woods who insists upon proof that he is a fox before she will be frightened.
- McMeekin, Isabel McLennan. (1942). Journey cake. NY: Julian Messner Publishing.
Juba leads a motherless band of six children along the wilderness road to rejoin their father in Kentucky.
- Peet, Bill. (1970). The whingdingdilly. Boston: Houghton Mifflin Publishing.
A farm dog, who can no longer stand his master making fun of him, runs away to escape the ridicule. He finds life can be much worse when a witch changes him into a "whingdingdilly."
- Pinkwater, Daniel Mamus. (1975). Wingman. NY: Dodd/Mead Publishing.
To escape the problems of being poor and Chinese, Donald begins to cut school to climb the George Washington Bridge, where he meets Wingman, a sort of Chinese Superman.
- Polacco, Patricia. (1994). Mrs. Katz and Tush. NY: Yearling Book Company.
Larnel, a black child, spends time with Mrs. Katz, a Jewish neighbor, in order to help her take care of an abandoned cat. Mrs. Katz tells him stories about coming to America from Poland. As Larnel grows to love Mrs. Katz, he also learns about the suffering and triumph that black history shares with the Jewish heritage.
- Schroeder, Alan and Pinkney, Jerry. (1996). Minty. NY: Dial Books.
A fictional account of Harriet Tubman's childhood, the basic facts of this book are true, as well as the story of how later in her life she helped free hundreds of slaves. This book would make a good read-aloud, because it is written on the fourth grade reading level.
- Seuss, Dr. (1961). The Sneetches and other stories. NY: Random House Publishing.
This volume has become a classic tale for children and contains valuable lessons on the dangers of prejudice and discrimination.
- Shurmat, Margorie Weinman. (1977). I'm terrific. NY: Holiday House Publishing.
Teddy Bear's self-pride and arrogance give way to appreciation of the skills and talents of others.

Simon, Norma. (1976). Why am I different? NY: Whitman.

This book stresses the importance of appreciating the differences between self and others.

Rabe, Bernice. (1981). The balancing girl. NY: E.P. Dutton Publishing.

Despite her disability, Margaret's special skill helps her earn money for the school and the respect of her classmates. More emphasis is placed on Margaret's creativeness and strong personality than on her disability.

Reuter, Elisabeth. (1993). Best friends. NY: Yellow Brick Road Press.

This book unlocks the secret of what it was like to be a Jewish girl in Germany before anyone ever heard of the word "Holocaust." It tells, in simple touching words and pictures, of Judith's need to belong, of her painful rejection by classmates and friends, and of her helplessness against the forces of Nazism. We witness her transformation from innocent spectator to active participant in the emotional destruction of her best friend.

Uchida, Yoshiko. (1995). The bracelet. NY: The Putnam and Grosset Group.

Emi and her family are forced to move to an internment camp during World War II because they were Japanese. Before she leaves, her best friend gives her a present; a bracelet. The bracelet is lost, but not the feeling behind the gift.

Weber, Judith Eichler. (1992). Melting pots: family stories and recipes. NY: Harper Row Publishers.

These delightful stories of multicultural celebrations concentrate on the foods that emphasize their importance.

Annotated Bibliography for Grades 3-4

Abells, Chana Byers. (1986). The children we remember. NY: Greenwillow Book Company.

The fate of the Jewish children after the Nazis took control is described through text and photographs.

Ackerman, Karen. (1994). The night crossing. NY: Random House Publishing.

When Clara hears her father's fearful words, she knows her life will change forever. It's 1938 in Austria, and Jews are no longer safe. Clara and her family must leave their homeland and travel to a new country, taking only what they can carry. Clara chooses two straw dolls that once belonged to her grandmother. She never imagines that these old dolls and her own incredible courage will bring her family to safety.

Adler, David A. (1995). One yellow daffodil - a Hanukkah story. NY: Harcourt Brace Publishing Company.

Morris is invited to celebrate the Sabbath with Jonathan and Ilana. It has been a long time since he celebrated Hanukkah as a boy with his family in Poland, a period of history he would like to forget. Even so, through Jonathan and Ilana's loving family, Morris is able to embrace the tradition once again.

Adler, David A. (1994) Hilde and Eli: children of the Holocaust. NY: Holiday House Publishing.

Hilde, who was born in Germany, and Eli, who was born in Czechoslovakia, both share something in common. They were both victims of the Holocaust and they share their story.

Adler, David A. (1987). The number on my grandfather's arm. NY: Union of American Hebrew Congregations.

A little girl questions a number printed on her grandfather's arm. He explains how he received the tattoo in a Nazi concentration camp during World War II, and tells her the story behind it.

Anderson, Juanita B. (1970). Charley Yee's New Year. Chicago: Follet Publishing.

To avoid disgrace, Charley Yee has to pay his debt of \$3.15 before the New Year celebration ends.

Armstrong, William Howard. (1969). Sounder. NY: Harper and Row Publishing.

The boy in this story is angry and humiliated when his sharecropper father is jailed, and the dog he loved was shot. The boy endures prejudice of many types while growing up, searching for his father, and seeking his goal of learning to read.

- Auerbacher, Inge. (1986). I am a star: child of the Holocaust. NY: Prentice Hall Publishing.
The author was only seven years old in 1942, when her family was sent to Terezin. Only 100 children survived this camp, and she was one of them.
- Baldwin, Margaret. (1981). The boys who saved the children. NY: J. Messner Publishing.
A true story of Ben Edelman, his family, and friends. They devise a plan to save the children of Lodz Ghetto.
- Benjamin, Anne. (1992). Young Harriet Tubman: freedom fighter. Mahwah, NJ: Troll Associates.
A biography of the African-American woman who helped over 300 slaves escape through the Underground Railroad, and was never caught herself.
- Benjamin, Anne. (1992). Young Helen Keller: woman of courage. Mahwah, NJ: Troll Associates.
A simple biography of the blind and deaf woman who spent her life writing and helping others.
- Benjamin, Anne. (1996). Young Rosa Parks: civil rights heroine. Mahwah, NJ: Troll Associates.
Tells the story of young Rosa Parks, an African-American whose refusal to give up her seat on the bus to a white person in Alabama in 1955 marked the beginning of the end of segregation.
- Bernard, Jacqueline. (1990). Journey to freedom: the story of Sojourner Truth. NY: Feminist Press.
A biography of Sojourner Truth, who was born into slavery, freed in 1827, and became famous for her courage and quick wit. She campaigned for abolition and women's rights in New York and the Midwestern states.
- Bleeker, Sonia. (1952). The Cherokee Indians of the mountains. NY: Morrow Publishing Company.
The story of the powerful Cherokee and their life before and after the white man's coming.
- Blume, Judy. (1977). Starring Sally J. Freedman as herself. NY: Scarsdale Publishing.
While spending the winter of 1947-1948 in Miami Beach with her family, ten-year-old Sally makes up stories, casts herself in starring roles in movies, and encounters a sinister stranger.
- Brandt, Keith. (1993). Rosa Parks: fight for freedom. Mahwah, NJ: Troll Publishing.
A biography of the woman whose actions led to the desegregation of buses in Montgomery, Alabama, in the 1960s. She was an important figure in the early days of the civil rights movement.

- Brill, Marlene Targ. (1993). Allen Jay and the underground railroad. Minneapolis, MN: Carolrhoda Books.
Allen Jay and his family participated in the underground railroad that helped slaves travel to their freedom. Allen Jay helps to save a slave, Henry James, by taking him on a dangerous journey to his grandparents' home. Allen Jay was highly respected for his courageous efforts to assist numerous slaves to find freedom.
- Bontempo, Arna Wendell. (1959). Frederick Douglass: slave, fighter, free man. 1st ed. NY: Knopf Publishers.
A biography of the runaway slave who devoted his life to the abolition of slavery and the fight for black rights.
- Bradby, Marie. (1995). More than anything else. NY: Orchard Books.
Nine-year-old Booker works with his father and brother at the saltworks, but dreams of the day when he'll be able to read.
- Bray, Rosemary L. (1995). Martin Luther King. NY: Greenwillow Books.
The life and work of Martin Luther King is told through a fact-filled text and colorful folk art paintings. Included in this book is a brief chronology of his life.
- Callen, Larry. (1979). Sorrow's song. 1st ed. Boston: Little, Brown Publishing.
Sorrow Nix, a young girl who can't talk, befriends an injured whooping crane and in protecting it, comes to better understand freedom and friendship.
- Camerone, Ann. (1988). The most beautiful place in the world. New York: Knopf Publishing.
Juan and his mother lived in Peru with Juan's grandmother. Juan's mother left him to get married. Juan helps his grandmother in the market until he is able to go to school. He does well in school and receives honors for his scholastic ability. Thanks to his grandmother's support, he realizes where to find the most beautiful place in the world.
- Carlson, Natalie Savage. (1986). The family under the bridge. New York: Scholastic, Inc.
Once there was an old man named Armand, who lived under a bridge in Paris. Everything he owned could be pushed around in an old baby buggy. He loved his solitary, carefree life until the homeless children adopted him.
- Carpenter, Eric. (1996). Young Thurgood Marshall: fighter for equality. Mahwah, NJ: Troll Associates.
This book examines the life of the first black man to be appointed an associate justice of the highest court in the country.
- Carrick, Carol. (1985). Stay away from Simon. NY: Clarion Books.
Lucy and her younger brother examine their feelings about a mentally handicapped boy they both fear when he follows them home one snowy day.

- Cohen, Barbara. (1983). Molly's pilgrim. NY: Lothrop, Lee and Shepard Publishing.
Molly and her family have moved to America from Russia to find freedom. The third grade class makes dolls for a Thanksgiving project. Molly brings in a doll her mother helped her make, in the form of a Russian immigrant. The class begins to understand Molly's desire for religious freedom.
- Davidson, Margaret. (1968). Frederick Douglass - fights for freedom. NY: Scholastic Inc.
A biography of the life of Frederick Douglass who was a leading spokesman of American blacks in the 1800s. Born a slave, he became a noted reformer, author, and orator. He devoted his life to the abolition of slavery and the fight for black rights.
- Davidson, Margaret. (1969). Helen Keller. NY: Scholastic Inc.
Helen Keller first learned to read by feeling raised letters with her fingertips. Later she learned the special raised dot alphabet called Braille.
- Davis, Ossie. (1978). Escape to freedom: a play about young Frederick Douglass. NY: Viking Press.
Born a slave, young Frederick Douglass endures many years before achieving freedom.
- Donnelly, Elfie. (1982). Offbeat friends. [1st American ed.]. NY: Crown Publishing Co.
A Viennese grade-schooler catches her parents off-guard when she smuggles an elderly mental patient, whom she met in the park, into their home.
- Drexler, Carol Joan. (1970). Young Helen Keller. Montclair, NJ: Educational Reading Series.
Hitler made sure Helen's book was burned, just because she was handicapped.
- Drucker, Malka, and Halpenn, Michael. (1993). Jacob's rescue: a Holocaust story. NY: Dell Yearling Press.
One afternoon, eight-year-old Jacob slipped through a hole in the ghetto wall to meet Alex Roslan. The Roslan family, at the risk of their own lives, kept Jacob's identity as a Jew hidden.
- DuBois, Shirley Graham. (1955). Booker T. Washington: educator of hand, head, and heart. NY: Messner Publishing.
Biography of the renowned Negro educational leader and organizer of Tuskegee Institute who spent his life trying to improve the lot of his people.
- Epstein, Morris. (1959). A pictorial treasury of Jewish holidays and customs. New York: Ktav Publishers.
This book gives an understanding of Jewish holidays and customs.

Epstein, Sam. (1960). George Washington Carver, Negro scientist. Champaign, Illinois: Garrard Press.

A biography of the man born a slave, who became a scientist and devoted his entire life to helping the South improve its agriculture.

Finkelstein, Norman. (1985). Remember not to forget: a memory of the Holocaust. NY: Mulberry Book Company.

The major elements of the Holocaust are explained, including anti-Semitism, the rise of Nazism, and the survivors of the camps who made new lives.

Flourney, Valerie. (1985). The patchwork quilt. NY: Dial Press.

Tanya helps her grandmother design and create a family patchwork quilt which tells the story of their family. They use scraps from Jim's old pants, Mama's gold Christmas dress, and Tanya's Halloween costume to make a quilt of family memories. When grandmother becomes ill, Tanya involves the family in completing the quilt for her.

Franklin, John Hope. (1967). From slavery to freedom: a history of Negro Americans. 3rd ed. [rev. and enl.] NY: Knopf Publishing.

A history of Negro Americans' struggle to be free.

Freedom, Russell. (1980). Immigrant kids. New York: Puffin Book Company.

America meant "freedom" to the immigrants of the early 1900s - but a freedom very different from what they expected. Children had to work selling newspapers, delivering goods, and laboring in sweatshirt factories. In this unique book, a rare glimpse is seen of what is meant to be a young newcomer in America.

Friedman, Ina R. (1985). Escape or die: true stories of young people. NY: J.B. Lippincott Publishing.

These personal stories illustrate the increased danger and the many routes chosen by young people in their efforts to escape from the Nazis. A short history of the Jews in each country is given before each story. Although each of the stories tells of a survivor, the horrors of the Holocaust are not minimized. Friedman interviews Gypsies, Jehovah's witnesses and other religious figures, the disabled, and members of other victim groups.

Gaines, Earnest J. (1971). A long day in November. NY: Dial Press.

A young black boy living on a cane plantation recounts the events of the day. His parents must separate but later are reconciled.

Grabowski, John. (1941). Jackie Robinson. NY: Chelsea House Publishing.

For more than a half century, blacks were barred from playing major league baseball. That practice finally changed in 1947, when a very special person, Jackie Robinson, was chosen to break the sport's color line. Robinson was inducted into the Hall of Fame in 1962.

- Greenfield, Howard. (1993). The hidden children. NY: Ticknor and Fields Publishing.
The text of this book, with black and white photographs, describes the experiences of those Jewish children who were forced to go into hiding during the Holocaust and survived to tell about it.
- Hamilton, Virginia. (1985). The people could fly: American Black folk tales. 1st ed. NY: Knopf Publishing.
Retold Afro-American folk tales of animals, fantasy, the supernatural, and the desire for freedom. Born of the sorrow of the slaves, these stories were passed on in hope.
- Hest, Amy. (1991). Love you soldier. NY: Puffin Book Company.
Katie didn't know what it really meant to be part of a family until her father leaves to fight in World War II.
- Hest, Amy. (1995). The private notebook of Katie Roberts. Cambridge, MA: Candlewick Publishing.
Katie expresses her feelings through a series of journal entries and letters to a pen pal.
- Hoestlandt, Jo. (1995). Star of fear, star of hope. NY: Walker Publishing.
Nine-year-old Helen is confused by the disappearance of her Jewish friend during the German occupation of Paris.
- Hoffman, Judy. (1979). Joseph and me in the days of the Holocaust. NY: KTAV Publishing House, Inc.
A six-year-old child and her brother, Joseph, experience the Holocaust as concealed Jewish children hidden by Christian rescuers. The autobiography contains a concise history of the Holocaust, epilogue about Israel, the British and the ship, Exodus. Some stark photographs may be a bit rough for students without knowledge of the Holocaust.
- Isaacman, Clara, and Grossman, Joan A. (1984). Clara's story. Philadelphia: Jewish Publication Society.
This is the true story of a young girl and her family's years of hiding in a series of cellars, attics, and secret rooms to escape from Nazi persecution.
- Jules, Jacqueline. (1993). The grey striped shirt: how Grandma and Grandpa survived the Holocaust. Los Angeles: Alef Design Group.
Frannie discovers a patched and stained striped shirt made of rough material in a box in her grandparents' closet. This leads to the unraveling of the horrible facts of their imprisonment in Nazi concentration camps.

- Knight, James E. (1982). Blue Feather's vision: the dawn of colonial America. Mahwah, NJ: Troll Associates.
An aged Indian chief fears that white strangers who have visited his village will return to destroy the Indian way of life.
- Kraus, Robert. (1974). The Rabbit Brothers. NY: Scholastic, Inc.
Joe, a miserable rabbit, dislikes all rabbits different from himself. George, the rabbit who tries to find some good in all rabbits, is much happier than Joe. Together they teach about prejudice in a delightful, illustrated book.
- Laird, Christa. (1990). Shadow of the wall. NY: Greenwillow Book Co.
Misha, who is living in the orphans' home with his two young sisters, knew that both they and his sick mother relied on him not only for food, which he had to smuggle, but also for the "will" to carry on. His story is one of human spirit and courage.
- Leadership, Alexandria. (1993). Virginia. NY: TimeLife Books.
This book surveys outstanding African-American men and women and describes their contributions in the fields of science, industry, religion, education, and politics.
- Leitner, Isabella. (1992). The big lie: a true story. NY: Scholastic, Inc.
A survivor of the Nazi death camp at Auschwitz, the author recounts her terrible, horrifying experiences.
- Leitner, Isabella. (1978). Fragments of Isabella. NY: Dell Publications.
On May 29, 1944, the Katz family began the journey to Auschwitz. Not all of Isabella's family would survive the first "selection." Those who did, learn to endure the hardships by remembering their mother's last words, "Live!"
- Lester, Julius. (1994). The last tales of Uncle Remus. 1st ed. NY: Dial Press.
A retelling of the Afro-American tales about the adventures and misadventures of Brer Rabbit and his friends and enemies.
- Levitin, Sonia. (1987). Journey to America. NY: MacMillan Publishing Company.
In February 1938, Lisa Platt's father decides to go to America to work, obtain residence, and then send for his wife and three daughters. Conditions in Germany begin to get worse for Jews, and the family must flee to Switzerland. With no money, no home, and no friends, they endure severe hardships until they secure passage to America in 1939 to be reunited with their father.
- Lipson, Greta B., and Romatowski, Jane. (1983). Ethnic pride. Chicago: Good Apple, Inc.
Activities and cultural information for exploring ethnic heritage.

Lowry, Lois. (1989). Number the stars. NY: Dell Publishing Co.

In 1943, during the German occupation of Denmark, ten-year-old Annemarie learns how to be brave and courageous when she helps shelter her Jewish friend from the Nazis.

Matas, Carol. (1993). Daniel's story. NY: Scholastic Inc.

A novel inspired by the experiences of many of the more than one million children who suffered in the Holocaust. As Daniel and his family experience changes in their life due to Nazi policies against Jews, many around him lose hope in the face of such terror. Daniel, supported by his family, struggles for survival.

Mattern, Joanne. (1992). Young Martin Luther King, Jr. - "I have a dream." Mahwah, NJ: Troll Associates.

This book portrays the struggle of a young black boy. His expectations and dreams get him out of poverty to become one of the most famous freedom fighters of all time.

McConnell, Nancy P. (1988). Different and Alike. Colorado Springs, CO: Current, Inc.

People are born with different handicaps, which require our understanding and special care. Various types of handicaps are discussed. We can be a good friend by helping a handicapped person cope with problems.

McConnell, Nancy P. (1984). Young and old alike. Colorado Springs, CO: Current, Inc.

We need to learn to respect members of the older generation. Many older people are retired, but they are also accomplished. We can learn a great deal from their wisdom and experiences.

Merti, Betty. (1984). The world of Anne Frank. Augusta, ME: Weston Walch Publishing.

Readings, activities, and resources which can be used on their own or in conjunction with reading The Diary of Anne Frank.

Millender, Dharathula H. (1965). Crispus Attucks, boy of valor. Indianapolis, IN: Bobbs Merrill Publishing.

The early life of Crispus Attucks, who was born a slave and died at the hands of the British in the Boston Massacre.

Mochizuki, Keri. (1993). Baseball saved us. NY: Lee and Low Publishing.

A Japanese American boy learns to play baseball when he and his family are forced to live in an internment camp during World War II.

Moody, Ralph. (1958). Geronimo, wolf of the warpath. NY: Random House Publishing.

A biography of the Apache Indian Chief who lead one of the last great Indian uprisings in the 19th century.

- Morrow, Mary Frances. (1990). Sarah Winnemucca. Milwaukee, MN: Raintree Publishing.
 Recounts the life story of the influential Paiute woman who fought for justice and a better life for her people.
- Peck, Robert Newton. (1974). Soup. NY: Alfred A. Knopf Publishing.
 Two boys cheat Mr. Diskin, a man who has been kind to them. This book examines how we are influenced by others and how we must take responsibility for our actions and our words.
- Pettit, Jane. (1993). A place to hide: the stories of Holocaust rescues. NY: Scholastic, Inc.
 A collection of stories written for young students. Included in the collection are the stories of Miep Gies, the Schindlers, and Denmark's rescue of the Jews.
- Poloacco, Patricia. (1988). The keeping quilt. NY: Simon and Schuster, Inc.
 Patricia Poloacco tells the story of how the keeping quilt remains a symbol of the enduring love and faith of her family.
- Ringgold, Faith. (1992). Aunt Harriet's underground railroad in the sky. 1st ed. NY: Crown Publishing.
 With Harriet Tubman as her guide, Cassie retraces the steps escaping slaves took on the Underground Railroad in order to reunite with her younger brothers.
- Sanford, Doris. (1986). Don't look at me: a child's book about feeling different. Portland, OR: Multnomah Press.
 Patrick couldn't read, spell, or do math problems in his class, and his classmates teased him. They called him dumb until he believed he was dumb, but someone helped him feel better about himself.
- Schur, Steven. (1995). The tie man's miracle: a Chanukah tale. NY: Morrow Junior Book Company.
 Mr. Hoffman, a tie salesman, tells Seth a story from his childhood about a Chanukah miracle, a story that made this night unforgettable.
- Sobel, Harriet L. (1977). My brother Steven is retarded. NY: MacMillan Publishing Co.
 An eleven-year-old girl talks about the mixed feelings she has for her older, mentally retarded brother.
- Surat, Michete M. (1983). Angel child, dragon child. NY: Raintree Publications.
 Ute has just come to the United States from Vietnam and does not like her new American school. Raymond makes fun of the new student, but later helps her deal with missing her mother, and overcoming the prejudice she must encounter.

- Vos, Ida. (1993). Anna is still here. Boston: Houghton Mifflin Publishing.
Thirteen-year-old Anna gradually learns to deal with being a survivor after once being a "hidden child" in Nazi-occupied Holland during World War II.
- Vos, Ida. (1991). Hide and seek. Boston: Houghton Mifflin Publishing.
Rachael Hartog is only eight when Nazis invade Holland. Life as she knows it will completely halt. Finally, she is forced to wear a yellow star only because she is Jewish. As the Nazis close in, Rachel and her family go into hiding, moving from house to house in the middle of the night.
- Waldman, Carl. (1988). Encyclopedia of Native American tribes. NY: Facts on File Publishing.
An alphabetical encyclopedia covering the history, culture, and present status of more than 150 Indian tribes of the United States, Canada, and Mexico.
- Weber, Judith E. (1993). Forbidden friendship. NY: Silver Moon/August House.
A shoe factory strike in 1870 in North Adams, Massachusetts, creates the setting for a young Chinese boy and American girl to learn about each other's culture as well as the conflicts that keep them apart.
- Wild, Margaret. (1991). Let the celebration begin. 1st American ed. NY: Orchard Books.
A child who remembers life at home before life in a concentration camp, makes toys with the women. the toys would be given to children at a very special party they were going to have when the soldiers arrive to liberate the camp.
- Wright, Betty R. (1981). My sister is different. Milwaukee, MN: Raintree Publishing.
Carlo struggles with his positive and negative feelings about his mentally handicapped sister.
- Yep, Lawrence. (1995). Hiroshima. NY: Scholastic, Inc.
Early in the morning of August 6, 1945, a big American bomber rolls down the runway on a tiny island called Tinian. The pilot is Colonel Tibbets. The story is about a single mission carrying a single bomb.
- Yolen, Jane. (1988). The Devil's arithmetic. NY: Viking Kestrel Company.
This fictional story of Hannah, a girl who resists gatherings where family members tell stories of the Holocaust. Hannah learns the value of remembering when she is magically transported to a 1940s Polish shtetl where Nazi soldiers are taking her family away to a death camp.
- Zemach, Margot. (1976). It could always be worse: a Yiddish folk tale. NY: Scholastic, Inc.
Unable to stand his overcrowded and noisy home any longer, a poor man goes to the Rabbi for advice.

Annotated Bibliography for Grades 5-6

Aaseng, Nathan. (1992). Navajo code talkers. NY: Walker Publishing.

A group of Navajo Indians were used to create an indecipherable code based on their native language. This was to be used by the American military in World War II.

Adams, Patricia. (1987). The story of Pocahontas. Indian princess. NY: Dell Publishing.

When Pocahontas befriends the settler John Smith and helps him and other white men by bringing them food when they were starving, and helping them flee when they were in danger. She marries a white man, John Rolfe. They move to live in England. Pocahontas was known as a peacemaker and ambassador of goodwill.

Altshuler, David A. (1978). Hitler's war against the Jews - the Holocaust: a young reader's version of the war against the Jews 1933-1945. West Orange, NJ: Behrma House.

A shortened, simplified overview of the history originally written by Lucy Dawidowicz about the Holocaust, this book is an excellent introduction.

Anderson, Rachael. (1993). Paper faces. NY: Holt Publishing.

World War II brought many changes in London. Dot, a young girl, and her mother await for the return of the father Dot has never known.

Anger, Per. (1981). With Raoul Wallenberg in Budapest; Memories of the war years in Hungary. Washington, DC: Holocaust Library Publishing.

A story of a man's effort to make a difference in the Holocaust.

Atkinson, Linda. (1992). In kindling flame: the story of Hannah Senesh 1921-1944. NY: William-Morrow Book Company.

This story traces the life and accomplishments of the noted photojournalist who served as a foreign correspondent for the magazine, "Life" during World War II and Korean War.

Avi. (1992). Who was that masked man anyways? NY: Orchard Publishing.

In the early 1940s when nearly everyone else is thinking about World War II, sixth grader Frankie Wattleson gets into trouble at home and at school because of his preoccupation with his favorite radio program.

Bachrach, Susan D. (1994). Tell them we remember: the story of the Holocaust. Boston: Little, Brown Publishing.

The history of the Holocaust for young readers is based on the Permanent Exhibition of the United States Holocaust Memorial Museum in Washington, D.C. The author, a member of the museum's education department, draws on artifacts, photographs, maps, and oral histories of Holocaust survivors to recount how the tragedy impacted on the lives of twenty innocent children.

- Baron, Connie. (1988). The physically disabled. Mankato, ME: Crestwood House Publishing.
Discusses various diseases and conditions that can cause physical disabilities, including arthritis, multiple sclerosis, muscular dystrophy, cerebral palsy, and visual and hearing impairments.
- Bawden, Nina. (1993). The real Plato Jones. NY: Clarion Publishing.
Thirteen-year-old Plato Jones tries to come to terms with his mixed heritage while visiting Greece, as he finds out more about his Welsh grandfather, a World War II hero, and his Greek grandfather, a supposed traitor.
- Being Fair and Being Free. (1986). NY: Anti-Defamation League of B'nai B'rith.
An educational program of twenty lessons about the various forms and consequences of prejudice.
- Bernbaum, Israel. (1986). I am a star child of the Holocaust. NY: Prentice-Hall Books.
An autobiography of a child survivor of Terezin Concentration Camp in Czechoslovakia. This story is about Inge Auerbacher's childhood. The Auerbachers defied death for three years, and were finally freed in 1945. Inge Auerbacher tells her family's harrowing story - and how they used their strength and courage to survive.
- Bernheim, Mark. (1989). Father of the orphans: the story of Janusz Korczak. NY: Dutton Children's Books.
The story begins with Korczak's life before the Holocaust. It depicts his devotion to the children in the orphanage and his decision to accompany them to the Treblinka death camp.
- Berry, James. (1992). Ajeemah and his son. NY: Harper Collins Publishing.
Ajeemah and his son, Atu, were kidnapped in Africa by slave traders who brought them against their will on a slave ship to the United States. Father and son are separated and never see each other again, as they have to adjust to the horrors of slave life.
- Bishop, Claire H. (1988). Twenty and ten. NY: Puffin Book Company.
Twenty school children hide ten Jewish children from the Nazis during the occupation of France during World War II.

- Bunks, Sarah H. (1993). Remember my name. NY: Scholastic, Inc.
Now that Annie Rising Fawn is eleven years old, her Cherokee grandmother feels it is time for Annie to get a real education. To do this, Annie must leave the only home she's ever known - Star Mountain. She will go to live with her uncle, William Blackfeather, a wealthy Cherokee land and slave owner. She must leave her Cherokee name and lifestyle behind. But no one could ever imagine how many changes Annie and her people - the Cherokee Nation - will be forced to endure. Annie finds herself caught up in one of the most shameful episodes in American history: later known as "the Indian Removal of 1838."
- Byers, Betsy C. (1970). The summer of the swans. [1st ed.]. NY: Viking Press.
A teenage girl gains new insight into herself and her family when her mentally retarded brother gets lost.
- Byrnes, Deborah A., Ph.D. (1987). Teacher, they called me a ---: prejudice and discrimination in the classroom. NY: Anti-Defamation League of B'nai B'rith.
A collection of sixty-nine classroom activities for the elementary school student. Teachers have found this book very useful in raising children's level of awareness, understanding and tolerance of difference.
- Calloway, Colin G. (1991). Indians of the Northeast. NY: Facts on File Publishing.
This book describes the Native American tribes of the Northeast: the Narragansett, the Abnaki, the Iroquois, and the Nanticoke. It describes the influence on them from their early contact with Europeans.
- Choi, Sook Nyul E. (1995). Echoes of the white giraffe. NY: Dell Publishing.
Fifteen-year-old Sookan has newly arrived in Pusan, a city in the southern province of Korea. The Korean war is raging, and Sookan has been separated from her father and other brothers for the second time in her life. She befriends a boy named Junho, but their friendship is one that will be "forbidden." This is a sequel to the Year of Impossible Goodbyes.
- Choi, Sook Nyul E. (1991). Year of the impossible goodbyes. NY: Dell Publishing.
Ten-year-old Sookan and her family must endure the cruelties of the Japanese military occupying Korea. After the war, they must escape to American-controlled South Korea.
- Cwiklik, Robert. (1991). Malcolm X and black pride. Brookfield, CT: Millbrook Press.
A biography of the Black Muslim who led a movement to unite black people all over the world.
- Daur, Lynne. (1992). Indian chiefs. Minneapolis, MN: Lerner Publishing.
Biographies of thirteen American Indian leaders who tried to halt the gradual destruction of their people.

- Devaney, John. (1993). America storms the beaches. NY: Walker Publishing.
Using original source materials, such as diaries and letters, as well as news clippings from the time, the author takes readers back to 1944 for behind-the-lines look at the fierce fighting that turned the tide against the Axis forces. It includes a summary of the war's preceding years, maps, photographs, and biographical sketches of important leaders.
- Dick, Jean. (1988). Mental and emotional disabilities. Mankato, ME: Crestwood House Publishing.
Discusses autism, depression, mental retardation, dyslexia, stuttering, hyperactivity, and other disabilities that we are learning more about.
- Drucker, Levy O. (1995). Kindertransport. NY: Christian Herald Book Company.
The author describes her experiences as a young girl in England during World War II. She tells about the many children which were evacuated to England after Hitler came to power.
- Filipovic, Zlata. (1994). Zlata's diary: a child's life in Sarajevo. NY: Viking Publishing.
Zlata's diary is a record of the life of an eleven-year-old girl who records her life for two years in Sarajevo. Although she starts by describing how wonderful her life was before the war, things change tremendously. Zlata's diary helps readers empathize and understand the difficulty of the victims of war, especially the children.
- Fischer, Marianne. (1981). Time of storm. NY: Christian Herald Book Company.
Travel with Marianne and George Fischer on their suspenseful, eventful voyage. They journey from Judaism in prewar Hungary through the Holocaust and Nazi occupation. Finally, they must escape to build a new life.
- Frank, Anne. (1972). The diary of a young girl. NY: Pocket Book Company.
Anne Frank, translated from Dutch by M.M. Mooyart, is a classic story of the Holocaust told through the writings in a young girl's diary.
- Freidman, Ina R. (1995). Flying against the wind: the story of a young woman who defied the Nazis. Brookline, MA: Lodgepole Press.
This biography tells the story of Cato Bjontes vanBeek, a non-Jewish German who was executed at the age of 22 for writing and circulating anti-Nazi flyers.
- Fry, Varian. (1995). Assignment: rescue. NY: Scholastic, Inc.
Varian Fry tells his own story of how, with little more than courage and the limited resources of the Emergency Rescue Committee, he saved thousands of lives in Vichy, France. Fry assembled an unlikely band of associates and built elaborate networks to rescue imperiled expatriates. Many of them were world - renowned politicians, artists, writers, scientists, and musicians.

- Gilbert, Martin. (1993). Atlas of the Holocaust. NY: William Morrow and Company.
This illustrated reference book presents a new perspective on the Holocaust. It contains 316 maps, 45 photographs, and an excellent narrative to depict the events from 1932 to 1945. The Holocaust is set within the context of the war itself, and the reader can see clearly how the fate of the Jews was blind to the actions of the German army.
- Goble, Paul. (1984). Buffalo woman. NY: Bradbury Press.
A young hunter marries a female buffalo in the form of a beautiful maiden. When his people reject her, she must pass several tests before being allowed to join the buffalo nation.
- Green, Gerald. (1978). The Holocaust. NY: Bantam Books.
Kristallnacht, or the Night of Broken Glass, is the turning point in the Holocaust when physical violence was accepted as a government sanctioned policy. The world stood silently and watched. This reading discusses how Heinrich Palitz desperately tries to save his bookstore. Rudy and Ann try to save and protect their grandfather from the violence, as neighbors and friends watch.
- Hamilton, Virginia. (1993). Plain city. NY: Scholastic, Inc.
Twelve-year-old Buhlaire, a "mixed" child who feels out of place in her community, struggles to unearth her past and her family history as she gradually discovers more and more about her long-missing father.
- Haskins, James. (1992). One more river to cross. NY: Scholastic, Inc.
Presents brief biographies of twelve African-Americans who courageously fought against racism to become leaders in their fields, including Marian Anderson, Ralph Bunche, Fannie Lou Harner, and Malcolm X.
- Hoffman, Judy. (1979). Joseph and me in the days of the Holocaust. NY: KTAV Publishing House, Inc.
A six-year-old child and her brother, Joseph, experience the Holocaust as concealed Jewish children hidden by Christian rescuers. The autobiography contains a concise history of the Holocaust, epilogue about Israel, the British, and the ship, Exodus.
- Hurwitz, Johanna. (1993). Anne Frank: life in hiding. NY: Beech Tree Publishing.
When Dutch Jews were forced into hiding to avoid the Nazis, Anne kept a diary and described in it those two years in hiding. Young readers can share the childhood dreams of Anne Frank.
- Innocenti, Roberto. (1991). Rose Blanche. NY: Stewart Tabori and Chang Publications.
The author and illustrator attempts to tell the story of a young girl who doesn't understand war, yet reaches out to help other children.

- Kerr, Judith. (1971). When Hitler stole pink rabbit. NY: Dell Publishing.
Anna was only nine-years-old in 1933. She doesn't notice Adolf Hitler's presence in Berlin or understand father's disappearance. Soon after, she and her brother, Max, were hurried out of Germany by their mother. Reunited in Switzerland, Anna and her family embark on an adventure that would go on for years, in several countries. Anna discovers that there are special skills to being refugee. As long as the family stayed together, that was all that really mattered.
- Landau, Elaine. (1992). Warsaw ghetto uprising. NY: Macmillan Publishing.
The author has focused on the twenty-eight days of the Warsaw ghetto uprising, with graphic text and photographs to describe the events accurately.
- Laskin, Pamela L. (1991). Wish upon a star: a story for children with a parent who is mentally ill. NY: Imagination Press.
A little girl tries to adjust to her mother's mental illness.
- Lester, Julius. (1968). To be a slave. NY: Scholastic, Inc.
This Newbery Medal/Honor winner is about how it felt to be a slave. It is told in the words of men and women who lived through slavery.
- Lyon, Sharon. (1993). Raoul Wallenberg: the man who stopped death. Philadelphia: Jewish Publication Society.
This resource traces the life of the Swedish diplomat who saved Hungarian Jews during World War II and then mysteriously disappeared after the Soviet army occupied Budapest.
- Marrin, Albert. (1987). Hitler: a portrait of a tyrant. NY: Viking Publications.
A detailed account of the life of Adolf Hitler.
- Marx, Trish. (1994). Echoes of World War II. Minneapolis, MN: Lerner Publishing Co.
The lives of six people were shaped by their experiences as children during World War II. They tell their stories.
- Meltzer, Milton. (1991). Never to forget: the Jews of the Holocaust. NY: Harper-Collins Publishing.
Told from a Jewish perspective, Meltzer has included brief histories of anti-Semitism and Jewish resistance. This book is a useful resource for studying the Holocaust.
- Meltzer, Milton. (1991). Rescue: the story of how gentiles saved Jews in the Holocaust. NY: HarperCollins Children's Books.
A recounting drawn from historic source material of the many individual acts of heroism performed by righteous gentiles who sought to thwart the extermination of the Jews during the Holocaust.

- Nicholson, Michael, and Winner, David. (1990). Raoul Wallenberg. Ridgefield, CN: Morehouse Publishing.
A biography of Raoul Wallenberg and how he helped rescue Jews during the Holocaust.
- Nolan, Han. (1994). If I should die before I wake. San Diego, CA: Harcourt Brace Publishing.
As Hilary, a Neo-Nazi initiate, lies in a coma, she is transported back to Poland at the onset of World War II into a life of a Jewish teenager.
- Oppenheim, Shulamith Levey. (1992). The Lily cupboard: a story of the Holocaust. Mexico: Charlotte Zolotow Publishing Company.
As World War II rages, all Jews are now in danger. So that she will remain safe, Miriam is sent away from the city to live with a family who is not Jewish. She must live behind a wall.
- Orgel, Dons. (1978). The Devil in Vienna. NY: Dial Publishing Company.
The moving story of two friends, Inge, who is Jewish, and Lisa, who belongs to Hitler's Youth Movement. Their friendship must endure Kristallnacht and separation.
- Orlev, Lydia. (1993). Queen of Palestine. Boston: Houghton Mifflin Company.
A young Romanian-Jewish girl describes her childhood in pre-World War II Romania. She struggles to understand her parents' divorce amid the chaos of the war, and her life on a kibbutz in Palestine. Based on the life of the Israeli poet, Arianna Haran.
- Orlev, Uri. (1984). The island on bird street. Boston: Houghton Mifflin Company.
Based on the author's experiences, this award-winning novel is about a boy living alone in an abandoned house in the Warsaw ghetto. During the cold war and the hard winter, he awaits the return of his father, hiding in a small cabinet from the enemy. He must forage for food on the streets of the ghetto and view the world through a peephole.
- Patrick, John J. (1968). The progress of the Afro-American. Westchester, IL: Benefit Press.
A textbook tracing the history of the Negro in the United States including chapters on race and racism. The era of slavery, Reconstruction, Segregation, the civil rights movement, and great Afro-Americans are portrayed.

Ransom, Candice F. (1993). So young to die, the story of Hannah Senesh. NY: Scholastic, Inc.

Hannah Senesh was born in 1921 in Hungary. She grew up while Hitler's influence was spreading across Europe. Twenty-three years later, she parachuted into enemy territory to rescue Allied pilots and Jews, including her mother. For her role in this top secret mission, she was executed by the Nazis.

Reiss, Johanna. (1987). The journey back. NY: Harper Keypoint Book Company.

It was 1945, World War II had ended, and thirteen-year-old Annie de Lecuw and her sister Sini must travel back home after having to hide from the Nazis for almost three years. Upon returning home after the war, they must face many new changes, including the news of their parents' death. This is the sequel to The Upstairs Room.

Reiss, Johanna. (1990). The upstairs room. NY: HarperCollins Publishing.

Anne de Leeuw was eight years old in 1940 when the Germans attacked Holland and marched into the town of Winterwijk, where she lived. At ten, Anne and her sisters must leave their parents to live in the upstairs room of a remote farmhouse. They must live in a small, cramped room for the next two years.

Richter, Hans Peter. (1973). Friedrich. NY: Dell Publishing.

This is a story about the friendship of a Jewish boy, Friedrich Schneider, and his German friend. It illustrates the determination of their friendship.

Rogasky, Barbara. (1988). Smoke and ashes: the story of the Holocaust. NY: Holiday House Publishing.

A history of the Holocaust that combines historical narrative with personal testimonies.

Roseman, Kenneth. (1985). Escape from the Holocaust. NY: Union of American Hebrew Congregations.

By making choices, the reader will become personally involved in the difficulty of survival. Each story has a different ending.

Sachs, Marilyn. (1973). A pocketful of seeds. NY: Scholastic, Inc.

Nicole Nieman has never really thought about being Jewish. Now with the Nazis occupying France, it is the only thing on her mind. An almost endless stream of refugees come to stay at her house. One awful day, Nicole comes home from school to find her parents and sister are gone. The Nazis have taken them, and now they are searching for Nicole.

Savin, Marcia. (1992). The moon bridge. NY: Scholastic Inc.

Mitzi Fujimoto and Rathie Fox is changed when World War II begins and Mitzi and her family are forced to go into an internment camp.

- Scholl, Inge. (1983). The white rose. Middleton, CT: Wesleyan Press.
White Rose was a group of German students, like Hans and Sophie School, who protested the Nazi inhumanity because they refused to be silent in the face of evil.
- Schaur, Steven. (1995). The shadow children. NY: Morrow-Junior Publishing.
One day Etienne discovers children living in the woods. Grand-pere says he's imagining things. Why is Grand-pere worried about the markings on his forearm? Something is not right in Mont Brulant and it's up to Etienne to unravel the truth.
- Sender, Ruth M. (1986). The cage. NY: MacMillan.
Sixteen-year-old Riva Minska and her family have been suffering in Lodz, Poland under the iron hand of Nazi rule for two years. Then the Nazis take their mother away, and the children are devastated. Despite Riva's efforts to protect her younger brothers, they are rounded up by the Nazis, separated and put into concentration camps. Amidst the camp's horror and degradation, she vows to live long enough to bear witness to her people's extraordinary faith and courage.
- Senesh, Hannah. (1972). Hannah Senesh: her life and diary. NY: Schocken Publishers.
Hannah Senesh was born in Hungary and later emigrated to Palestine. During the war, she was parachuted into Nazi-occupied Europe to save Jews. However, she was caught and killed. She left a legacy of heroism.
- Siegal, Aranka. (1994). Upon the head of the goat: a childhood in Hungary 1939-1944. NY: Puffin Book Company.
To nine-year-old Piri, war was only a word until the German soldiers came. Her vacation at her grandmother's farm became a year-long stay. When she was permitted to return to her home in Hungary, Piri discovered life would never be the same again.
- Speare, Elizabeth G. (1983). The sign of the beaver. NY: Dell Publishing.
Until the day his father returns to their cabin in the Maine wilderness, twelve-year-old Matt must try to survive on his own. Although Matt is brave, he's not prepared for an attack by swarming bees. He's astonished when he is rescued by an Indian chief and his grandson.
- Stadler, Bea. (1975). The Holocaust: a history of the courage and resistance. West Orange, NJ: Behrman House Publishing.
Written for young people, this work focuses on Jewish resistance. It is an excellent text for students to learn about the history of the Holocaust.
- Steinhorn, Harriet. (1983). Shadows of the Holocaust, plays, readings, and program resources. Rockville, MD: Kar-Ben Copies.
These plays, readings, and songs are based on the life experiences of the author.

- Stevens, Larry. (1992). The Propaganda kit. NY: Anti-Defamation League of B'nai B'rith.
Twenty-six propaganda techniques are introduced to students through the various activities and exercises.
- Taylor, Mildred D. (1991). Roll of thunder, hear my cry. NY: Puffin Book Co.
The Logans are a humiliated black family. No matter how others degrade them, the Logans possess something no one can take away.
- Thesman, Jean. (1994). Molly Donnelly. NY: Avon Publishing.
Twelve-year-old Molly, who lives next door to a Japanese American family and whose cousin is a nurse in the Phillipines, experiences many changes in her life when World War II breaks out.
- Toll, Nelly S. (1993). Behind the secret window: a memoir of a hidden childhood. NY: Dial Book Company.
For thirteen months during World War II, Nelly Toll and her mother were hidden from the Nazis in the small bedroom of a Gentile couple in Lwow, Poland. Just eight years old, Nelly begins keeping a diary of the day-to-day fears of life in hiding.
- Verhoeven, Rian. (1993). Anne Frank, beyond the diary: a photographic remembrance. NY: Viking Publishers.
Photographs, illustrations, and maps accompany historical essays, diary excerpts, and interviews, providing an insight to Anne Frank and the massive upheaval which tore apart her world.
- Wood, June R. (1992). The man who loved clowns. NY: G.P.Putnam's Sons.
Thirteen-year-old Delrita, whose unhappy life has caused her to hide from the world, loves her Uncle Punky, but sometimes feels ashamed of his behavior, because he has Down's syndrome.
- Zhang, Song Nan. (1993). A little tiger in the Chinese night. NY: Tundra Books.
Song Nan tells the story of his life from his childhood in Shanghai to his political exile in Canada.

Suggested Reading for Adults

- Association of Holocaust Organizations. (1995). Evaluating Holocaust curricula guidelines and suggestions. Prepared by Dr. Sharon Dobkin & Maureen Klein.
- Bauer, Yehuda. (1994). Jews for sale? Nazi-Jewish negotiations, 1933-1945. New Haven, CT: Yale University Press.
- Bauer, Yehuda. (1982). A history of the Holocaust. NY: Franklin Watts.
- Berenbaum, Michael. (1993). The world must know. NY: Little Brown and Company.
- Borowski, Tadeusz. (1959). This way for gas, ladies and gentlemen. NY: Penguin Books.
- Carnes, Jim. (1994). A history of intolerance in America, us and them. Published by Teaching Tolerance, A Project of the Southern Poverty Law Center.
- Chartock, Roselle, K. and Spencer, Jack, eds. (1995). Can it happen again? chronicles of the Holocaust. NY: Black Dog & Leventahal.
- Eliach, Yaffa. (1982). Hasidic tales of the Holocaust. NY: Vintage Books, a division of Random House, Inc.
- Faber, David. (1993). Because of Ronck. San Diego, CA: Faber.
- Facing History and Ourselves National Foundation, Inc. (1994). Facing History and Ourselves, Resource Book. Brookline, MA.
- Grebenschikoff, I. Betty. (1995). Once my name was Sara. Ventnor, NJ: Original Seven Publishing Company.
- Hillesum, Etty. (1985). An interrupted life, the diaries of Etty Hillesum, 1941-43. NY: Washington Square Press, a division of Pocket Books.
- Kaplan, Robert D. (1994). Balkan ghosts: a journey through history. NY: Vintage Books, a division of Random House, Inc.
- Lawliss, Charles. (1994). Jude ... and God cried: the Holocaust remembered. Maine: JG Press, Inc.
- Levi, Primo. (1986). Survival in Auschwitz. NY: Collier Books, MacMillan Publishing Co.
- Lipstadt, Deborah E. (1986). Beyond belief. NY: The Free Press.

- Lipstadt, Deborah E. (1994). Denying the Holocaust. NY: Plume Publishing Co.
- Potter, Lou. (1992). Liberators, fighting on two fronts in World War II. NY: Harcourt Brace Jovanovich.
- Rittner, Carol. (1993). Beyond the diary: Anne Frank in the world. Derry, Derry, Northern Ireland: Yes, Publications.
- Rittner, Carol, and Myers, Sondra. (1990). The courage to care. NY: New York University Press.
- Taylor, Kressmann. (1995). Address unknown. Columbus, Ohio: F&W Publications, Inc.
- Vaksberg, Arkady. (1994). Stalin against the Jews. NY: Knopf Publishers.
- Vogel, Ilse-Margaret. (1992). Bad times, good friends: a personal memoir. NY: Harcourt Brace Jovanovich.
- Wiesel, Elie. (1982). Dawn. NY: Bantam Books.

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TEACHING STRATEGIES AND METHODOLOGIES UTILIZED
IN INCLUSION EDUCATION CLASSROOMS

by
Christine Gentile

A Thesis

Submitted in partial fulfillment of the requirements
of the Master of Arts Degree in the Graduate
Division of Rowan College
5/1/97

Approved by 
Professor
Date Approved May 5, 1997

ABSTRACT

Christine Gentile

Teaching Strategies and Methodologies Utilized in Inclusive Education Classrooms

1997

Dr. Stanley Urban

Learning Disabilities

The purpose of this study is to determine if regular education classroom teachers modify their lesson plans and/or their teaching methods to accommodate the learning abilities of "inclusion" children within their classrooms.

Seven certified regular education classroom teachers from a single school district participated. The participants were currently practicing teachers who varied in years of teaching experience, areas of certification, and grades taught. Each teacher completed a questionnaire and a checklist which focused on present teaching strategies and methodologies for inclusion children as well as questions based on changes needed for the future of inclusion in their school district.

Data obtained from the questionnaires was compiled and it was found that these teachers are making the necessary changes in their teaching methods to include their special needs children. Accommodations included using manipulatives, extra clues and prompts, reading the tests to the students, and many more used everyday by teachers in regular education classrooms.

Looking towards the future of inclusion in this school district, more planning time and consultations with special educators are what these teachers believe needs the most change to make this a more successful program.

MINI-ABSTRACT

Christine Gentile

Teaching Strategies and Methodologies Utilized in Inclusive Education Classrooms

1997

Dr. Stanley Urban

Learning Disabilities

Through an analysis of checklists and questionnaires it was demonstrated that the seven regular education classroom teachers in this study are making the necessary modifications in both their lesson plans, teaching strategies and other accommodations to include special needs children in their classrooms.

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