

## Annotated Bibliography

Aronson, M., & Budhos, M. T. (2017). *Sugar changed the world: A story of magic, spice, slavery, freedom, and science*. New York, NY: Houghton Mifflin Harcourt.

*Sugar changed the world: A story of magic, spice, slavery, freedom, and science* is an informational book that explores the impact sugar has had in the global world.

Running through various important historical events around the world, all of which are driven by sugar. A close timeline to sugar is explored, meticulously painting the development of sweeteners in civilizations and how sugar shaped civilizations of today. The book introduces how something so simple and easily accessible in a developed world has had such an enormous impact, as well as reveals how seemingly neutral objects can produce both positive and negative events. It seems appropriate that this narrative be utilized as a textbook for a World History class (9th-10th), as it adds more layers to historical events that yield more personal connections to historical events. It seems even more appropriate to utilize this text with a read-aloud and preface the reading with questions about student's sweetener usage, asking them to share when they use it and how they obtain it.

Blumenthal, K. (2005). *Let Me Play*. New York, NY: Atheneum Books for Young Readers.\*

*Let Me Play* is a nonfiction informational book that follows the story of Title IX Law. It explores the different people who came together to push the passing of the law. It also frames it in a sports context, capitalizing most on the concept of attempting athletic equality for the two sexes, while also following the different dimensions and history of Title IX. With Title IX having been released, it serves as a mirror book and window book, giving insight into struggles that are familiar today for women while also addressing struggles women faced before Title IX. This book received the Jane

Addams Children's Book Awards (2006). Given its appropriate content to 9-12th grade, it is reasonable that this book can be introduced in a civics class, which should be accompanied with the encouragement of student reflections introduced by having students write down and post their initial responses to the content while also exploring what Title IX looks like today (as the law has changed significantly from the publishing of this book) and debating the controversies behind the law.

Brosogol, V. (2013). *Anya's Ghost*. New York, NY: First Second. Retrieved 2011, from <https://readcomiconline.to/Comic/Anya-s-Ghost/Issue-1?id=39998>.\*

*Anya's Ghost* is a bildungsroman fantasy story that follows first-generation American Annushka Borzakovskaya as she attempts to fit in at school. In this fictional graphic novel, Anya lives in a dichotomy of cultures, her high school in the United States, and her home life's Russian culture. After meeting a ghost named Emily, she begins helping Anya, and it is through this interaction with Emily that Anya begins to realize what kind of person she wants to be. The story, serving as both window and mirror book, demonstrates the negotiations that kids will have with themselves to fit in with school, demonstrating the harmful effects of the concept of Americanization and the desperation students go through to appear normal. This story received the Cybils Award (2011), Eisner Award (2012), and Harvey Award (2012). This story is intended for older audiences, that being 12-17. It is best read independently, accompanied by literature logs encouraging students to find similarities and differences with the main character.

Engle, M. (2008). *The Surrender Tree* (First ed.). New York, NY, NY: Henry Holt and.\*

*The Surrender Tree* is a narrative written in verse, a series of poems written in various perspectives that tell of Cuba's fight for Spain's independence. The story

predominately follows Rosa, a slave girl who learns to heal runaway slaves so they can return to their labor. Eventually, once the rebellion breaks out, Rosa and Jose turn to fight for the rebellion through healing rather than weaponry. This story won the Pura Belpre Award (2009). This text serves as a strong window book, giving insight into the fight against slavery in a different country and is appropriate for more mature audiences, 9th -10th. The Cuban fight for liberation begins soon after the passing of the thirteenth amendment in the United States, thus creating the potential for Venn diagrams tracking the fight for liberation in both countries and read allowed in class where different students voice for the different perspectives.

Grimm, J., Grimm, W., & Hunt, M. (2012). *The Brothers Grimm 101 Fairy Tales*. San Diego, CA: Baker & Taylor Publishing Group.

*The Brothers Grimm 101 Fairy Tales* is an accumulation of fairy tales originating from Germany. The stories create narratives centered around morals. Two types of tales appear throughout the collection – the cautionary tale and the exemplary tale. The stories also create large societal patterns, such as gender roles. The accumulation of different stories creates the possibility to be both a mirror and a window, though, given its Eurocentric principles, it served more as the former than the latter. No younger than 9th graders should read it; they have read aloud potential and give the ability to explore the creation of narratives through stories that can be accompanied with mythologies and other fairy tales or different versions of the same fairytale. Additionally, students can and should be encouraged to creatively engage with the fairytales, either through a dramatic creation of the stories or by rewriting them.

LaCour, N. (2017). *We Are Okay*. New York, NY: Dutton Books for Young Readers.\*

*We Are Okay* is a realistic fiction novel that follows Marin Delaney, raised by her grandfather. Before Marin leaves for college, her friendship begins blurring the line, and she experiences a tremendous loss, so she runs away to college in New York. She attempts to shut out her previous life in California but is forced to come to terms with the reality of her loss when her best friend Mabel visits her over Christmas break. Following Marin's grief, it is a tale of healing through Marin's interpersonal relationships, desperately trying to leave behind. Serving as a mirror book, as Marin attempts to discover her sexuality and tackle feelings of loneliness, loss, betrayal, and inadequacy, this story exposes the harsh treks through mental health. This book won the Michael L. Printz Award (2018). This story is intended for 9th-12th grade and would go well accompanied with *A Monster Calls* and other stories with the topic of grief in literature circles— where students can speak in individual groups assigned to specific stories and come together as a class to discuss the concept of grief.

Leeming, D. A. (1998). *Mythology: The Voyage of the Hero* (Third ed.). New York, NY: Oxford Univ. Press.

*Mythology: The Voyage of the Hero* is also an anthology of mythos from various mythologies. Overall, the book explores the mythos through the lens of Campbell's Hero's Journey, dividing the mythos into different stages of the journey. Much like the *The Brothers Grimm 101 Fairy Tales*, these mythoi create a broad pattern that introduces human tendency as they seek to explain their surroundings. Usually, mythology serves as a window into different cultures. Many of the stories included in this text do; however, the inclusion of Biblical myths also introduces a reflective aspect that can yield better insight into the other myths. This text is much more mature – intended seemingly much more for 9th-12th grade – and needs to be read

aloud and discussed because it demands the view of broader patterns. However, after discussions on the broad patterns, students should be encouraged to engage with the source material through a creative means further.

Ness, P. (2013). *A Monster Calls*. Somerville, MA: Candlewick Press.\*

*A Monster Calls* is a modern fantasy story that explores topics such as loss, grief, and hopes. The story follows a little boy, Connor, after his mom falls ill. Connor has a repetitious dream following the news, and one night, a monster awaits outside his window. As Connor's mom does not seem to be getting better, the monster becomes increasingly demanding Connor. The monster's demand for the truth and Connor's refusal demonstrate the dichotomy humans experience with false hopes and denial when facing significant loss and grief. This book has been given many awards, however, most notably, the Kate Greenaway Medal (2012) and the Carnegie Medal (2012). While this book's age range is considered on the lower side, it is reasonable that paired with *We Are Okay* in independent literature circles, this book can be used for higher grades (9th-12th grades) – especially given its exploration of grief and loss.

Nijkamp, M. (2018). *Unbroken: 13 Stories Starring Disabled Teens*. New York, NY: Macmillan.

*Unbroken: 13 Stories Starring Disabled Teens* is an anthology of realistic fiction stories written by various authors with disabilities. Each story is unique with the disabilities presented and explores different responses to disabilities placed in the setting's context. Furthermore, it is specifically told from the perspective of the disabled person and demonstrates how they navigate through their lives. The collection's overall message serves as a symbol of hope for readers with disabilities and encourages those with disabilities to take back their narratives. This story serves excellently as a window book, giving insight on navigating society fixed in ableism.

This book is intended for older audiences, 9<sup>th</sup> -12<sup>th</sup> grade, as it has many embedded topics within the text that may be hard for younger audiences to pick up on. The multiple stories are excellent for a style of literature circles where groups become masters of their story and then come together as a class to summarize the stories and have larger discussions – especially useful to be accompanied by a lesson on the American Disabilities Act.

Spiegelman, A. (1992). *Maus*. London: Penguin. Retrieved 1992, from

[https://readcomiconline.to/Comic/Maus-A-Survivor-s-Tale/TPB-1?id=49370.\\*](https://readcomiconline.to/Comic/Maus-A-Survivor-s-Tale/TPB-1?id=49370.*)

*Maus* is a historical fiction graphic novel that follows Vladek Spiegleman, a Holocaust survivor. It's an accumulation of different stories in which Art Spiegleman interviews his father, where the present is interlaced with the past. Vladek recalls his time in the concentration camps and how he survived through the Holocaust. In this heartbreaking story following the dark truth of World War II, a story of survival and clever thinking is revealed through Vladek's words as Art comes to terms with his family's history. Admittedly, the formatting makes for an easy read; however, heavy content involving World War II's inner workings creates a reasonably appropriate story accompanying a World History class (typically taught in 9/10th grade). This story won a few awards, most notably though, are the Pulitzer Prize (1992), Eisner Award (1992), and Harvey Award (1992). This book is best done read aloud as a class, specifically picking students to read as characters, accompanied after learning about World War II in order to more humanize the experience of the Holocaust – hearing that 6 million people died can cause students to view this merely as a statistic and not as people – and can also be utilized to address how oppression can take on

many forms – lots of people can only pick out oppression if it's in this form or is blatant..

Williams-Garcia, R. (2012). *One Crazy Summer*. New York, NY: Amistad.\*

*One Crazy Summer* is a historical fiction novel that follows Delphine, Fern, and Vonetta as they visit their mother in Oakland, California, during the 1968 summer. Delphine is responsible for taking care of her little sisters when she thinks Cecile, their mother, will not. As Delphine gets the Black Panther group's radical education, she also learns about the past with her mother. This book served as a window book, giving insight on growing up during the Civil Rights Movement and being in the middle of the Civil Rights Movement as a young Black child. This story won the Coretta Scott King Award (2011). The highest grade level appropriate for this book is considered 7th grade. However, this book is also good accompanied with an American History class (typically 10th/11th grade) and also for a Civics class (9th-12th), therefore, this book can be done as popcorn reading after a lesson on the Civil Rights Movement to give students more insight on what was happening the summer of 1968, especially accompanied with frequent class discussions throughout the reading.