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SeEd 4105—Michelle Page
Text Set

The following is an annotated bibliography of a text set that I have chosen to use for instructing a unit on World War II, in a 10th grade Accelerated U.S. History course. I believe that it will give the students a wide range of viewpoints and topics regarding the war. The order of listing is based on the alphabet.

Corum, James S. (November 2007). The Weapon the GIs Hated Worst. *World War II*, Vol. 22, Issue 7. Retrieved October 23, 2007 from:
<http://web.ebscohost.com/ehost/detail?vid=4&hid=117&sid=5f5219ca-1292-4d14-b760-af4b7100651b%40SRCSM1>

This is an article taken from a scholarly periodical that explains some of the weaponry that the German army employed during World War II, in relation to that which the United States had at its disposal. The article focuses particularly on the 88 millimeter (mm) artillery gun that the Germans had developed. The gun was deadly accurate and not susceptible to the same mechanical failures that the guns of the Allies were. This article also talks about other machines and armaments that gave the Germans a mechanical advantage over the Allies. This is a worthwhile article because it forces students to think about the incredible logistics involved in going to war, and it will erase any false ideas they have that the U.S. has always been the strongest, most technologically advanced country in the world. I would couple this article with some video footage of the various advances in mechanical warfare that were being employed by the Germans and the Allies, as well as some audio from a veteran of WWII speaking about the accuracy and range of the 88mm guns. The readability level is slightly high, but that is a good thing in an Accelerated class.

Flesch-Kincaid readability level: 14

Danzer, G.A., et al. (1998). *The Americans*, Chapters 24-25. Evanston, IL: McDougal Littell, Inc.

This is the textbook that the class I will be teaching has available to it. I felt that it would be prudent to include it in this set. This is a fairly well constructed textbook. The information is broken into small, meaningful subsections throughout the chapters. There are many useful maps, charts, photographs, and major points are well highlighted in the text, or at the margin. This is the text that the students will be getting the “nuts and bolts” of the war from. Major political issues and old grievances that led to war are examined thoughtfully, the key figures of the time are introduced and explained, the major battles and political decisions of the era are discussed, and the effects of war on the home front are investigated. This particular textbook provides a good framework for the unit. The readability is perfect for this particular class.

SMOG readability level: 11-12

Kappler, Frank K. (1990). *Life: World War II*. New York: Time, Inc. Magazine Co.

This book is a compilation of photos with captions, and articles that were published in *Life* magazine during the 1930s and 1940s. Aside from the pictures taken during military campaigns and battles, there are some wonderful photographs of life in the United States before, during, and after the war. The choice of photos includes some that might have been controversial and inflammatory during the time they were published, including photos of internment camps for Japanese-Americans, and conditions for African-Americans in the cities and in the South. The photos are not the only useful tools in the text though. In many cases the captions are poignant, and lend a deeper understanding to the image(s). The captions also show some of the possible biases of the publishers of the magazine, which is another possible classroom discussion. Finally, there are some short articles written about some of the collections of photos, which are really more like extra long captions. These articles provide some more perspectives about the people in the photos, as well as the perspectives of the photographer. This could be a very useful tool for the visual learner. The readability is low for this class, but the emotions and perspectives portrayed by the writing make it useful.

SMOG readability level: 8

Krull, Kathleen. (1995). *V is for Victory*. New York: Alfred A. Knopf, Inc. & Random House.

This book is a nonfiction quasi-picture book that seems to be aimed at 4th or 5th grade students. The readability is higher than that, but most of the multi-syllabic words are derivatives of “America.” The book is all about the crusade for victory by ordinary civilians on the home front in the U.S. The book especially focuses on women and those too old or young to enlist, but it also has sections devoted to the lives of various people of color. Along with many photographs, the book includes dozens of examples of propaganda used by organizations in the United States in support of the war effort. Included with each photo or picture is an explanation of what it signifies, and in the case of propaganda the reasons behind using it. This is a wonderful book for students who might find it hard to imagine the entire country unifying for a singular cause. The propaganda posters and leaflets could be great starting points for debates about the use of propaganda in the War on Terror.

SMOG readability level: 10

Lewis, Brenda R. (2002). *Women at War*. London & New York: Amber Books, Ltd. And Readers Digest, Inc.

As the title suggests, this nonfiction book is all about the roles that women played in the United States during WWII. The book is divided into six sections, each devoted to one of the major spheres in which women played a role during the period. The first section is

devoted to the home, and includes explanations of rationing and making it work to feed a growing family, planting victory gardens, and keeping the children informed about world events. The second section is devoted to women working outside the home, in places that they had not been previously allowed. There are pictures and photos of women working in factories, keeping them running while the men were off at war. Another section is devoted to those women who chose to use their skills as nurses to aid the war effort, both in veterans' hospitals in the U.S., and overseas. Another section portrays the lives of those women who chose to and were allowed to enter military service for the U.S. Finally, the last two sections are devoted to women in print media, and women as entertainers. This text is a wonderful way to make students see the sacrifices and efforts that women made to help the U.S. wage a successful war across the sea. It will dispel any preconceptions that WWII was a "man's war."

SMOG readability level: 11

Manson, A. & Reczuch, K. (1995). *Just Like New*. Toronto: Groundwood Books/Douglas and McIntyre, Ltd.

This is a simple children's book about a young girl in Montreal during WWII. It is set during the time that England was under nightly attack by German bombs and rockets. The main character's class at school is given a project: to bring in a present for an English boy or girl for Christmas, as many of them would not be receiving anything from their families due to shortages and destruction. The young girl, after much soul searching, sends her favorite doll to a girl in England, and then waits anxiously for a reply from the recipient. She receives her reply at the end of the book, when a letter from England comes. The new owner is a girl her age, and loves the doll more than anything in the world. The two decide to become pen pals. This book is aimed at very young children, although the readability is a little higher than the audience level. I've included this text because it will be a great way to introduce the Battle of Britain on a more personal, heart-warming level. It is simple, but profound, and is another good way to show the sacrifices that those at home were making for those overseas. Although the main character is from Canada, these types of war-drives took place in the U.S. as well. This book is a perfect way to show that war affects everyone, young and old.

SMOG readability level: 6

Meacham, Jon. (2003). *Franklin & Winston*. New York: Random House, Inc.

This book is a compilation of correspondence between Franklin Roosevelt and Winston Churchill, especially during WWII. Along with the usual political and military correspondence that would be expected of two leaders whose countries are at war, there is a lot of personality to much of the correspondence. The two men exchange stories about their childhoods, and the steps in their lives that led to their assuming their high ranks. They exchange stories about the women and children in their lives. Some of this personal correspondence is what seems most valuable to me as a teaching tool. The easy back and forth between these two men show the human side of the war, even at the

highest levels of government. Even as they were worrying about the world literally falling apart, they still had to worry about managing their own health and sanity.

SMOG readability level: 10