

Teaching American History 2011

Historical Fiction Roundtable

As part of your spring quarter graduate credit for the Teaching American History course, you will participate with your “for credit” cohort in a roundtable presentation/discussion on historical fiction. **Your task as a cohort** is to select at least 2 books **each**, making sure that the books’ content covers **all** the TAH 2011 topics to some degree and range from young adult to middle school. You are free to discuss with your cohort which books are chosen (emails can be found on the backside of these instructions). If you are having trouble locating appropriate fiction for any of the topics, please feel free to contact David del Mar or Monica Gorman (their contact information can be found on the backside).

The roundtable will consist of an informal presentation and discussion about the **(1) merits of the book** (based on the questions below) and **(2) your thoughts about the strengths and weaknesses of using the book in the classroom**. You will have about 12-15 minutes each for the presentation (so choose salient features from the books to highlight) followed by a short Q&A session with the TAH participants. You do not need to prepare any formal presentation (e.g. powerpoint) but please have copies of the books available.

**THE ROUNDTABLE WILL TAKE PLACE ON
Wednesday, June 8th**

Ideas for your Presentation: You should provide a **brief summary on the historical context** of the book (for a minute or so). Below is a list of additional questions that you might note as you are reading the book. They are designed to be prompts. You do not have to answer all of these questions in your short presentation. Choose those areas that impacted you the most.

1. How does the author frame the book? How are characters and events portrayed (are they real or imagined)?
2. What is the emphasis of the book? How well do you think the author captures the political, economic, psychological, sociological, philosophical aspects of the time?
3. What important things, if any, do you think the author left out? How might this omission affect a student’s perception of the historical events and/or people?
4. Is there a discernible point of view or bias present in the book?
5. Is there evidence that the author used primary sources to build the story? What are they?

Teaching the Book: Also, please offer a few suggestions as to how this book might help students understand the subject. Historical fiction can be very engaging yet also inaccurate. How can you overcome that potential problem? What are the strengths/weaknesses of using this book in the classroom? How do you deal with the fact that this is not a primary source? How do you maintain/encourage critical thinking or historical analysis in your students when using this kind of fiction?

NOTE: Your list of books will be cited in a bibliography and provided as a resource for teachers.

2011 TAH HISTORICAL TOPICS:

The historical fiction books that you choose should cover the following topic areas. A few suggestions are provided below (but feel free to explore other options). If you have a question about whether a book you have chosen is appropriate, contact David del Mar or Monica Gorman.

Salem Witch Trials:

1. The Witch of Blackbird Pond (E. Speare)
2. Tituba of Salem Village (A. Petry)
3. Wicked Girds: A Novel of the Salem Witch Trials (S. Hamphill)
4. A Break with Charity: A Story of the Salem Witch Trials (A. Rinaldi)

Japanese Internment

1. The Moon Bridge (M. Savin)
2. The Eternal Spring of Mr. Ito (S. Garrique)
3. Kim/Kimi (H. Irwin)
4. The Bracelet (Y. Uchido)
5. Snow Falling on Cedars (D. Guterson)
6. When the Emperor was Divine (J. Otsuka)

Oregon Statehood

1. Continue with the trilogy by D. Berry (*Trask* and *To Build a Ship*)
2. I'd Rather be Lucky (J. Franklin)

Indian Reorganization Act of 1934

1. The Lone Ranger and Tonto Fistfight in Heaven (S. Alexie)
2. The Owl's Song (J. Campbell Hale)
3. High Elk's Treasure (V. Sneve)
4. The People Shall Continue (S. Ortiz)

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