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**South Carolina Children's Book Award Nominees**   
**2004 - 2005**

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| --- | --- | --- | --- |
| [**The 5,000 Year Old Puzzle: Solving a Mystery of Ancient Egypt**](http://scasl.net/bookawards/cba0405.htm#puzzle) | [**Halfway to the Sky**](http://scasl.net/bookawards/cba0405.htm#half) | [**Lumber Camp Library**](http://scasl.net/bookawards/cba0405.htm#lumber) | [**Taking Care of Trouble**](http://scasl.net/bookawards/cba0405.htm#taking) |
| [**Because of Anya**](http://scasl.net/bookawards/cba0405.htm#Because) | [**Handel, Who Knew What He Liked**](http://scasl.net/bookawards/cba0405.htm#handel) | [**Mr. Lincoln’s Way**](http://scasl.net/bookawards/cba0405.htm#mr) | [**To Fly: The Story of the Wright Brothers**](http://scasl.net/bookawards/cba0405.htm#to) |
| [**A Boy at War: A Novel of Pearl Harbor**](http://scasl.net/bookawards/cba0405.htm#boy) | [**The House in the Mail**](http://scasl.net/bookawards/cba0405.htm#house) | [**A Real American**](http://scasl.net/bookawards/cba0405.htm#real) | [**Uncle Daddy**](http://scasl.net/bookawards/cba0405.htm#uncle) |
| [**Dillon Dillon**](http://scasl.net/bookawards/cba0405.htm#dillon) | [**I Smell Like Ham**](http://scasl.net/bookawards/cba0405.htm#i) | [**Ruby Holler**](http://scasl.net/bookawards/cba0405.htm#ruby) | [**A Week in the Woods**](http://scasl.net/bookawards/cba0405.htm#week) |
| [**The Gold-Threaded Dress**](http://scasl.net/bookawards/cba0405.htm#gold) | [**King’s Mountain**](http://scasl.net/bookawards/cba0405.htm#king) | [**Surviving Hitler: A Boy in the Nazi Death Camps**](http://scasl.net/bookawards/cba0405.htm#surviving) | [**When Marian Sang: The True Recital of Marian Anderson**](http://scasl.net/bookawards/cba0405.htm#when) |

***The 5,000-Year-Old Puzzle: Solving a Mystery of Ancient Egypt***   
**Claudia Logan**   
**Farrar, Straus, Giroux, 2002**  
**42 pages**

**SUMMARY:**

Will (a fictionalized character) accompanies his father on a 1925 expedition to Giza, Egypt, led by world-famous Egyptologist Dr. George Reisner.

**IF YOU LIKED THIS BOOK, TRY…**

*Mummies Made in Egypt* by Aliki

*The Egyptian News* by Scott Steedman

*Into the Mummy’s Tomb* by Nicholas Reeves

*The Egypt Game* by Zilpha Keatley Snyder

*Mummies and Pyramids* by Will Osborne

**CURRICULUM CONNECTIONS:**   
**English Language Arts:**

Write about the burial customs of today and compare them with the customs of ancient Egypt.

Suppose you were on the dig with Will. What would you write in your journal that he didn’t write in his?

**Social Studies:**

Discuss and research archeology. Use a see-through laundry bag to illustrate the layering effect—what goes down first comes out last.

Research Ancient Egypt, pyramid building, Egyptian mythology, and other topics of Egyptology.

**Math:**

Build a scale model of a pyramid.

**Science:**

Research mummification.

**WEB SITES:**   
[The Pyramids: Design and Construction](http://interoz.com/egypt/construction/)

[Culture Focus: Pyramids of Egypt](http://www.culturefocus.com/egypt_pyramids.htm)

[British Museum: Pyramids](http://www.ancientegypt.co.uk/pyramids/home.html)

[Ancient Egypt Webquest](http://www.iwebquest.com/egypt/ancientegypt.htm)

**BOOKTALK:**

Few of us have gotten to visit the great pyramids of Egypt, but we have seen and read many stories about the magnificence of ancient Egyptian pyramids. None of us has had the opportunity to explore any of the pyramids. In THE 5,000-YEAR-OLD PUZZLE by Claudia Logan you become part of a tomb expedition. You travel with young Will Hunt in search of a hidden tomb. If you find it, what will be in it? Will it contain treasures like those in the tomb found just a few years earlier—King Tut’s tomb? To get a first hand feel for what an archeological dig might be like, read THE 5,000-YEAR-OLD PUZZLE by Claudia Logan.

***Prepared by Daniel R. Beach***

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***Because of Anya***   
**Margaret Peterson Haddix**   
**Simon & Schuster Books for Young Readers, 2002**  
**114 pages**

**SUMMARY:**

Anya Seaver’s hair has fallen out because of alopecia areata, and she wears a wig to school so the other kids won’t know.  She agonizes that the wig will come off and everyone will see her bald head.  One day the dreaded event happens, and Anya’s classmate, Keely, realizes she wants to help Anya feel comfortable coming back to class and getting on with her life.   
**IF YOU LIKED THIS BOOK, TRY…**

*The Girl with 500 Middle Names* by Margaret Peterson Haddix

*Kathy’s Hats:  A Story of Hope* by Trudy Krisher

*Secret Magic* by Zeno Zeplin

*A Cool Moonlight* by Angela Johnson

*My Worst Friend* by P.J. Petersen

*Run for It* by Robert Hirschfeld

*The Year My Mother Was Bald* by Ann Speltz

*Wings*by Christopher Myers

**CURRICULUM CONNECTIONS:**

**Language Arts:**

Imagine you just found out you have alopecia areata.  Write a poem describing your feelings.  Write a story that shows how you might deal with your disease.

Someone in your class has alopecia areata or is different from the rest of the class in some way (has another disease, doesn’t speak English, etc.).  Write a paragraph on ways you and your classmates can make that person welcome or how you can help that person.

**Science/Health:**  
Prepare a report on alopecia areata or another autoimmune disorder (lupus, multiple sclerosis, Crohn’s disease, rheumatoid arthritis, scleroderma, psoriasis, Grave’s disease, etc.)  Check into current research for a cure.     
**WEB SITES:**

[Margaret Peterson Haddix](http://www.simonsays.com/subs/pdfs/kids/Haddix.pdf)

[National Alopecia Areata Foundation](http://www.alopeciaareata.com/)

[Locks of Love](http://www.locksoflove.com/)

**BOOKTALK:**

How would you feel if your hair started falling out for no reason?  What do you do?  Do you wear a wig to hide it from everyone at school?  Do you tell your class? Ten-year-old Anya, who has alopecia areata, chooses to wear a wig so no one will know her hair has fallen out, but “popular” Stef realizes it’s a wig and tries to get Keely to give it a tug to test it.  For once, Keely refuses to do what Stef wants and realizes Anya needs help, particularly after the wig accidentally comes off in gym one day.  Anya is mortified and doesn’t want to come back to school.  Read this book to find out how Anya and her family begin to cope with Anya’s disorder and what surprising thing Keely does to help.

***Prepared by: Leigh Ann Bryant***

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***A Boy at War***   
**Harry Mazer**   
**Simon & Schuster, 2001**  
**128 pages**

**SUMMARY:**

While fishing with his friends off Honolulu on December 7, 1941, teenaged Adam is caught in the midst of the Japanese attack and through the chaos of the subsequent days tries to find his father, a naval officer who was serving on the U.S.S. Arizona when the bombs fell.   
**IF YOU LIKED THIS BOOK, TRY…**

*The Last Mission* by Harry Mazer

*The Journal of Scott Pendleton Collins* by Walter Dean Myers

*Soldier Boys* by Dean Hughes

*Soldier X* by Don L. Wulffson

*Under a War-Torn Sky* by L.M. Elliott  
**CURRICULUM CONNECTIONS:**   
**Social Studies:**

Use with the U.S. History curriculum for World War II.  Using a world map of the time, map the first attacks by the Japanese during December 1941 and January 1942.  Then ask the students, “If you were Admiral Yamamoto, what would you have attacked first?  Why?”  Discuss why it was important that the Japanese attackPearl Harbor.  Compare and contrast this attack with the German’s Blitzkrieg through Europe, beginning in 1939.

**Language Arts:**

Use this as a starting point for journal writing on the subject of war and how the students would react if they found themselves in a situation like this.  After reading this book, ask the students to brainstorm what happened to Adam and his family when they returned to California.  Also hypothesize the future of Adam’s friend, Davi, and his family.  Will they be sent to an internment camp like other Japanese-Americans?   
**WEB SITES:**   
[Harry Mazer's Family Literacy Author Residency](http://www.nationalbook.org/famlit2001hmazer.html)

[United States' Navy's USS Arizona](http://www.history.navy.mil/photos/sh-usn/usnsh-a/bb39-v.htm)

[National Park Service - U.S.S. Arizona](http://www.nps.gov/usar/)

[The Attack on Pearl Harbor from the History Channel](http://www.historychannel.com/cgi-bin/frameit.cgi?p=http%3A//www.historychannel.com/pearlharbor/main.html)  
**BOOKTALK:**

It’s a sunny morning in early December.  You’re fishing with your buddies in Pearl Harbor.  Suddenly there are planes and bombs and guns!  You don’t know what to do.  You know your father is an officer on the *U.S.S. Arizona* there in the harbor.  What has happened to him?  What is happening to you?  As the days pass afterDecember 7, 1941, Adam must come to terms with his Japanese-American friends, his father’s possible death and his place in this new and terrible world.

Prepared by: Becky James

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***Dillon Dillon***

**Kate Banks**

**Farrar, Straus and Giroux, 2002**

**150 pages**

**SUMMARY:**

Ten-year-old Dillon Dillon cannot understand why his “smart” and “nice” parents have given him a first name that is the same as the last.  When they begin their summer vacation at the lake, Dillon is given a red rowboat with his double name printed on the side.  After all these years, Dillon is courageous enough to ask why he has a double name.  After his parents shocking answer, he spends most of the summer on an island where he becomes fascinated by a pair of loons who build a nest in his sneaker.

**IF YOU LIKED THIS BOOK, TRY…**

*Tides*by V. M. Caldwell

*I Love You Like Crazy Cakes* by Rose Lewis

*Saffy’s Angel* by Hilary McKay

*The Hand and the Key* by John Neufeld

**CURRICULUM CONNECTIONS:**

**Language Arts:**

Discuss the parallels between the loons and Dillon and his real parents.

**Science:**

Put the students in groups to research loons. Research topics could include, habitat, mating, parenting and food supply.  Encourage students to use a variety of sources.

**Social Studies:**

Ask your students to look on the Internet for a map of New Hampshire.  See if they can locate Lake Waban.  Ask them to draw a map of Lake Waban and include Dillon’s island, summer cabin and Camp Tanglewood.

**Counseling:**

During group counseling, the students could discuss family secrets and how keeping secrets within a family can cause family relationships to become strained.  Ask them if Dillon’s parents were right to keep his adoption a secret.  Why or why not?

**WEB SITES:**

[Identifying Loons](http://www.bafrenz.com/birds/Loons.htm)

[Resources for Students of New Hampshire](http://www.state.nh.us/nhfacts/)

[New Hampshire](http://www.visitnh.gov/)

**BOOKTALK:**

Have you ever kept a secret for a long time?  Dillon’s parents and his older brother have a secret.  One summer at their cottage on the lake, Dillon finds out the secret. At first he is devastated by the news.  He spends the remainder of the summer rowing his boat out to an island and interacting with a pair of loons. After a while, he develops a special relationship with them.  The loons build a nest in his sneaker and lay an egg.  They seem to communicate with him and help him with his quest for self-discovery.  Read this dreamlike book to find out the secret and the parallels between Dillon and the loons.

***Prepared by: Alleene Holland***

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***The Gold-Threaded Dress***   
**Carolyn Marsden**   
**Candlewick Press, 2002**  
**73 pages**

**SUMMARY:**

Fourth grader Oy, a Thai-American student new to school, struggles to fit in with the popular girls at school. When a picture of Oy in her beautiful gold-threaded dress is knocked from her backpack when the leader of the popular girls jostles her, the trouble begins. The ringleader, Liliandra, applies enormous peer-pressure until Oy agrees to smuggle the special ceremonial dress to school and allow the other girls to try it on.

**IF YOU LIKED THIS BOOK, TRY…**

*Hooway for Wodney Wat*by Helen Lester

*Gooney Bird Greene*by Lois Lowry

*Molly’s Pilgrim*by Barbara Cohen

*The Rag Coat*by Lauren Mills

**CURRICULUM CONNECTIONS:**

**Social Studies:**

How diversity is part of the American experience. Thailand, where to find it on the map and what it is like to be a recent immigrant to America.

**Guidance:**

Teasing and bullying are issues in every school. Discuss caring and respect and how these important attributes contribute to friendship.  
**WEB SITES:**

[Carolyn Marsden Home Page](http://www.carolynmarsden.com/gtd.htm)

[Thailand Culture](http://www.mapzones.com/world/asia/thailand/culture)

**BOOKTALK:**

We have all wanted things that weren’t good for us and we’ve been willing to take chances with important things and people to reach these inappropriate goals. So, we can all understand how Oy feels and how the beautiful dress becomes a means to being accepted. In this charming story, we see how we are all alike in some ways even though we are all so unique and different. It encourages us to value our differences and learn how to deal with others who don’t. It helps us see who and what is really important.

***Prepared by: Marcia S. Russo***

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***Halfway to the Sky***   
**Kimberly Brubaker Bradley**  
**Dell Yearling, 2003, c2002**  
**166 pages**

**SUMMARY:**

After the death of her brother and her parents’ divorce, twelve-year-old Katadhin runs away to hike the entire 2,163-mile Appalachian Trail from Georgia to Maine.

**IF YOU LIKED THIS BOOK, TRY…**

*Hatchet* by Gary Paulsen

*My Side of the Mountain* by Jean Craighead George

*The Far Side of the Mountain* by Jean Craighead George

*The Talking Earth* by Jean Craighead George

*The Homecoming* Cynthia Voigt

*Dear Mr. Henshaw* by Beverly Cleary

**CURRICULUM CONNECTIONS:**   
**Language Arts:**

Find and read several Appalachian folktales.  Compare and contrast them with similar tales from other cultures.  For instance, you could read Paul O. Zelinsky’s *Swamp Angel*and compare it to a Jack tale or another tale of a hero who defeats an animal protagonist.

**Social Studies:**

Research the Appalachian Trail and draw maps of the areas where she meets her mother or other characters of your choice.

**History:**

Research how Appalachia was settled.  Discover where the people came from, how the area was settled, and how they made a living.

**Counseling:**

Write about how divorce impacts families.

**Film Connection:**

Watch any of the Tom Davenport Brothers Grimm films (such as *Ashpet, Jack and the Dentist’s Daughter*, or*Mutzmag*)to get a better idea of the Appalachian setting. Discuss how the Appalachian setting influences the story.

**WEB SITES:**   
[Book Nuts: A Club Where Kids Can Talk About the Books They Like To Read](http://www.booknutsreadingclub.com/kimberlybrubakerbradley.html)

[Appalachian Trail Home Page](http://www.fred.net/kathy/at.html)

[KidsHealth: A Kid’s Guide to Divorce](http://www.kidshealth.org/kid/feeling/home_family/divorce.html)

[Activities for Teaching Appalachian Folktales](http://www.ferrum.edu/applit/studyg/JackTaleAct.htm)

**BOOKTALK:**

Have you ever wanted to run away from home?  Katadhin (Dani for short) decides after her brother’s death from muscular dystrophy and her parents’ divorce that it’s time for her to hit the trail—and not just any trail—the Appalachian Trail, a 2,163-mile trail from Georgia to Maine.  On this intense journey, Dani grows to understand herself and comes to terms with her parents’ divorce.  Unlike many outdoor stories, *Halfway to the Sky*explores a *girl’s*survival story, and Bradley also sensitively deals with the fragile relationship between a mother and daughter.

***Prepared by: Michelle H. Martin***

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***Handel, Who Knew What He Liked***   
**written by M.T. Anderson, illustrated by Kevin Hawkes**   
C**andlewick Press, 2001**  
**48 pages**

**SUMMARY:**

George Frideric Handel knew exactly what he wanted to be when he grew up and no one was going to stop him. Handel wanted to be a musician; his father thought Handel would never make enough money as a musician and forbade any musical lessons. Handel fought for what he wanted and did whatever it took to get it—including sneaking a clavichord to his room past his father!

This beautifully illustrated book is the story of the boy who would grow up to compose the *Messiah*. The reader learns about Handel’s disappointments and accomplishments as well as interesting tidbits about the musical pieces he composed. Many pages include footnotes of sorts that describe in more detail musical terms and instruments mentioned in Handel’s story. Also included is a chronology of Handel’s life, a discography, and suggestions for further reading.

**IF YOU LIKED THIS BOOK, TRY…**

*Bravo! Brava! A Night at the Opera: Behind the Scenes, with Composers, Cast, and Crew* by Anne Siberell

*George Handel* by Mike Venezia

*Handel and the Famous Sword Swallower of Halle* by Bryna Stevens, illustrated by Ruth Tietjen Councell

*Messiah* by George Frideric Handel, paintings by Barry Moser  
 **CURRICULUM CONNECTIONS:**   
**Music:**

Read to students when evaluating/learning about works such as the *Messiah*

Use to help students relate to music history and culture.

Use to introduce students to musical instruments and terms.

**Social Studies:**

Read to students when studying this time period.

Allow students to listen to works by Handel after you read the book aloud.

Read to students during a discussion about careers.

**English/Language Arts:**

Read to students during a lesson on biographies. Have them write and illustrate an autobiography about what they would like to be when they grow up.

**Information Literacy:**

Have students do research about Handel using DISCUS after they read the book. Can find information about Handel using databases such as *Kids InfoBits*, *Biography Resource Center*, and *New Book of Knowledge*.

**WEB SITES:**   
[Classics for Kids](http://www.classicsforkids.com/)

[Classical Archives](http://www.classicalarchives.com/)

[New York Philharmonic KidZone](http://www.nyphilkids.org/)

[Handel House Museum](http://www.handelhouse.org/)

**BOOKTALK:**

Do you know EXACTLY want you want to be when you grow up? George Handel did--he wanted to be a musician, but his father said that musicians don't make money and that he should think of something else to do...something respectable like medicine (like his dad, who was a doctor). Handel wasn't having any of that---he did everything he could to become a musician, including sneaking musical instruments into his house.

Handel grew up to compose many famous operas and he created one of the  
most famous musical pieces ever, the *Messiah*. This piece is very famous and I bet you hear it EVERY Christmas.

If you know what you like or if you want to know more about how Handel was able to become what he wanted against all odds, read *Handel, Who Knew What He Liked*by M.T. Anderson, illustrated by Keven Hawkes.

***Prepared by: Valerie Byrd***

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***The House in the Mail***   
**Rosemary and Tom Wells**   
**Viking, 2002**  
**32 pages**

**SUMMARY:**

In 1927, Emily describes the ordering, arrival, and assembly of a mail-order house for her growing family.

**IF YOU LIKED THIS BOOK, TRY…**

*Language of the Doves* by: Rosemary Wells

*The Streets of Gold* by: Rosemary Wells

*Mary on Horseback* by: Rosemary Wells

**CURRICULUM CONNECTIONS:**   
**Social Studies:**

Life in the late 1920’s

Housing & Architecture

**WEB SITES:**   
[The World of Rosemary Wells](http://www.rosemarywells.com/)

[Explore! Architecture for Kids](http://www.ebuildingconnections.com/)

**BOOKTALK:**

Have you ever ordered something from a catalog?  Was it hard to wait for it to get to your house?  In this story Emily Cartwright and her family order a new house from Sears, Roebuck & Company.  They are very excited about all of the new and modern features of the house, but there is a lot of hard work ahead of them to get it ready to move into.

***Prepared by: Jana Wood***

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***I Smell Like Ham***

**Betty Hicks**

**Roaring Brooks Press, 2002**

**133 pages**

**SUMMARY:**

Nick has to adjust to a life without his mother, who has passed away, and learn how to accept his new stepmother and dorky stepbrother.  As if this isn’t enough, he is trying to make the basketball team’s first string by competing with a basketball wizard who doesn’t necessarily believe in the honor code.  One day he smells something that reminds him of ham and realizes that it’s him.  Things get worse before they ever get better, and Nick’s new life is an adventure in more ways than one.

**IF YOU LIKED THIS BOOK, TRY…**

*Animal House and Iz* by Betty Hicks

*My Mother Got Married and Other Disasters* by Barbara Park

*The Memory String* by Eve Bunting

*Mister and Me* by Kimberly Holt Willis

*Falling Into Place* by Stephanie Green

*The In-Between Days* by Eve Bunting

*I Hate Weddings* by P. J. Petersen

*Tall Tales: Six Amazing Basketball Dreams* by Charles R. Smith, Jr.

**CURRICULUM CONNECTIONS:**

**Language Arts:**

Research King Arthur and the Knights of the Round Table.  Have students choose one of the popular characters of this particular time and describe him or her to the class.

Compare and contrast Nick and Dwayne.

Explain the process Nick goes through in order to change his thinking about his stepbrother.

**Social Studies:**

Draw a timeline of Michael Jordan’s life from birth to present, focusing on his basketball career.

Draw a map of North Carolina and label the geographical points mentioned in the story.

**Math:**

Draw a pie graph of the number of points Michael Jordan scored during his high school, his college, and his professional basketball career.

**Science:**

Find a picture of a Venus fly trap.  What other plants, if any, are related to this plant?  What do they like to eat?

**Physical Education:**

Explain the rules of basketball, including important points such as scoring, fouling, laying up, dribbling, passing, etc.

Play a game of HORSE.

**Art:**

Draw a coat of arms for Nick.

Draw a picture of Dwayne’s room using the description on pages 98-99.

**WEB SITES:**

[King Arthur & the Knights of the Round Table](http://www.kingarthursknights.com/)

[Michael Jordan Official Website](http://jordan.sportsline.com/)

[Blended Families](http://kidshealth.org/kid/feeling/home_family/blended.html)

[Dealing with Peer Pressure](http://kidshealth.org/kid/feeling/friend/peer_pressure_p2.html)

**BOOKTALK:**

“Nick has a lot of changes going on in his life.  All he wants to do is make the 6th grade basketball team.  Well, actually everyone makes the team.  Nick wants to be a starter.  It looks doubtful, though, as Carson is a much better player.  So why does Nick also have to come to terms with a new family?  His mother has passed away, and his dad has remarried.  Miriam is nice enough, but she isn’t his mother.  And, she serves the family health food like tofu and stuff that looks as bad as it tastes. And, of course, there’s Dwayne.  He’s Nick’s new stepbrother.  He just happens to be an 8-year-old dork.  Everyone can see that.  Nick is so embarrassed to be related to Dwayne.  How will this all work out?  And why does Nick now smell like ham?

Keane, Nancy. “Betty Hicks’ *I Smell Like Ham*.” Nancy Keane’s Booktalks—Quick and Simple. c. 2004. <http://nancykeane.com/booktalks/hicks_i.htm> (January 5, 2004)

***Prepared by:  Kitt Lisenby***

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***King’s Mountain***   
**G. Clifton Wisler**   
**HarperCollins, 2002**  
**154 pages**

**SUMMARY:**

Fourteen-year-old Frank leaves his mountain home in South Carolina to help the Patriot cause during the Revolutionary War.   
**IF YOU LIKED THIS BOOK, TRY…**

*Thunder on the Tennessee* by G. Clifton Wisler

*The Drummer Boy of Vicksburg* by G. Clifton Wisler

*Red Cap* by G. Clifton Wisler

*Who Comes to King’s Mountain?* by John Louis Beatty

*Guns for General Washington: A Story of the American Revolution* by Seymour Reit

*The Winter of Red Snow: The Revolutionary War Diary of Abigail Jane Stewart* by Kristiana Gregory

*The Journal of William Thomas Emerson, a Revolutionary War Patriot* by Barry Denenberg

*The Keeping Room* by Anna Myers  
**CURRICULUM CONNECTIONS:**   
**Language Arts:**

Use this book to teach the writing of personal narratives.  Focus on emotions and perceptions of sights, smells and sounds.  Also ask “What would you do in this situation?”

**Social Studies:**

Use this book to teach map skills by getting a map of the United States during the Revolutionary War period.  Trace the path taken from the Livingstone home in the mountains to Camden, then the path from Camden to King’s Mountain, and finally from the mountains directly to King’s Mountain.  What is the distance of each path? Compare how long it took to travel each distance according to the story and then estimate how long it would take to travel the same distances today.

Use this book to supplement the South Carolina history curriculum by producing a model of King’s Mountain within the context of the entire state. On a South Carolinamap show the other battles fought during the Revolutionary War, such as Camden, Charleston, Cowpens. Research famous South Carolinians who played important roles in the Revolutionary War, such as Emily Geiger, Dicey Langston, Thomas Sumter.

Use this book to supplement the U.S. History curriculum by plotting the major battles of the Revolutionary War in all 13 colonies.  Try to assign a value of the importance of each one for the Patriots in winning the Revolutionary War.

**WEB SITES:**

[National Park Service: Kings Mountain](http://www.nps.gov/kimo/)

[The American Revolution](http://www.mce.k12tn.net/revolutionary_war/american_revolution.htm)  
[The Battle of King's Mountain, 7 October 1780](http://www.tngenweb.org/revwar/kingsmountain.html)  
**BOOKTALK:**

The American Revolution.  We’ve all heard about it.  Usually we think of Lexington and Concord, Philadelphia, Yorktown.  But what about our own state?  Did you know that one of the most important battles of the war was fought in South Carolina?  Some even say it was the turning point of the war for the Patriots.  The Battle of King’s Mountain.  Imagine you’re a 14-year-old boy who thought that the war was far away.  Then imagine you’re sent to your grandmother who lives in Camden and you’re caught in a battle with the British army.  What do you do?  Then you return home to the mountains and find that the war has followed you.  Neighbor is fighting neighbor.  You must make a choice.  What do you do?

***Prepared by: Becky James***

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***Lumber Camp Library***   
**Natalie Kinsey-Warnock**  
**HarperCollins Publishers, 2002**

**87 pages**

**SUMMARY:**

Ruby wants to be a teacher, but after her father’s death in a logging accident she must quit school to care for her ten brothers and sisters, until a chance meeting with a lonely, old blind woman transforms her life.

**IF YOU LIKED THIS BOOK, TRY…**

*Silver Dollar Girl* by Katherine Ayers

*The Year of Miss Agnes* by Kirkpatrick Hill

*Ruby Holler* by Sharon Creech  
**CURRICULUM CONNECTIONS:**

**Language Arts:**

Describe what luxuries, machines, and conveniences were not available in the 1920’s.

Create a message in Braille.

**Math:**

Create a garden to feed a family of 13.  Determine the cost, size, and a list of supplies.

**History:**

Describe the change from the one-room schoolhouse to a school system of 12 separate grade levels.

**Science:**

Study the habitat of the gray jay.

Pop different types of popcorn and compare the outcomes.

**Physical Education:**

Compete in bag races and three-legged races.

**Music:**

On the recorder, play “Yankee Doodle Dandy” and “She’ll Be Coming Round the Mountain”.

**Art:**

Draw a lumber camp bunkhouse.

Draw the habitat of a gray jay.

**Guidance:**

Write a sympathy note to Ruby.   
**WEB SITES:**

[Lumber Camp Food](http://cass.etsu.edu/ARCHIVES/ARCHIVES/Hardwoods/Page6.htm)

[Meet Natalie Kinsey-Warnock](http://orchard.sbschools.net/library/authors/kinsey-warnock/)

**BOOKTALK:**

Imagine being the oldest of eleven children.  Your father is a logger, and your mother takes care of the family.  You are a smart daughter who spends her time teaching the others to read and write.  Even your father learns how to write his name because you teach so well.  One day another logger, Jim, comes to tell all of you that your father has drowned in an accident.  Now you’re never get to finish school, much less become a teacher.  Your mother is forced to move to town and take in washing just so you and your brothers and sisters have food and a roof over your head.  Life is so frustrating.  What will you do?

***Prepared by: Celeste R. Stone***

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***Mr. Lincoln’s Way***   
**Patricia Polacco**   
**Philomel Books, 2001**  
**unpaged**

**SUMMARY:**

Mr. Lincoln is the coolest principal ever! He wears cool clothes and has a cool smile. He knows how to do everything from jumping rope to leading nature walks. All the kids love him…except for Eugene Esterhouse.  And Eugene, called “mean Gene,” hates everyone who is different, is a bully and a terrible student. How can Mr. Lincoln show Eugene that it is the differences between people that make them special? This story is a powerful depiction of a boy who needs a way out of trouble and the principal who guides him.

**IF YOU LIKED THIS BOOK, TRY…**

*My Great Aunt Arizona*by Gloria Houston

*Good Luck Mrs. K!* by Louise Borden

*Lily’s Purple Plastic Purse*by Kevin Henkes

*Thank you, Mr. Falker*by Patricia Polacco

*The Year of Miss Agnes*by Kirkpatrick Hill

*A Fine, Fine School*by Sharon Creech

**CURRICULUM CONNECTIONS:**

**Guidance:**   
Discuss caring and respect and how these important attributes contribute to friendship.

**Social Studies:**   
Discuss how people’s attitudes can lead to problems such as Eugene’s bullying of students that were “different.”

**Language Arts:**

Have students write a story on one of the following topics:  bullying, intolerance, a favorite teacher, a special interest that makes them happy, or about time spent with a grandparent.

**WEB SITES:**

[KidsRead Patricia Polacco](http://www.kidsreads.com/authors/au-polacco-patricia.asp)

[Patricia Polacco's Home Page](http://www.patriciapolacco.com/)

**BOOKTALK:**

As teachers or students at some point will we run into a student who is stuck in a very angry place? This anger can reveal itself in bullying and intolerant behavior toward others. Eugene had two problems: he had been taken away from a loving grandfather whom he missed and he was receiving some very bad messages from home. A teacher or administrator who takes the time to find out what is behind such behavior and if there is a key to open the child’s heart, can often change a student’s life forever. Ms. Polacco has again revealed the value of a teacher’s involvement in a troubled student’s life through wonderful illustrations and a touching story.

***Prepared by: Marcia S. Russo***

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***A Real American***

**Richard Easton**

**Clarion Books, 2002**

**155 pages**

**SUMMARY:**

The setting for the story is a hundred years ago in a Pennsylvania town where the “original settler stock” is selling their land to the coal mining companies.  Nathan McClelland, a farm boy, is alone since all the family’s neighbors and his friends are moving away.  The people left behind resent the immigrants who are coming to work in the mines.  Nathan makes a new friend and is caught between the old and the new.  Because of their friendship, Nathan and Arturo help avert a dangerous situation. As a result, both boys become “real Americans.”

**IF YOU LIKED THIS BOOK, TRY:**

*Growing Up In Coal Country* by Susan Bartoletti

*Home At Last* and *Hope In My Heart* by Kathryn Lasky

*A Place For Joey* by Carol Flynn Harris

*Mother Jones:  Fierce Fighter For Workers Rights* by Judith Pinkerton Josephson

*The Gold-Threaded Dress* by Carolyn Marsden

**CURRICULUM CONNECTIONS:**

**Social Studies**:  Discuss immigration and problems immigrants face fitting into new cultural and work situations.  Compare and contrast historical and today’s experiences.  Farm life in the 1890s and compare to today’s farming.

**Science:**  Discuss formation of coal and its mining process.  Discuss health and safety issues related to coal mining.

**Language Arts**:  Writing assignment about friendship and the problems with making new friends when you move to a new location and/or among culturally different people.

**WEB SITES:**

[Ellis Island Immigration Museum](http://ellisisland.com/index.html)

[Italian Tourism](http://italiantourism.com/)

**BOOKTALK:**

What does it mean to be a “real American?”  Eleven-year-old Nathan McClelland thinks he knows until all his neighbors sell their farms to the coal company and move away.  Nathan doesn’t like the Italian immigrants who’ve moved in to work in the mines—that is, until he meets Arturo.  Nathan works on making Arturo into his idea of a real American and is shocked when he discovers that Arturo doesn’t want to be Nathan’s kind of American.  Read this book to find out how both boys become “real Americans.”

***Prepared by Leigh Ann Bryant, Nancy Bull, Mary Hall, Daniel Beach***

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***Ruby Holler***   
**Sharon Creech**   
**HarperCollins, 2002**  
**310 pages**

**SUMMARY:**Thirteen-year-old twins Dallas and Florida have grown up in a terrible orphanage, but their lives change forever when an eccentric older couple invites them on an adventure in an almost magical place called **Ruby Holler**.

**IF YOU LIKED THIS BOOK, TRY…**

*Chasing Redbird* by Sharon Creech

*Bloomability* by Sharon Creech

*Dear Mom, Get Me Out of Here!* by Ellen Conford

*Missing May* by Cynthia Rylant

*Sun & Spoon* by Kevin Henkes

*Daddy’s Climbing Tree* by C.S. Adler

**CURRICULUM CONNECTIONS:**

**Social Studies:**

Examine the lives of orphans riding the orphan trains to the American West between 1854 and 1929.  Possible non-fiction titles to use:  *Children of the Orphan Trains* by Holly Littlefield (Carolrhoda, 2001); *We Rode the Orphan Trains* by Andrea Warren (Houghton, 2001).

**Language Arts:**Choose another fiction book about orphans to compare and contrast with *Ruby Holler*.  Focus on the relationships of the characters in the books.

**Writing/Art:**

Create your own “magical, mysterious place.”  What would it look and feel like?  Describe it with lots of details and imagery.  
**WEB SITES:**

[Sharon Creech's Home Page](http://www.sharoncreech.com/index.html)  
[Interview with Sharon Creech](http://www.bookpage.com/0206bp/sharon_creech.html)

[Using Children’s Literature to Teach About the Orphan Trains](http://members.aol.com/KarenBeid/orphan.html)

**BOOKTALK:**

Thirteen year old twins, Dallas and Florida, seem destined to be stuck forever in the foster home of the rule-driven Trepids.  They spend countless hours “thinking” in the dark corner of the basement or pulling weeds and scrubbing floors for their many misdemeanors, such as running in the house or talking back.  It’s not that they’ve never had a chance to be adopted, but all of the adoptive families eventually returned the “trouble twins” back to the home.  Dallas and Florida have decided their only way out is to stow away on the freight train that comes through Boxton each night.  One day, their foster parents come in to ask them to remove their “I’ve Been Bad” shirts so that they can meet an older couple that would like to have them spend the summer with them.  Sairy and Tiller are planning separate trips and are in need of traveling companions.  Dallas and Florida meet the unusual couple and are skeptical as to why Sairy would want to take Dallas on a trip to a tropical island, Kangadoon, and Tiller would want to take Florida on a cruise down the Rutabago River.  As the Trepids are very anxious to be rid of the twins for the summer, they end up going with the eccentric couple back to their home in Ruby Holler to prepare for their journeys.  Once the kids have had a chance to experience life “in the holler” without constant punishment for every move they make, they begin to have hope for a brighter future.  They struggle between their inability to trust adults and their yearning for a family and a place to belong.  Should they follow through with their plan to run away or risk having their hearts broken once again by allowing themselves to be happy?  The plot thickens as the thieving Trepids and a neighbor of Sairy and Tiller’s create some obstacles to overcome.  You have to read this wonderful tale of adventure, humor and compassion for yourself to experience the joy found in *Ruby Holler*.

***Prepared by: Jan Faile***

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***Surviving Hitler: A Boy in the Nazi Death Camps***   
**Andrea Warren**   
**HarperCollins, 2001**  
**146 pages**

**SUMMARY:**

Andrea Warren offers a compelling but difficult recounting of the years that Jack Mandelbaum spent in the Nazi death camps as a child.  Like many other Jews, Jack lost many family members and watched many others around him die at the hands of the Nazis.  Some died in the gas chambers, some he watched shot at point-blank range, and others he saw worked, beaten and starved to death.  But through Jack’s positive outlook on life, his strong spirit in the midst of hardship, and many strokes of good luck at the right times, he survived to tell of his ordeal, hoping to help others understand the atrocities that took place during the Holocaust . . . so that it will never happen again.

**IF YOU LIKED THIS BOOK, TRY…**

*After the Holocaust* by Howard Greenfield

*Anne Frank: The Diary of a Young Girl* by Anne Frank

*The Devil’s Arithmetic* by Jane Yolen

*The Final Journey* by Gudrun Pausewang

*Number the Stars* by Lois Lowry

*Smoke and Ashes: The Story of the Holocaust* by Barbara Rogasky

**CURRICULUM CONNECTIONS:**   
**Language Arts:**

Go to the Children of the Holocaust web site, choose a child’s story to read, and compare and contrast this child’s experience of the Holocaust with that of a fictional protagonist from a Holocaust novel you read.

**Film Connection:**

Watch the film *Life is Beautiful* and write about the sense of *hope* that Jack Mandelbaum has as compared to the sense of hope that the father in the film instills in his son while in the concentration camp.

**History:**

Go to the Teachers’ Guide to the Holocaust web site and take several of the “virtual tours” of concentration camps to get a better sense of what Jack Mandelbaum of*Surviving Hitler* experienced.

**Field Trip:**

Visit one of the Holocaust Museums (literally or virtually on the web) and discuss the implications of prejudice and hatred.

**WEB SITES:**   
[A Teachers’ Guide to the Holocaust](http://fcit.usf.edu/holocaust/)

[United States Holocaust Memorial Museum](http://www.ushmm.org/) (features a special section for teachers)  
[C.A.N.D.L.E.S. Holocaust Museum](http://www.candles-museum.com/) (dedicated to the children of the Holocaust)

[Anne Frank House](http://www.annefrank.nl/ned/default2.html)

[Children of the Holocaust](http://www.graceproducts.com/fmnc/main.htm)

**BOOKTALK:**

Growing up with a rather idyllic childhood in a close, loving family with a mother whom he adored and wealth enough for his family to live an easy life, Jack Mandelbaum had no idea of what World War II and Hitler’s invasion of Gydnia, Poland, his home town, would bring into his life.  His initial conception of war as “thrilling” quickly changed when his father had to send his family away to his father’s home three hundred miles away where he felt they would be safe.  Though twelve-year-old Jack protested leaving his father behind, he took seriously the charge to take care of the family in his father’s absence. As the war escalated and the Nazis passed more and more laws to restrict the freedoms of the Jews, Jack’s family had a harder time of surviving, even with the help of relatives, living in lice-infested, unsanitary conditions and often going hungry because of the increasing difficulty of obtaining food.  To help earn a little money, Jack made himself a “substitute” for those who were supposed to go with forced day-labor crews to clear roads and do other backbreaking jobs that the Nazis considered beneath them. Before long, Jack and his family were rounded up and deported.  When Jack realized that the Nazis were separating the weaker from the able-bodied people, he stepped up to a guard, identified himself as an electrician’s assistant and asked that he and his mother and brother be put in the other line to work.  “It was the worst moment of my life,” Jack said. “It never entered my mind they would take me away from them.”  But they did.  Through his three years in not one but several concentration camps, Jack experienced unspeakable hardships, but he also made some important friends who made it possible for Jack to learn survival skills.  He also thought constantly of his family and told himself early on, “Whatever this place was, whatever was going to happen, I would somehow stay strong and I would get back to them.”  He also promised himself not allow himself to hate. These two commitments stayed with Jack throughout his ordeal and stood him in good stead when he realized three years later, an 80- lb. 18-year-old, that the Nazis had abandoned the concentration camp and that the war had ended.  Andrea Warren includes excellent documentary photographs that help readers visualize the events of Jack’s life although Mandelbaum had few visual artifacts to contribute to the book from his shattered childhood.  Warren also shapes Jack’s story so skillfully that it reads much more like fiction than like history, and accordingly, she waits until the end of the book to reveal what happened to Jack’s closest relatives.  Well worth reading and an excellent companion to other books about the Holocaust, *Surviving Hitler* offers a glimpse into the strength of the human spirit.

***Prepared by: Michelle H. Martin***

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***Taking Care of Trouble***

**Bonnie Graves**

**Dutton Children’s Books, 2002**

**70 pages**

**SUMMARY:**

After he agrees to help his best friend’s older sister watch a toddler, fifth-grader Joel learned quite a lot in just one afternoon and so stops worrying about passing his upcoming test in Emergency Preparedness.

**IF YOU LIKED THIS BOOK, TRY…**

*The Best Worst Day* by: Bonnie Graves

*Mystery of the Tooth Gremlin* by: Bonnie Graves

*No Copycats Allowed* by: Bonnie Graves

*You’re a Brave Man Julius Zimmerman* by: Claudia Mills

*Jenny Archer to the Rescue* by: Ellen Conford

**CURRICULUM CONNECTIONS:**

Health:

First aid topics

Babysitting and responsibility

**WEB SITES:**

[Bonnie Graves - Children's Literature Network](http://www.childrensliteraturenetwork.org/authors/graves.html)

[A Guide to the Business of Babysitting - University of Illinois Extension](http://www.urbanext.uiuc.edu/babysitting/)

[Children's Safety Zone Guide for Babysitters - L.A. Fire Department](http://www.sosnet.com/safety/babysitters.tips.html)

**BOOKTALK:**

Imagine that you're a fifth grade boy.  What's one of the LAST things you'd ever want to do?  Babysit!  Yet that's just what Joel is stuck doing - babysitting for a toddler whose nickname is "Trouble".  Ice cream mess all over the kitchen, no diapers for a diaper change, a baby screaming "Opah, Opah!" - These are some of the babysitting emergencies Joel encounters.  And to top it all off, Joel's best friend decides to videotape the whole fiasco!  Read *Taking Care of Trouble* to see how Joel manages to make the best of a hilarious situation.

***Prepared by: Jana Wood***

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***To Fly: the Story of the Wright Brothers***   
**Wendie Old**   
**Clarion Books, 2002**

**48 pages**

**SUMMARY:**

The Wright Brothers worked together in many endeavors, particularly solving problems of aerodynamics to allow them to get a machine into the air.

**IF YOU LIKED THIS BOOK, TRY…**

*My Brothers’ Flying Machine: Wilbur, Orville, and Me* by Jane Yolen

*Taking Flight: The Story of the Wright Brothers* by Stephen Krensky

*First to Fly: How Wilbur & Orville Wright Invented the Airplane* by Peter Busby.

*Mercedes and the Chocolate Pilot: A True Story of the Berlin Airlift and the Candy That Dropped from the Sky* by Margo Theis Raven

**CURRICULUM CONNECTIONS:**   
**Social Studies:**

Research the Outer Banks area of North Carolina to learn why the Wright Brothers found it suitable for their test flights. Would it be a suitable site today?

Locate France, Germany, Italy, North Africa, and other WWII war countries on the map. Research the air battles of the world wars. Why was WWI called the “first air war”?

Research the Doolittle Flyers.

**Math:**

Check Internet airline sites to create flight itineraries. Calculate flight times and distances.

Use measurements to build a scale model of *Flyer.*

**English Language Arts:**

Pretend you are Wilbur or Orville Wright. Create diary entries for December 1903. Then read the Wrights’ diary entries.

What would you have written in the telegram to home?

Read a book describing some alternative form of air transportation. Discuss the advantages/disadvantages of air travel versus shuttle travel, rocket travel, helicopter travel, or futuristic travel. Write comparisons or draw pictures illustrating them.

**Science:**

Construct paper airplanes and test fly them. Record the results. Make adjustments and try flying again.

**WEB SITES:**

[First Flight Centennial Official Web Site](http://www.firstflightcentennial.org/index.html)

[Wright Brothers National Memorial: Site of the First Controlled Powered Flight](http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/109wrightnc/109wrightnc.htm)

[US Centennial of Flight Home Page](http://www.centennialofflight.gov/)

**BOOKTALK:**

For years Wilbur and Orville Wright watched birds, trying to figure out a way that man could do what they did. Before the boys were teenagers, they were flying fanatics. Their father had given them a toy helicopter, and they wanted to know how it worked. For years the brothers worked to control flight. They worked as printers and then as bicycle repairmen. They tinkered, twisted, turned, pushed, and pulled. The glider they built worked well, but how could they control it. Read *TO FLY* by Wendie Old to learn more about Wilbur and Orville and their quest to fly.

***Prepared by: Daniel R. Beach***

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***Uncle Daddy***  
**Ralph Fletcher**   
**Henry Holt and Company, copyright 2001**  
**113 pages**

**SUMMARY:**

His father abandoned River and his mother six-years prior to the time of the story.  During the four years since, Jordan has been "fathered" by his maternal great uncle. Although Jordan has not been deprived, he has been curious about his father and the reasons for the abandonment.  Circumstances occur to again place the father within the family reach.

**IF YOU LIKED THIS BOOK, TRY…**

*It's Not the End of the World* byJudy Blume

*Father Figure*by Richard Peck

*Blister*bySusan Richards Shreve

*I’m Sorry, Almira Ann*by Jane Kurtz

*Millicent's Gift*byAnn Rinaldi

*The Not-Just-Anybody Family*by Betsy Byars

*Ramona and her Father* by Beverly Cleary

**CURRICULUM CONNECTIONS:**

**Social Studies**: Explore attitudes about aging.

As a class service activity, visit older people in a retirement home.

Interview older family members as to what was popular or current during that person’s youth.

**Guidance**: Explore the issues of divorce.

Have the guidance counselor visit the class to discuss aspects of divorce and family.

**Language Arts:**

Have students write down their interview with the older family member.

Have students write down their feelings about aging people in relation to their health, thinking abilities and issues involved with their care taking.  
**WEB SITES:**   
 [PBS Kids](http://pbskids.org/itsmylife)

[Blended families](http://kidshealth.org/)  
**BOOKTALK:**

Imagine the issues surrounding the discovery of an adoptee’s biological parent.  The surging emotions of joy, fear, and guilt would leave any adult in a confused state. River too goes thru these emotions but without the maturity of the adult.  *Uncle Daddy* deals unusually with the return of a father that has been absent for six years. During these intervening years, River has had the strong, mature guidance of a great uncle.  Now during a crisis, the natural father displays his new strengths to support the family and gains new emotional connections.  The result is a new, stronger, blended family.

***Prepared by*: *Edith Ley***

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***A Week in the Woods***

**Andrew Clements**

**Simon & Schuster, 2002**

**190 pages**

**SUMMARY:**

New student Mark Chelmsley seems to have everything money can buy, except the respect of his new science teacher, Mr. Maxwell.  The fifth grade’s annual camping trip in the woods tests Mark’s survival skills and his ability to relate to a teacher who seems out to get him.

**IF YOU LIKED THIS BOOK, TRY…**

*School Story* by Andrew Clements

*The Landry News* by Andrew Clements

*The Janitor’s Boy* by Andrew Clements

*Frindle* by Andreew Clements

*Hatchet*by Gary Paulsen

*Ruby Holler* by Sharon Creech

**CURRICULUM CONNECTIONS:**

**Language Arts:**

Have students identify the different conflict themes, such as man vs. man, man vs. nature, and man vs. himself.

Compare and contrast the field trip Mark participates in with the field trips you have taken.

**Science:**

Research the animal and plant habitats in the New Hampshire Mountains. Compare and contrast to South Carolina’s animal and plant habitats.

**Social Studies:**

Draw a map that shows Mark’s different positions when he is lost on the camping trip.

**Guidance:**

What advice would you give Mark or any new student to help them acclimate to a new school?  If you had been a student at Mark’s new school, explain how you would have treated him. What does this book teach you about “first impressions?”

**WEBSITES:**

[Meet the Author  Andrew Clements](http://www.eduplace.com/kids/hmr/mtai/clements.html)

[New Hampshire Regional Campground Directory](http://www.ucampnh.com/directory.asp)

[What Kids Who Are Moving Should Do](http://www.kidshealth.org/kid/feeling/home_family/moving.html)

**BOOKTALK:**

Eleven-year-old Mark Chelmsley moves into rural New Hampshire's Hardy Elementary School with just weeks left in the school year. Mark is indifferent towards his new school and classmates because his wealthy absentee parents plan to enroll Mark in a private school the following year.  Mark's attitude causes his teacher, Mr. Maxwell, to view him as a slacker and a spoiled rich kid.  Mark spends his non-school hours on a solo discovery of the New Hampshire countryside.  He reluctantly attends Mr. Maxwell's  prized environmental camp.  The week proves to be a test of will and ultimately a test of survival as Mark Chelmsley and Mr. Maxwell are transformed by A Week in the Woods.  (New Hampshire Great Stone Face Committee)

[www.nancykeane.com/booktalks/clements\_week.htm](http://www.nancykeane.com/booktalks/clements_week.htm) (Accessed January 10, 2004)

***Prepared by: Jan Faile, Valerie Byrd, and Kitt Lisenby***

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***When Marian Sang: The True Recital of Marian Anderson, The Voice of the Century***   
**Pam Munoz Ryan**  
**Scholastic Press, 2002**  
**37 pages**

**SUMMARY:**

Relates the life of singer Marian Anderson, who overcame prejudice and racism to become one of the world's best and best-loved performers.   
**IF YOU LIKED THIS BOOK, TRY…**

*A Band of Angels: A Story Inspired by the Jubilee Singers.*  Deborah Hopkinson.

*Freedom Like Sunlight: Praise Songs for Black Americans*.  J. Patrick Lewis.

*Keep On Singing: A Ballad of Marian Anderson*.  Myra Cohn Livingston.    
**CURRICULUM CONNECTIONS:**

**Language Arts:**

Research Marian Anderson, Bessie Smith, Mahalia Jackson, Ma Rainey, Ella Fitzgerald, Billie Holliday, and other female African American singers of the early 20thcentury.  Create a scrapbook, timeline, mobile or other representation of the information.

Listen to some recordings of Marian Anderson's singing.  What does it make you feel like?  How do you think she felt as she was singing a particular song?  Write a cinquain (diamond poem) or other poem describing the song and reactions to it.

Write a newspaper article about Marian Anderson's performance on the steps of the Lincoln Memorial as if you were a reporter in 1939.

Write three diary entries that Marian Anderson may have written:  one just after she was denied attendance by the Philadelphia music school, one after she finished her studies with Giuseppe Boghetti, and one after she sang on the steps of the Lincoln Memorial.

**Music:**

Listen to some recordings of Marian Anderson's singing.  Discuss her range of three octaves and her other vocal characteristics.  Discuss the mood of the music.

After sharing the book with a class, discuss and listen to or view on DVD/video examples of some of the operas that Marian Anderson performed.  Read aloud an example of a libretto.

Listen to recordings of blues, spirituals, and slave songs.  Compare and contrast the three genres of music.

**Social Studies:**

Research the early beginnings of the civil rights movement.  How did artists such as Marian Anderson contribute to the early general feelings of unrest that brought about the changes of the sixties and seventies?  Create a timeline showing the early part of the civil rights movement.

Using the timeline at the back of the book, locate on a map or globe the six countries Marian Anderson performed in.

**Character Education:**

What positive characteristics did Marian Anderson display throughout her life, even in the face of great challenges?  How can you apply those characteristics to your own life?

**WEB SITES:**   
[Kennedy Center Biography of Marian Anderson](http://www.kennedy-center.org/programs/family/mariananderson/)

[Official web site of the Marian Anderson Historical Society](http://www.mariananderson.org/)

[Pictures and vocal selections](http://www.library.upenn.edu/exhibits/rbm/anderson/index.html)

[Pam Munoz Ryan's official web page](http://www.pammunozryan.com/)  
**BOOKTALK:**

[Play a recording of Marian Anderson singing.]  The voice you are listening to is one of the twentieth century's most beautiful and powerful and famous singers, Marian Anderson.  Marian sang as a child while she walked to school and did her chores.  Marian sang in her church choir -- sometimes *too* loudly.  Marian sang inPhiladelphia's acclaimed People's Chorus -- one of the youngest singers in the group.  Marian sang in concert programs to help support her family after her father's death.  Marian sang in spite of racial prejudice, bigotry, and segregation -- for Marian Anderson was black.  She was not allowed to attend a Philadelphia music school because of her race.  She often had to sing twice in the same location, once for white audiences and once for the segregated black ones.  She could not stay in the same hotels or eat in the same restaurants as whites.  Still, Marian's perseverance and dedication led her to work with talented voice teachers and perform in the best concert halls in Europe.  She traveled in Europe for many years, learning and performing, perfecting her voice and preparing her future.  Marian was talented enough to perform anywhere and for anyone -- except at home.  When Marian came home she was denied the right to perform at Constitution Hall in Washington, DC, because she was black.  Her thousands of supporters were enraged and a campaign was launched to find a place, in her own nation's capitol, where Marian's voice could be heard. Finally, on the steps of the Lincoln Memorial that proclaims "a new birth of freedom," Marian Anderson sang.  To learn more about this amazing woman and her work, read *When Marian Sang: The True Recital of Marian Anderson, The Voice of a Century*by Pam Munoz Ryan.

***Prepared by: Susannah Hogan***

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