Annotated bibliography of supplementary reading materials to be used in the teaching of social studies in the fifth grade.

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http://hdl.handle.net/2144/9349
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THESIS

ANNOTATED BIBLIOGRAPHY OF SUPPLEMENTARY
READING MATERIALS TO BE USED IN THE TEACHING
OF SOCIAL STUDIES IN THE FIFTH GRADE

SUBMITTED BY
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In Partial Fulfillment of
the Requirement for the Degree
Master of Education
June 1960
FIRST READER  Dr. Helen A. Murphy

SECOND READER  Dr. D. D. Durrell
INTRODUCTION

With the awareness of the importance of Social Studies in the school curriculum, a more conscious concern is being exerted in the direction of more supplementary reading materials.

According to research findings, Social Studies fall near the lower end of the scale in popularity when compared with other areas of the academic program. There are various reasons which may account for this. The manner in which the materials have been presented, the failure of teachers to relate Social Studies to children's interests, and materials that are not meaningful to children are some reasons to consider.

Teachers need to coordinate all aspects of child development and behavior through an interesting program designed to meet the needs of children.

Knowledge and skills are not the only aims of education. The development of worthy human relationship, the achievement of economic efficiency and the willingness to accept civic responsibility are important goals.

Social Studies may be enriched by using a variety of materials in the classroom. A textbook is the organizational core of the course, and it is important to supplement this with reference books and supplementary readings.

This study is an attempt to present an annotated list of books from the library in Charleston, South Carolina that may be used to enrich the program in Social Studies in grade five in that city.
CHAPTER I
A SUMMARY OF PREVIOUS RESEARCH

A review of research in social studies tells the purpose of the program.

Coryell\(^1\) states:

The primary aim of any social studies program for the pupil should be better understanding of social living. By social living is meant, living with other people.

The child should become aware of his role in not only his home, neighborhood, and community but also in his state, nation, and the world. To really realize his part in society may be brought about by the teacher.

The basal social studies text and readers can not meet the needs of all the children because of the wide range of abilities in a class. Additional materials must be provided for them.

Burns\(^2\) lists the following possible values for supplementary materials:

"1. Accelerates achievements and aids comprehension,
2. Broadens vocabulary, knowledge and experience,
3. Increases interest,
4. Promotes good attitudes, habits and skills,
5. Helps avoid reading errors,
6. Reduces failures,
7. Provides for individual differences."


She suggests further that each individual must be guided in selecting books which are appropriate to him.

Strang suggests that most children get basic vocabulary knowledge through reading interesting, simple books. The literature on simple reading emphasizes evaluation of books, and the values to be gained through such reading.

While the analysis of supplementary reading material will require some tabulation, it should nevertheless be undertaken as a vital part of the placement of any book, says Dolch.

Preston suggested the need for teachers to keep on the lookout for storybooks and content books that children would enjoy in their study of a topic. Really to know and like a subject, most children need to extend their reading beyond the textbook and reference books.

Frey in developing a supplementary reading list proceeded on the premise:

"that a child experienced reading as a process of getting ideas from the printed pages and in so doing becomes familiar with words as symbols of these ideas through meaningful content and becomes more competent in fluent and accurate reading at each level."

Krantz\(^1\) listed supplementary reading by placing the books in an ascending order of difficulty in relation to basal reading system. This plan reduced failure and increased interest. Experience of schools using graded materials show that more books are read with greater repetition, faster reading and better learning.

It is Wesley's\(^2\) opinion that teachers and pupils are using a greater variety of reading materials. This trend involves the widespread use of parallel textbooks, supplementary readers, commercially sponsored booklets, public reports, advertisements, maps, pamphlets, posters, clippings, magazines, newspapers, school papers, and many reports and booklets that are prepared by the pupils themselves. This wider reading provides training in locating and studying pertinent data; it also provides many occasions for comparing, contrasting and reconciling or solving inconsistencies and contradictions. Freedom to use a variety of sources develops a sense of responsibility. Problem solving is frequently interwoven with utilization of these varied materials.

In a fused program, such as the social studies Randolph & Samford suggested that more and more materials be used from

outside the textbook. This is particularly true where the unit approach is used. Much of the material may be bought inexpensively or it may be free.

Wrightstone has the impression that the use of community resources, visual aids, and supplementary reading material adds materially to the effectiveness of learning. Efforts at correlation of social studies with other phases of the school program are exceedingly difficult when subject matter is largely limited to a number of adopted textbooks.

It is Durrell's opinion that

"most of the important decisions that effect progress of the pupil remain in the hands of the teacher. Adjustments to differences in level of ability and learning rate, supplementary practice for slow learners, the challenging of rapid learners, the use of supplementary material for practice and independent reading program, the interrelationship between reading and the other language arts and other subjects - these decisions and others may be suggested by the manuals of the various basal reading systems, but their selection, their developments, and their use must rest upon initiative of the classroom teacher."

Durrell says the chief difference between good and poor teaching of reading is found in the intelligence and initiative of the


teacher in doing the following things:

"1. Providing for individual differences in skills learning.
2. Providing for pupil initiative in a great variety of uses of reading.
3. Providing instruction which improves personal and social qualities of pupils."

Durrell found individual research assignments and the following of personal specialties introduce the pupil to resources for expanding his knowledge. It is difficult to serve the many needs of intermediate grade reading through basal readers alone. Too much of the reading program is found in social studies, science and independent reading. Superior pupils in intermediate grades will seldom be served well by basal readers. Their need is for a much broader literature and study program than any basal reader can provide. Most of the weaknesses in intermediate grade instruction are related to the following: Failure to provide for individual differences in level of pupil ability; failure to provide sufficient amounts and types of instruction to establish needed reading skills; and failure to provide a specific program of teaching initiative and providing motivation techniques in the uses of reading.

Success in skills learning depends primarily upon a feeling of progress. Both the teacher and the child want to see progress, and both are happier if specific progress can be seen daily, or at least weekly. It is one of the superior arts of teaching to design methods by which the child can see his progress in small units of growth.
Stonel says the problem of meeting individual differences through supplying appropriate supplementary reading books has often impressed him as having a lack of material suitable for the retarded reader. In San Jose, California, basic sets are available plus several supplementary reading books for the retarded readers to avoid the rereading of the same material. He concludes by saying the faculty-supervisors, administrators, and teachers have often fallen down on provisions of adequate material for the retarded child and thus their possible improvement through this means.

Kimmel2 states:

"a child reading for pleasure must include books beyond the grade level to stimulate those who are advanced in reading as well as books for easy reading. There should be available books easy enough to be used without difficulty by the poorest readers. Books available for pleasure reading develop a desire to read and assist in broadening experience."

In referring to individual differences, Durrell3 says there should be supplementary reading material available which will adequately provide for the range of reading ability of the class members.

Preston suggests the need of wide selection of supplementary reading materials in a social studies unit. He also points out that:

"It is important to see that social studies experiences are followed by appropriate reading experiences. The former provides a strategic and natural matter and the child is enabled to see the functional role of reading."

It is Kimmel's opinion that books that are above the grade level should be included to challenge the best readers in the group as well as materials for easy reading to provide increased ease in reading. Books so simple that the poorest readers can read them without becoming bored by the difficulty of reading should be included. The child's experiences are widened emotionally and intellectually and he develops a desire to read.

No book should be expected to serve the needs of all children. Similarly, books alone will not suffice. Related materials, such as maps, charts, pictures, and films should be used to secure additional information and enrich the understandings grasped through reading is Preston's opinion.

It was found by Arbuthnot\(^1\) that many children are more easily lured into the enjoyment of reading through informational books than through either stories or poetry.

Michaelis\(^2\) feels that the child should have many different types of reading materials to present different points of view, and give adequate background of understanding of peoples, processes, and places studied in various units of work. Children should be guided in finding the right material for particular interests. This not only enriches the experiences of these students, but also furnishes a strong incentive for learning.

Betts\(^3\) states that there are many factors to influence differences in reading interests and abilities. A pupil's personality, his achievement, his motivation, and other individual characteristics condition his adjustment. A host of factors falling within his environment may facilitate or interfere with learning.

Artley relates as children move far ahead into middle grade reading, new skills are well on the way to become habits that the young readers use unconsciously. Just as each child was ready to begin reading at his own particular time, so each moves into independent reading at a different rate from his classmates. By the end of first grade some children may have been reading second grade materials, while others were still reading the pre-primers. During the previous years, no child was forced to reach an arbitrary goal; each was helped to advance as best he could according to his own capacity.

In the fourth, fifth, and sixth grades, there are much the same differences among the children as before, except that the variations are wider. The relative distance between the fast and the slow learners is greater now, and many children have had widely different experiences that have shaped their learning. In a fifth grade classroom, for instance, one might find some children working on word attack skills, perfecting their understanding of structure and form, reading carefully and slowly; others would be reading confidently and well. Some would be leaping ahead to master challenging supplementary material.

1. Artley, A. Sterl, "Independence is achieved at different Rates", *Your Child Learns to Read*, Scott, Foresman & Co., Chicago, 1953, pp. 128-129.
Artley reports one group might be doing a special report in connection with some subject that has come up during the day, another group might be applying some needed skill such as finding words in the dictionary quickly. In the fourth, fifth, and sixth grades the reading books are so arranged that this is feasible. The organization of each book makes possible a flexible program that gives the teacher opportunity to work with those children who need extended practice, helping them to overcome any specific weaknesses. She also tries to be especially aware of those who need challenging material to stimulate their maturer interest. Sometimes she may assign them a problem or project, she tries always to provide as fruitful an atmosphere for them as she can because good minds wasted on material too simple become rusty and useless.

It is true that some children do not learn to read as well as others. Schools tend to be crowded today, and teachers are only human. It is not always possible for them to give as much individual attention as they wish to each child. Especially in the middle grades, when ability to read independently may be taken for granted and youngsters are required to branch out into more varied and complex subjects, reading problems do occur.

1. Ibid..
Durrell\(^1\) believes that learning to read is an uneven process, with marked individual differences in rate of progress in various reading skills. High mental ability alone does not insure successful reading, nor does highly motivated practice guarantee high achievement in all skills. As in all learning situations, it is necessary to adjust the instruction to the child's level, to analyze weaknesses, and to provide special instruction for those weaknesses. All reading systems require supplementary exercises to adjust to individual differences in mastery of skills. The teacher's task is one of constant observation of instructional needs and of provision for systematic practice in particular skills.

While great progress has been made in the production of the textbook to bring about systematic developments in reading comprehension, especially in primary grades, textbooks must be regarded as imperfect tools to be used with intelligence by the teacher. It is impossible for a textbook to provide exactly enough practice for all pupils. There is as much inefficiency in giving unnecessary practice to rapid learners as there is in failure to provide mastery for the slower learners. There is danger also in narrow skills objectives becoming the whole

of the reading program. After the first grade, the basic readers provide a very small proportion of the child's reading. Guidance in the use of outside reading and in relating reading to various life activities must not be ignored.

Gates¹ thinks the rate and effectiveness of a child's learning at any stage of progress in reading depends upon his "readiness" for the task at that time. This concept, originating in child development researches, has been applied in the practice of determining the child's degree of readiness for the beginning stage of reading. Despite the existence of stages, growth is continuous in such phases of reading as speed, level of comprehension, skill in working out the recognition of unfamiliar words, or size of reading vocabulary.

Under a superior educational program, practical abilities in reading develop continuously throughout the entire school period, including college, and into adult life, but under an inferior educational program abilities and interests may level off or stagnate at any time from the third grade onward; hence a major need in education is to provide continuously effective guidance throughout the entire period of schooling and into adult life, so as to insure unceasing developments to an

optimum level in proficiency for each individual. Differences in capacity for growth in reading, differences in aptitude for learning by other media, and differences in the importance of high levels of reading ability exist and should be recognized.

Jarolimek offers his point of view by saying most schools make some effort to relate social studies activities to the remainder of the school program. Social Studies have been made by some schools the core of the structural program. Social Studies is an exclusive but highly specific term applied to that area of the elementary school curriculum which has a primary responsibility for assisting the child develop skill in and understanding human relationships. The social studies deal with the study of man and his relationship with other men and with his environment. In social studies one finds elements of geography, history, sociology, political science, economics, conservation anthropology, social psychology and other allied fields. The term "Social Science" is not ordinarily associated with the program of instruction in the elementary school. At early levels, the social studies focus attention upon the development of the individual in his immediate environment. Gradually, the area of study is expanded to include human

relationship in the larger local community, at the state and national level, and finally at the level of world understanding.

Wesley and Adams¹ say social education, on the other hand, is a more inclusive, broader concept embracing the entire interpersonal, social life of the child. Social studies as an area of the curriculum is a regularly scheduled part of the school day; social education takes place whenever the child is in a social situation. This may occur in an arithmetic lesson, in the school lunchroom, or the playground, in and out of school. It is true that the social studies make an important contribution to the social education of children. They have, in fact, a special responsibility to assist children to learn "Social Education" and the specific area of the elementary school curriculum referred to as the "Social Studies."

It is Jarolimek's² opinion that reading and social studies are related to the extent that the child needs to be taught


reading skills as a part of social studies instruction. This is necessary because of the special types of reading tasks which confront the child in the social studies.

Jersild\(^1\) writes:

"what often happens is that children are called upon to use a number of terms and ideas in large relationship when they have little understanding of the underlying meanings of the individual terms and ideas".

By stressing how people live, teachers can assume with assurance that their pupils are dealing with events and experiences paralleling the "individual terms and ideas" in their own lives.

Randolph and Samford\(^2\) suggest most of the child's concepts are in terms of current events. He is generally more concerned with the immediate present than with the past or the future. His interests are absorbed in his home, school, and community. His own problems are as much concern to him as an international issue is to a diplomat.

As the child's concepts of time, place, and space enlarge he is concerned with children of his own age in other settings, later, with affairs involving adults. He transfers similar activities to these he has experienced. The social studies curriculum, at various grade levels takes this into account.

**First Grade** - In grade one the same topics are frequently used, plus others. The farm, plant life, pets, the zoo, the circus, and keeping well are topics variously regarded as social studies too.

**Second Grade** - Grade two in presenting our helpers, deals with the problem in the concrete and the present. The concept of the policeman or fireman is in terms of men whose names and personality they know intimately. What these people do and how their work improves the lives of the seven year old people are emphasized. Should the grade study health, transportation, and communication, the same principles hold true.

**Third Grade** - The community study, so popular in grade three, most often turns to the present for more than ninety percent of the time allotment. Reference to the past is usually limited

1. Ibid.
to getting a necessary background. The past can be dealt with under no more than a very few headings, such as early settlers. The present holds so many topics such as shelter, food, clothing, homes, transportation, churches and stores.

**Fourth Grade** - Grade four frequently stresses topics related to coal, cotton, oil, farming, trading, and mining. As in previous school social studies experiences, the child remains interested in the present. How do these people live, what are their habits which resemble our own, what do their children do about school play.

**Fifth Grade** - The work in grade five usually stresses the America's, both historically and currently. Since the emphasis tends to be on the geographic aspects, current applications and data predominate. Units build around topics dealing with regions of U.S. North Eastern States and Western States.

Artley\(^1\) reports geography, history, civic and economics are all closely related. Geography deals with the land, water, atmosphere, plants, and animals of the earth, and the way men use these things at flood times, now-a-days, people wonder why, but at the time that the cities were growing, river navigation was the most efficient and widely used types of transportation. Thus an understanding of why these cities grew up near large

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bodies of water requires both geographical and historical knowledge. The streets, schools, parks, perhaps even the woodland are a reflection of some phase of the government. The way people dress, the factories, and the condition of buildings depend upon economic factors.

Artley tells that children of some schools may still have geography and history as separate subjects. In this case the youngsters may draw upon geography to understand history and upon history to understand geography.

Studies of children's interest are limited because of their scarcity and qualified usefulness.¹

Wesley and Adams² feel that children and adults are most successful in learning these things which are charged with interest for them. If interest exists, extra effort will be expended and greater learning will result. Interests have long been considered a fundamental factor in motivating study skills, appreciations, and discriminations.

Progressive education has as one of its cornerstones, the doctrine of interest.³

In discussing children's interests, Sheldon has observed that younger children liked school subjects more strongly than did the older children. There was far less agreement in the part of the test dealing with school subjects than in other parts of the test. Girls and boys were not in accord in likenings for various subjects and no general inclinations are evident in the case of either girls or boys. Girls rated history 11.5 and geography 6.2. Boys rated history 5 and geography 7.5.

If the teacher knows the interests of the pupil, those interests can be made use of in the school program.¹

Each child's interests are as individual as any other factor in his makeup. It is the teacher's job to develop and broaden interests in all the children, since interests are largely based on experience. The teacher should not forget those interests already present but should deepen them. These interests may be used as a means of developing further interests.²

Cole³ states that in a school where social studies are made part of the every day life of the pupil, a boy, whose only

interest seems to be football or baseball teams discovers he can use his interest in social studies. Naturally he searches sport pages for material on his project. Suggestions from his teacher lead him to the study of the history of football or baseball.

Preston¹ feels that teachers stand in no awe of the expressed interests of children. If they are good teachers they will keep abreast of what their pupils appear to engage in spontaneously and wholeheartedly.

The practice of depending upon investigations of children's interests in reading as criteria for selecting their reading materials has its limitations. For years children's interests were entirely disregarded in the selection of reading content. Recently, however, many investigations have been conducted for the purpose of obtaining information in regard to children's interest in reading. The results of these investigations are frequently used as the basis for determining the content of instructional material in reading.

Wendt\textsuperscript{1} observes that the interest students have in audio visual materials is extremely valuable to a good teacher. He uses it as a starting point to interest the students in the material being taught.

Children's dormant interest or lack of interest should be studied in an attempt to find why they do not care for other valuable types of reading content, and provision should be made for developing broader interests. In consideration of these points, it is suggested that, in selecting materials for children to read, we make use of investigations of children's interests, but instead of relying too extensively upon them for guidance, we provide children with a wide variety of types of reading materials and strive especially to cultivate their interests in desirable lines where we find interest lacking.\textsuperscript{2}

Hanna\textsuperscript{3} believes the more information that the teacher has about her group, the better she will be able to diagnose differences and adjust learning situations to individual students.

CHAPTER II

PLAN OF STUDY

The purpose of this study was to present reading materials of varied difficulty which can be used by children in the fifth grade of Charleston, South Carolina.

In selecting these materials the following were considered:
1. The content of Social Studies in grade five.
2. Differences in reading ability among children.
3. Children's interest.
Definition of Terms

Annotated Supplementary Bibliography defined for this study includes all of the reading materials that would be centered around topics found in the Social Studies text, "Your People and Mine," which is used in this city. All reading materials are annotated. 1

According to Lacey: 2

Social Studies in its broadest sense is the study of the social, industrial and political life in the home community and the world. In the fifth grade where the entire range of experience, interest and activities of the children is made the basis for a unit of work, the term social studies may be very inclusive and may represent that body reading material which increases one's knowledge and appreciation of how people live and work together.

Procedure

The manual that accompanies the text "Your People and Mine", lists many supplementary reading materials.

First the writer conferred with the principals of the three elementary schools using this text and received permission to

have conferences with the school librarians, and to use the school libraries.

When the writer had exhausted the school libraries, she consulted the Darts Library which is the city's public library. The librarians were most cooperative when they found out the purpose of the visit. A date was given the writer as to when to return, and the books wanted would be available. When the writer reported the day suggested by the head librarian, the books were all ready to be read, selected and written up.

The text is divided into the following units:

1. Things Our People Have Done
2. People Who Found Our Country
3. Who Settled Our Country
4. Helpful Stories
5. Transportation
6. Community Life

The writer has arranged the books recommended in the manual for each unit in alphabetical order. The books are found in the order they are expected to be read by pupils when the units are being studied in social studies. There are supplementary reading list to go along with each unit in the text manual which will be found in this annotated bibliography.

Forty books from the list recommended in the manual and fifty suggested by school librarians were examined carefully
and annotated. Ten more books were secured from the city library making a total of one hundred which had been recommended either by the writers of the basic text in use, or interested librarians.

An annotated bibliography of these is presented, an example follows: Coatsworth, Elizabeth. *Boston Bells*. New York: The Macmillan Company, 1952. An exciting picture of a riot in Boston in 1794. For two days the bells were rung constantly until the British returned the men they forced aboard their ships. The boy in the story is John Copley, famous American artist.

The list follows in the next chapter.
THINGS OUR PEOPLE HAVE DONE
AND
PEOPLE WHO FOUND OUR COUNTRY

1. Barksdale, Lena - First Thanksgiving - Knopf 1942 Grade 3-5
   This book tells the story of Hannah who came down from Kittery to Massachusetts by boat in the seventeenth century to celebrate the new and important day of Thanksgiving. Her Grand-mother gives the account of the first celebration.

2. Buehr, Walter - Harbors and Cargoes; Putnam 1955 (5-8)
   The author traces the development of harbors and shipping, describes the machines, vessels, and methods used in handling cargo in a modern harbor, and tells how a steamship is brought into port. A clear factual presentation illustrated with detailed drawings.

3. Buehr, Walter - Meat From Ranch To Table - Morrow 1956 (5-8)
   This book tells a story of our favorite food - meat from cows, pigs, and sheep - and of the farmers, cowboys, commission men, and butchers who raise and market meat animals for us.

4. Buehr, Walter - Ships Of The Great Lakes - Putnam 1956 (4-7)
   A compact account of Great Lakes shipping history, importance, navigation problems, Waterway, ships, cargoes, and men. Illustrating the book are line drawings and pictures of 12 representative lake ships, each drawn to scale and reproduced in color.
5. **Colby, Carroll Burleigh** - *Fish and Wildlife* - The story of the work of the U.S. Fish and Wildlife Service. Coward-McCann 1955 (4-8)

How the important Government service works to protect and conserve the wildlife - birds, animals, and fish of our country.

6. **Colby, Carroll Burleigh** - *Police* - Coward-McCann, 1954, (5-9)

This book has endeavored to bring to you outstanding photographs of law enforcement. Officers at work, their tools of trade, their vehicles, special devices and techniques.

7. **Curtis, Mary Isabel** - *Why We Celebrate Our Holidays* - Lyons, 1950, Grades (3-6)

This is simple stories for second and third graders, on the customs surrounding our more important holidays.

8. **Dolghesh, Alice** - *American Travels*; Macmillan 1933, (4-6)

A story-history of American travel - Part 1 - is made up of series of eight stories of traveling arranged in chronological order, and part 11 is straight description covering all aspects of travel in the United States during the last hundred years.
9. **Elting, Mary** - *Ships At Work* - Garden City Books 1953, (4-6)

Stories of freighters, tankers, tugs, and giant ocean liners are illustrated with action pictures. The life of men who sail is also shown.


This interesting narrative of the Jewish People for younger readers will lead boys and girls into a more detailed study of Bible Stories, which have such color and variety and meaning in their legendry.


The fascinating and moving story of the Jews, their persecution and suffering, struggles and triumphs for more than four thousand years written in dramatic but simple phrase through which a complicated history is clarified and an ancient people really live.


Through a fictional device of a young girl intensely interested in the comings and goings of Franklin and Jefferson and others in Philadelphia in 1776 and 1777, the author shows what the writing of the Declaration of Independence and later the Constitution meant to the people of America yesterday and today.
13. **Heiderstadt, Dorothy** - *To All Nations* - Thomas Nelson & Sons, 1952, Grades (4-5)

To all nations tells the story of twelve men, living in five different centuries and on five continents, who had one trait in common - the courage to face hostility, charges of Heresy and treason, hardships, and even death, in order to give the Bible to the people in their own languages. For the Bible was once available only to priests and scholars and the men who first dared to translate it into the vernacular had to defy the tyrannical power of church and state.


Green and black pictures enliven the legend of Mike Fink and how he tamed the Mississippi by fighting old Al, the storm making alligator. After a whooping, hollering search all the way from Wahoo crossing to Oquawka and back to Catfish Point, Big Mike and his dog Henry tie up old Al's tail and settlers can cross the river in safety.

15. **Kelsey, Alice** - *Once the Hodja* Longmans, 1943 Grades (4-6)

A collection of humorous folk tales from Turkey. The central character is one Nasred-Din Hodga, a simple, kindly fellow who, because he is both wise and foolish, gets into and out of trouble with equal ease.
16. **Lewellen, John Bryan** - *You And American Life Lines* - Children Press, 1952, Grades (4-6)

Beginning with the birchbark canoe, horse drawn car, Conestoga Wagon and the earliest cargo plane, this introductory book traces, simply and effectively, the development of American cargo transportation by waterway, rail, road, and air.

17. **Lovelace, Maud** - *Golden Wedge; Indian legends of South America*, Crowell, 1942, Grade (5-7)

Nine legends of the beginnings of things as they appear in pre-Columbian South American mythology, retold for grades (5-7) five to seven.

18. **Metzger, Berta** - *Picture tales from India*, Stokes 1942, Grade (3-5)

Contents: Blind men and the elephant; Legend of the Fish; Monkey and the Crocodile; Duck and Golden Feathers.


This account of the work of the Post-office and its workers, tells of the mail traveling on trains, buses, trucks, ships, airplanes, dog sleds, camels, to its destination. "Good social studies material for the youngest readers."
20. Norling, Josephine - Pogo's Sea Trip - Holt, 1949, Grades (2-4)
   This book is about John and his dog Pogo, the pair who have had such varied and profitable experiences, now make a trip on a tugboat and learn a good deal about boats, locks, lighthouses, and navigation. The accurate and detailed pictures are easily the best part of the book.

21. Olds, Elizabeth - Riding the rails - Houghton, 1948, Grades (2-4)
   An attractive history of railroads in the United States for the young listener.

22. Running, Corinne - When Coyote walked the Earth - Holt, 1949, (4-6)
   This book tells authentic Indian tales of the Pacific Northwest which are built around the fabulous character of all powerful coyote, who ruled the animal world before the first Indians came, and prepared earth for man by setting problems of night and day, the seasons, fire, water, and so on.

   Text and photographs showing what happens to an air mail letter from the time it is mailed by the son of the author in Los Angeles until it is received in White Plains, N.Y. by Jack West who is recovering from the mumps.
5. **Bronson, Wilfrid Swancourt**, Freedom and Plenty - Harcourt 1953 Grades (4-7)

The author uses amusing illustrations and clear examples in this text and many practical suggestions for action by children to stress the importance of conservation for each individual. He shows how natural resources of every kind have been wasted.


Many illustrations embellish the chapter of this comprehensive book telling about sailing ships, steamships, battleships and other classes of vessels.


An interpretation based on a study of official records of the debates concerning the Universal Declaration of Human Rights, and on Consultation with members of the United Nations Department of Public Information, and The Educational Scientific and Cultural Organization.


This book tells of a series of entertaining cartoons accompanied by short pithy captions, Lois Fisher has worked out a remarkable and striking presentation of principles for getting along together every individual has a responsibility to help in furthering the peace and security of the world through understanding people.
   The examples of the police at work emphasize society's dependence on police protection, the necessity of crime prevention, and the fact that crime doesn't pay.

    This book is packed with a mass of worthwhile and informational material on money, credit, banking, and taxation. This zestful and entertaining book will prove popular with those of ten and up. In content it is accurate and down to earth, yet challenging. Although the historical approach is used throughout, the book never neglects the current importance of the various monetary problems and policies and is appropriately and ably illustrated.

    This 1955 edition has been brought up-to-date particularly as to new agencies, new ways of carrying on the UN's business and the simultaneous translating of speeches.

    This book tells of the various freedoms of the press, of religion, of work, and the rights such as right to petition to vote, to a fair trial are explained and illustrated.
13. Hader, Berta, Little Town - Macmillan 1941 - Grades (1-4)
   This book demonstrates the many daily service activities
   of any town - milk delivery, fire and police departments,
   schools and stores - and how they work.

14. Henius, Frank, Stories from the Americas - Macmillan 1952
   Grades (4-6)
   Stories from twenty of the American republics, from
   Mexico through Central and South America. Some of these
   stories came over from Europe and were modified and changed
   by the countries to which they came. Some are Indian legends.
   They were selected by Latin Americans as stories that are
   favorites with the children of their countries.

15. Hughes, Langston, First Book of Negroes - Watts F. 1952
   Grades (4-7)
   Mr. Hughes has concentrated a vast subject into sixty-
   nine pages of well chosen topics, and he has done an excel-
   lent job. Terry learns about his people's contributions
   from his parents and his grandmother and their stories made
   up the book.

16. Leeming, Joseph, Costume Book - Lippincott 1938 - Grades (5-8)
   Descriptions and illustrations are given for folk cos-
   tumes of twenty-seven nations, fanciful and fairy tale
   costumes and for historic costumes of Ancient Egypt, Pales-
   tine, Greece and Rome; Medieval Europe; Sixteenth Century
Europe and Elizabethan England, Seventeenth Century Europe and America; Eighteenth Century Europe and American Colonial; Early nineteenth Century or empire period; Mid-Victorian England; American Civil War period.


In each of the four parts of this book are a dozen or so stories of some of the greatest men and women in our history; in Part One, appear saints and patriots of the early centuries, followed in Part Two, by some of the colorful figures of The Middle Ages. Then, in Part Three, came people of Tudor and Stuart Times whose adventures and struggles added to the brilliance and tragedy of those days, and, finally, Part Four contains a selection from the host of great names in the last 250 years.

18. **Reyher, Rebecca, My Mother is the Most Beautiful Woman in the World - Howell Soskin 1945** - Grades (3-5)

A Russian folk tale about a little lost girl who describes her mother as the most beautiful woman in the world.

19. **Rogers, Frances, Heels, Wheels, and Wire - Lippincott 1953**

Grades (5-8)

The theme of the book is the development of communication through the ages. Its progress on land and sea and through the air is presented in a lively manner and the text is illustrated with amusing line drawings.
20. Sawyer, Ruth, Picture tales from Spain - Stokes 1936
   Grades (4-6)
   Eleven folk tales told delightfully and illustrated with drawings in black and white that reflect their dramatic and humorous episodes.

   A reader in good type, which includes accounts of African life and climate, myths and folk tales, the coming of the negroes to America and life on the plantation, and short descriptions of a number of famous American negroes.

   Grades (5-8)
   This book tells in the small space of each chapter much is packed of recent history, and of conditions generally in each country.

   This book tells of U. S. foreign population, migration, and emigration.

   This is about how rivers, lakes, forests, wildlife, the green growing plants, the good earth itself, all depend on
nature's intricate interrelationships; how man sometimes damaged nature's way of life; and what he is now doing to conserve and renew his natural resources.


   This book gives pictures and description that reveal the workings of the U.N. Shows what more than 3,500 people from 60 countries do to keep the wheels of international diplomacy turning smoothly.

26. **Storm, Daniel Agnew**, Picture Tales from Mexico - Lippincott 1941 - Grades (4-6)

   This book tells Mexican Folk Tale. These stories especially the coyote and rabbit series, have been for ages back, the favorites with Mexican children.

27. **Swift, Hildegarde**, North Star Shining - Morrow 1947 - Grades (5-8)

   A pictorial history of the American negro. Lynd Ward's paintings illustrate vividly and dramatically each page of text in verse about the contributions of a certain negro to American history.

28. **Turner, Mina**, Town Meetings means me - Houghton 1951 - Grades (3-6)

   Using a New England town with a population of 3,000 as an example, author and artist explain in the simplest possible terms how the town meeting form of government works, defining the function of the town officers and agencies and emphasizing the responsibility of the individual.

This book makes graphic by cartoons and drawings a subject often dull for young people. America is here visualized as the Freedom Train on which we are all passengers.


Starting with a brief history of postal systems, Mr. Zarchy then proceeds to outline ideas for starting a stamp collection and instructions for using a stamp catalogue.

31. **Zarchy, Harry**, Stamp Collecting - Roger Lewis Knapp 1953 - Grades (4-7)

"A family's Activity Book" - Diagrams on hinging, watermarks and so forth and pictures of many stamps are included in a text that talks about the origin of stamps, how to buy when starting a collection, how to prepare and care for mounting, first day covers, and suggestions for topical collections.
TRANSPORTATION
AND
COMMUNITY LIFE

   Rhymes for children on safety procedures.

   The places from which our groceries come are visited.


   This booklet contains pictures and descriptions of planes from 1903 to 1957.

   This book tells the story of the origin of the flag and approved flag customs.
   
   From a harbor this booklet shows many kinds of boats.

   
   A folder containing map of Japan, information on sports, geographical features, climate, cities and resorts.

   
   Preparation of planes for flight, the manufacture of planes and their uses is explained in this booklet.

   
   The different kinds of trains and the helpers who make traveling pleasant are shown here.

   
   Pictures showing the wood-burning railroads from 1830 to the diesel-powered streamliners of today.

   
   This packet contains pictures and information on Australia.

   This booklet gives detailed instructions with illustrations on accident prevention and fire prevention in the laboratory, first aid, and safety equipment.

   16 pages.

   A comic book containing the story of meat from the open range to the kitchen.

   32 pages. 20 cents.

   This booklet shows how milk and cream are obtained, the different types of dairy farms, and milk around the world.


   This booklet tells the story of animals that live in water, fly, live in the ground, and those that live only on land.


   This booklet describes the various kinds of sheep, how they are raised, and how wool is processed at the factory.
17. **Mike and Nancy at the Airport.** United Airlines, 5959 South Cicero Ave., Chicago, Ill. 4 pages.

Mike and Nancy visit the airport and learn about different America and Canada.

18. **Steamships.** French Line, Public Relations Department, 610 Fifth Avenue, New York 20, N.Y.

Contains pictures in color and descriptions of ships of the French line.


A unit with illustration on how bread is made. Also contains seat work and pattern for making a loaf of bread.


This packet contains a set of railroad pictures and the stories behind them.


This book gives detailed descriptions of bees and their honeymaking, their highly organized society, and the many ways they help man.
SOCIAL STUDIES READERS


   Eric has just moved to Arizona and must prove himself before he is accepted as a member of the Desert Rat Club. He learns many things about the beauty and danger of the deserts and finally earns his membership.


   These stories compare one child's community with another.


   Boys and girls will like this story about young Bill, who helped his father sell their cherry crop.


   An exciting picture of a riot in Boston in 1794. For two days the bells were rung constantly until the British returned the men they had forced aboard their ships. The boy in the story is John Copley, famous American artist.

Pickens wears a necklace charm, has a donkey for a pet, and floats his canoe on the great Gambia river in Africa.


Giant shovel, over the head, pile driver, tractor for various farms use, plants, harvester, seeding machine, are among the many machines explained in this useful book.


This book introduces young readers to the fascinating world of boats.


An engaging story of a young Chinese boy and his pony who has only one bad trick.


The satisfying and informative story of a little red caboose and the various trains he knew most of which were too slow to suit him.

Ten-year-old Treddy learns to be a real helper on his uncle’s farm. Information worked into an engrossing story.


Delightfully pictured informational story of the life of Betty, the farm horse, who is finally sent out to pasture to play while a tractor takes over the farm work.


Good information on citrus industry in a story of Tommy and his Mexican playmate, Pedro, who wanted to be useful but was continually doing the wrong thing.


Provides valuable information concerning trucks and drivers; where they go, when they travel, what they carry, traffic problems they meet.


An appealing story about three children who live with Aunt Toby in South Carolina. Everyday adventures with friends and animals.
15. Mason, Miriam E. Young. Mr. Meeker and His Exciting Journey to Oregon. Grades (3-5).

Mr. Meeker is only one month old when he becomes the leader of a covered wagon train bound for Oregon in 1852. Adventure, suspense, humor, family living, struggle against difficulties make this an engrossing story.


Suspense, action, character development, and much information about tugboats and the men who work on them in this story about eleven-year-old Jerry.


A sensitive story of a boy who longs for a cat, and his mother who is struggling to establish herself as an artist. Pounce, a Siamese kitten complicates and enriches their lives.


A film-story which gives a picture of the life in an English family - their games, home, city, and holiday in a seacoast town.

The adults in her family worked in a frozen food plant; Krista wanted a job, too. Hunting her lost dog, she went through the plant, noticing how all the work was done. She also found a summer job.


Peter's father is a farmer, but Peter wants to be a cowboy. He is delighted with a new colt, Cocoa, but impatient to ride him; it is hard to wait for Cocoa to grow up. All ends happily.


Beautifully illustrated story of early California and the beloved Father Serra...and the little boy who traveled with him.


Moving to a new town, Tony is reluctant to leave his cub den. He feels very lonely until he makes new friends and earns his way into another den.

This book tells of the water mains, drains, sewage disposal, electric wires, and gas under the city.


"A cowboy in truck driver language is a man who goes too fast and bumps into things." Tony is a good driver. As the young readers follow this story, he learns all about trucks and their work.


"One must earn the beautiful brass of policeman's buttons with a watchful eye, a strong arm, and a kind heart." Tim does his best, and his pup, Brownie, actually earns a button.


A humorous story about a pumpkin who was too proud to be eaten and who intended to live forever.


In this book large colored pictures and clear explanations give vivid information about the various types of fire fighting equipment.
CHAPTER IV
SUMMARY AND CONCLUSIONS

The purpose of this study was to present materials of varied difficulty which can be used by children in the fifth grade.

First the writer conferred with the principals of the elementary schools using the same text as the school where the writer is employed and received permission to have conferences with the school librarians, and to use the school libraries. After the school libraries were exhausted the writer consulted the Dart's Library which is the city's public library and wrote up the books found there that are recommended in the manual. A total of one hundred books were found.

The writer has assembled books to be used as supplementary reading material to be used with the text "Your People and Mine" that are available in the libraries in the vicinity of Charleston, South Carolina.
BIBLIOGRAPHY


