I. Introduction
This literature-based text set includes ten books with the genres of historical fiction, biography, and autobiography. It will be used as a supplement to enhance the traditional textbook in order to improve the learning experience. The text set focuses on the common theme of adolescent life during the horrifying conditions of World War II in different parts of the world including the United States of America, Japan, Amsterdam, Poland, Norway, and England. It includes ten books with a readability that expands from three years below to three years above the seventh grade history class. This text set is an excellent source of information because it takes complex issues and simplifies it in terms that students can relate to because the view point is given by a student that is approximately the reader’s age. The text set provides the opportunity for seventh grade history students to read works of literature which illustrates the lives of the main characters who are living under the conditions of World War II. Because each book has the main character at an age closely related to a seventh-grader, the student will be able to connect to their point of view. The text set includes ten books which has five boys and five girls as the main characters to satisfy equality of gender and to activate schema for all students. The text set will allow the students to see themselves living during World War II through the magic a book/novel brings.

The literature-based text set will serve as a tool in order to reinforce important historical facts that they will be tested on for the SOL. Since each book examines a point of view from either a boy or a girl living in a certain country during this time, it is necessary for the text set to be used as a supplement to the text book. Because the text set will be used as a supplement to the text, students will have the opportunity to experience repetition of historical information in order for them to make it easy for him to choose the right answer to a question on World War II found on the SOL test. They will perform well because the students have the opportunity to read a book that has the view point of the main character describing how they interpreted World War II. It is important for the students to comprehend the relationships between the different texts historically, politically, and socially. Furthermore, the students will find similarities and differences between the main characters of each text. This literature-based text set in an excellent way for students to understand World War II from the perspective of different adolescence from around the world.

II. SOL Connection
Turmoil and Change: 1890s to 1945
USII.6 The student will demonstrate knowledge of the major causes and effects of American involvement in World War II by
   a) identifying the causes and events that led to American involvement in the war, including the attack on Pearl Harbor;
   b) describing the major events and turning points of the war in Europe and the Pacific;
   c) describing the impact of World War II on the home front.
1. **Heroes Don’t Run**  
**Grade 6.1**  
*Historical Fiction*  
**Gender of main character:** Boy, Adam  
**Location of main character:** Japan  

**a. Introduction and Summary**  
This book is a short piece of literature that will aid the student in understanding the war in the Pacific. This book will fulfill the SOL requirement of “describing the major events and turning points of the war in Europe and the Pacific.” This book will allow the student to understand important historical events such as battles which took place in Japan.  

This is the story of a boy coming of age during World War II. It is about Adam, who was seventeen years old. Adam enlisted in the marines in 1944 even though he knew that his mother would be upset. He endures boot camp and arrived in the Pacific war as a soldier. Violence was a concept in this novel through descriptions of combat. The book emphasizes Adam’s struggles with the loss of his father who was killed at Pearl Harbor in addition his longing for the Japanese American friend from his past. The climax of the story was the battle with the Japanese on Okinawa where it was important to kill all Japanese. This is the part of the story where Adam became wounded and witnessed his friends killed.

**b. Rationale**  
This text will be used to engage the more reluctant learners because the story is told in first person by an adolescent near the age of a seventh grader. The book is filled with drama and suspense so that it will keep the interest of the reader. The student will learn about the turning points of the war in the Pacific through this historical fiction book. Because Adam in a soldier experiencing events of war, the student will create a personal bridge to learning since it is designed to capture the attention of students learning about the war in the Pacific. The text will activate a schema for all students due to the fact that the story is told in first person. This will allow the students to relate with the character making the story more interesting for them to read. Because the book is filled with historical facts, the students will be engaged and learn many historical facts.

**c. Usage of Text**  
This book will be used inside and outside of the classroom since it is part of the preparation stage of PAR. It will be read in the course of one week. The text can augment the textbook by providing insight of an American soldier fighting in Japan during World War II. It illustrates the effects that war brings such as loss of life and
being wounded in combat. The book is a supplement to the textbook. The textbook and novel should be used simultaneously. For scaffolding purposes, it is important to administer vocabulary words prior to the students reading the novel. It is critical to provide comprehension questions to be completed inside and outside of the classroom when reading takes place. The students will read the books on an individual basis. They will come to class ready to discuss in groups important themes found in the novel.

d. Readability

The readability of the text is based on the Fry Graph by Edward Fry. It was calculated on a level of 6.1. The book is very short and does not use vocabulary words above the seventh grade level. Because this novel is almost near seventh grade, it is important that the instructor assists the students in class. In addition, it is imperative the students read the book on an individual basis at home in order to practice the skill of reading comprehension. The teacher will be able to evaluate if the student is having trouble comprehending the text through discussion of the comprehension questions. If the students are having difficulty, the teacher may need to provide more scaffolding techniques in order to ensure the students comprehension.

2. Anne Frank
Grade 6.7
Biography
Gender of main character: Girl, Anne
Location of main character: Amsterdam
a. Introduction and Summary

This is the biography of Anne Frank. This book will help the student understand the severity of Hitler’s attempt to rid the Jewish race. It gives explicit details of the life of a girl very close in age of the seventh grade student. This book satisfies the SOL requirement for the student to understand “the major events and turning points of the war in Europe and the Pacific.” The students will understand the severity of Jewish life in Europe during World War II.

This is the true story of a Jewish girl who moved from Germany to Amsterdam in order to try escaping Hitler’s sinister acts. Despite their move to another country, they were forced into hiding in a secret compartment upstairs of her father Otto Frank’s office building. Anne kept a diary and recorded her daily life in captivity. This book is the biography of Anne Frank and describes in vivid detail living in the secret annex, the people who she lived with, and the concentration camps she was forced to live in. It provides accurate historical accounts during Hitler’s occupation of the Netherlands during World War II. It provides many colorful photographs of the places that Anne was forced to live in such as the secret annex and concentration camps.

b. Rationale

This text will engage the most reluctant learners due to the fact that all of the information found inside of this book is true. The readers will see real colored photographs of the places described in the biography. This will augment the textbook by providing a vast array of colored photos that will help students visualize the living conditions Ann had to live in. The students will be able to relate to Anne because she is extremely close in age of the seventh grader. This book is to supplement the textbook because it provides information only on the life of a Jewish girl in hiding in Europe. In
addition, it describes in detail the treatment of a Jew once inside a concentration camp. The book captures the attention of the reader and provides a personal bridge to learning due to the shock factor. Many seventh graders will be amazed at how people were treated during World War II if they were a victim of Hitler.

c. Usage of Text

The book will be used inside of the classroom due to the events that took place which may be very sensitive to seventh graders. The book will be completed in the time frame of one week. The text will augment the textbook by providing many colorful photos of places and things described in the biography. The instructional phase of this book will be at the preparation stage. The student will read this book in order to fully understand the harshness that people subjected to concentration camps had to live in. Because the book many truths of what happened in Europe during Hitler’s reign, it is very important that the teacher plays a leading role when reading this book. The book should be read as a group and not on an individual basis. The teacher must explain to the students why the events in the book took place. It is important that the teacher provides a list of vocabulary terms that may be found in the text and the SOL in order to help the students fully comprehend the material found in the biography.

d. Readability

The readability of the text is based on the Fry Graph by Edward Fry. It was calculated on a level of 6.7. The book has large text and many pictures to make the readability easy for a seventh grader. The book can be read on an individual basis, however, the teacher should allow students to read the book only during class time. This is because the content may be sensitive to many seventh graders and the teacher must be available to answer any questions the student may have while reading the book. The teacher will assist the students the entire time the book is read.

3. Keep Smiling Through
Grade 8.1
Historical Fiction

Gender of main character: Girl, Kay
Location of main character: The United States

a. Introduction and Summary

This novel will help the student understand the difficulties American adolescents faced during World War II. It will fulfill the requirements of the SOL by “describing the impact of World War II on the home front.” This book will provide students with insight on how challenging life truly was within the United States during a time of war.

This is the story of a ten year old named Kay Hennings who lived during World War II in America. This novel provided a detailed picture during the war in New Jersey in 1943. This novel describes Katy’s preoccupation with justice and fighting. Her family lives in misery as her stepmother deprived her and her siblings of comfort while their father showed nothing but neglect. The stepmother humiliates the children. The father would not allow the children to buy bonds for the war. Despite the hardship during this time, she tries to keep a positive attitude. She would find pleasure in listening to the radio. She tried to always do the right thing even though sometimes the outcome may be negative. The war was a major theme in the novel.

b. Rationale
This book will engage the most reluctant learners because it is told in first person by an adolescent close to the age of a seventh grader. Though there are no pictures to help illustrate the story, the author uses very descriptive words in order for the reader to use their imagination in order for the story to come to life. Because the story is told in first person, the students will see themselves in the character and this will provide a personal bridge to learning. Katy goes through feelings most students are familiar with allowing the student to relate to the character. The student will understand how challenging life truly was for an American their age during World War II. The book includes many historical events that will aid the student in choosing the correct answers to the SOL test.

**c. Usage of Text**

The text will be used inside and outside of the classroom and can be read on an individual basis. The book will be read in the course of two weeks. The story is fiction and does not include many issues that may be sensitive to the reader. This book will be used in the preparation stage of PAR. The teacher must provide a list of comprehension questions that each student must complete in order to enhance the learning experience. The novel will be used as a supplement to the text because it describes living conditions in the United States during the war and talks of items such as war bonds. This book will prepare the student to understand life in America during World War II by explaining that life was easy for a girl with an American heritage compared to a Jewish girl living in Europe.

**d. Readability**

The readability of the text is based on the Fry Graph by Edward Fry. It was calculated on a level of 8.1. The print is small but the words are sufficient for a seventh grader to comprehend. The concepts are easy and straightforward. The seventh grade student should not find it extremely difficult to read this novel. It is important that the teacher provides comprehension questions in order to evaluate the student’s understanding of the historical events and concepts found within the book.

4. **Snow Treasure**  
Grade 8.7  
*Historical Fiction*

**Gender of main character:** Boy, Peter  
**Location of main character:** Norway  

**a. Introduction and Summary**

This novel is an action packed story of students near the age of seventh graders. This book will fulfill the SOL requirement of “describing the major events and turning points of the war in Europe and the Pacific.” This book in unique in that it showed a nicer side of Nazi soldiers. It explains how Nazis tried to take control of the countries that were invaded.

This a story based on a true rumor of $9,000,000 being smuggled and shipped to the United States. It is a story about a twelve year old boy named Peter who was the President of the Defense Club at his school. He was the leader of many pre-adolescents. The townsmen feared that the town’s wealth would be stolen from the Germans and so they had the children carry the gold from the banks on their sleds down the river where
they loaded them onto a ship. They buried the gold bullion under snowmen. The Norwegian children protected their town’s gold during the German occupation in 1940. They smuggled gold bullion from the Nazi soldiers and put it on a ship that was headed to America. The problems that arose were always solved. It demonstrated social resistance against the war and occupying Nazi soldiers. The book does not portray the German soldiers as sinister people but of people who demonstrated kindness and emotion.

b. Rationale

This book will engage the more reluctant learners because it is action packed and filled with humor. It is written in first person by a boy close to the age of a seventh grader. The book provides many historical facts such as what the Nazis did once taking control of a country. The text will activate a schema for all students for they will see themselves in the characters since they are all very close in age. It will provide a personal bridge to learning because the students can identify with the characters in that they rebelled against the control of Nazi soldiers. This book is very interesting and will capture the attention of all the students in the class.

c. Usage of Text

This book will be used in the preparation stage of PAR in order to explain the events of Germany taking over countries in Europe. The book will be read in two weeks time. The book is easy to read because there are not many words that a seventh grader will find difficult to read. In addition, the book is a supplement to the text because it focuses on German invasions within Europe exclusively. The book will augment the text in that the students will understand what the Nazi soldiers did once taking control of a country. The teacher must include reading comprehension questions that is associated with the assigned pages. This book can be read in two weeks time. Students should not find the book difficult and the teacher can evaluate the students’ knowledge by analyzing their answers to the comprehension questions.

d. Readability

The readability of the text is based on the Fry Graph by Edward Fry. It was calculated on a level of 8.7. The book has large print making it easy to read for the readers who may have a more difficult time. There are not many vocabulary words that seventh grade students find hard to define. It is important that the teacher allows the students to read this book on an individual basis in order for them to enhance their reading comprehension skills.

B. PAR: The Assistance Stage

The instructor will complete a KWL in order for students to demonstrate their prior knowledge of World War II. This will ensure comprehension of the material found in the textbook prior to reading the books included in the text set. In addition, the instructor must provide a vocabulary list of words prior to the student reading the book. They will have a list of comprehension questions they must answer while reading the books to assist them with the content.

1. Surviving Hitler: A Boy in the Nazi Death Camps
   Grade 8.9
   Biography
Gender of main character: Boy, Jack  
Location of main character: Poland

a. Introduction and Summary

This is the biography of Jack Mandelbaum. The book will help the student understand what it was like to be separated from family and forced to live in harsh conditions of a concentration camp. The book will fulfill the SOL requirements of “the major events and turning points of the war in Europe and the Pacific.” The students will understand the severity of Jewish life in Europe during World War II.

This is the true story of Jack Mandelbaum. The book uses his words and memories. He was a Jewish boy who experienced Nazi prison camps. Prior to the camps, he lived a comfortable life in Poland until German invasion. He was twelve years old when he was separated from his family and forced to live in Blechhammer camp. It is a story of great suffering. The story demonstrated how frustrating and confusing it may have been for a child living in such harsh conditions. He was lucky and became liberated, however his parents and siblings did not survive. The book contains real photographs which brings his words to life. He spent three years as a teenager in the death camps of Germany and had a positive outlook despite the horrific events that took place.

b. Rationale

This text will engage the most reluctant learners due to the fact that all of the information found inside of this book is true. The readers will see real colored photographs of the places described in the biography. This will augment the textbook by providing a vast array of colored photos that will help students visualize the living conditions Jack was forced to live in. The students will be able to relate to Jack because he is extremely close in age of the seventh grader. This book is to supplement the textbook because it provides information only on the life of a Jewish boy who was forced to live in the horrible conditions of a concentration camp in Poland. In addition, it describes in detail the treatment of a Jew once inside a concentration camp. The book captures the attention of the reader and provides a personal bridge to learning due to the shock factor. Many seventh graders will be amazed at how people were treated during World War II if they were a victim of Hitler.

c. Usage of Text

The book will be used inside of the classroom due to the events that took place which may be very sensitive to seventh graders. The book will be read in the span of two weeks. The book will be used in the assistance stage of PAR. The text will augment the textbook by providing many colorful photos of places and things described in the biography. The student will read this book in order to fully understand the harshness that people subjected to concentration camps had to live in. Because the book many truths of what happened in Europe during Hitler’s reign, it is very important that the teacher plays a leading role when reading this book. The book should be read as a group and not on an individual basis. The teacher must explain to the students why the events in the book took place. It is important that the teacher provides a list of vocabulary terms that may be found in the text and the SOL in order to help the students fully comprehend the material found in the biography.

d. Readability

The readability of the text is based on the Fry Graph by Edward Fry. It was calculated on a level of 7.3. The book has large text and many pictures to make the
readability easy for a seventh grader. The book can be read on an individual basis; however, the teacher should allow students to read the book only during class time. This is because the content may be sensitive to many seventh graders and the teacher must be available to answer any questions the student may have while reading the book. The teacher will assist the students the entire time the book is read.

2. **Good Night, Mr. Tom**
   Grade 9.4
   *Historical Fiction*
   *Gender of main character: Boy, Tom*
   *Location of main character: England*

   **a. Introduction and Summary**
   This is a novel about a boy living in England during World War II. This book will satisfy the SOL requirement of “describing the major events and turning points of the war in Europe and the Pacific.” The book includes many historical facts of World War II in which London experienced.

   This is the story of an abused child, Willie Beech, of a single mother living in London during World War II. Willie was sent out of the city in order to escape danger from the violence that the war would bring. Tom became the caregiver of Willie. This is a heart warming novel that brings to life the story of a child who experienced life near during World War II. Mr. Tom tries to reach out to Willie but realized that he was illiterate, lonely, and abuse. Zach, another evacuee from London, is another character in the novel who was optimistic and upbeat. Willie and Zach became friends and helped Mr. Tom build a Bomb shelter in his back yard. Zach was called back to London because his parents were injured during a bombing attack.

   **b. Rationale**
   This text will be used to engage the more reluctant learners because it is a book that is hard to put down. This story is a tear jerker that makes the reader want to turn the page for hours. The book includes many historical events that occurred during World War II in Europe. The student will be able to relate to Willie because he is close to the seventh-grader’s age. In addition, the book is told in first person and will provide a personal bridge to learning in that it incorporates many historical facts while giving the reader many opportunities to relate to the feelings that Willie experienced. This book will activate a schema for all students because it incorporates many events that a seventh grader can relate to such as the loss of a friend and the inability to communicate and relate to adults.

   **c. Usage of Text**
   This book will be used at the assistance stage of PAR. Because it is advanced for a seventh grader, it will satisfy the readers in the class who are above the seventh grade reading level. This book will take three weeks to complete. It is important for the teacher to be a part of each lesson. The book should only be read during class because there are many vocabulary words that may be difficult for the seventh grader to understand without the help of a teacher. The instructor must go over the important and historical concepts found within the book. There must be many opportunities for students to complete reading comprehension questions in groups. The groups should be designed in that the more advanced readers are paired with the struggling readers. The book is a
supplement to the textbook because it focuses only on living conditions in England during World War II.

d. **Readability**

The readability of the text is based on the Fry Graph by Edward Fry. It was calculated on a level of 9.4. The book is long for a seventh grade student. It may be difficult for the struggling readers, however, it may satisfy the advanced readers. The concepts found within the book are not difficult for a seventh grade student to understand. Because the book has small print and is long, the average and below average reader may lose patience and become impatient. It is fortunate that the author of this book did an excellent job writing with details to allow the students to become engaged in the story. It is truly a page turner.

3. **Farewell to Manzanar**

**Grade 10.1**

*Autobiography*

**Gender of main character:** Girl, Jeanne

**Location of main character:** The United States

**a. Introduction and Summary**

This is the autobiography of a Japanese American adolescent forced to live in a concentration camp during World War II. The book will satisfy the SOL requirements of “describing the impact of World War II on the home front.” It is important for the reader to understand the discrimination that Japanese Americans were subjected to within the United States of America during the war.

This is the true story of a Japanese American family forced to live in Manzanar Relocation Center due to President Roosevelt’s Executive Order 9066 which was signed on February 1942 that gave the military authority to relocate those of Japanese descent in America. The U.S. government forced 120,000 Asian Americans into internment. The Wakatsuki family was arrested by the FBI and lived in a camp for three years. The living conditions of the camp were not comparable to what this family was use to. The living conditions provided little space, badly prepared food, and a lot of dust. There was insufficient warm clothing and restrooms. The camp makes it very stressful for the family and it caused them to become distant. After a while, Manzanar began to simulate an ordinary American community because schools opened and residents started to have the freedom to take short trips outside the camp. On December 18, 1944 U.S. Supreme Court that citizens could not be held in detention camps against their will. Jeanne became integrated in an American high school where she felt discriminated against due to her ethnicity.

**b. Rationale**

The text will be used to engage the more reluctant learners in that it is the true account of a student near the age of a seventh-grader. It covers many historical events associated with the concentration camps found within the United States of America during the war. The text activates a schema for all students in that they will be able to see themselves through the Jeanne providing a personal bridge to learning. This book is an excellent piece of literature and provides many historical accounts. In addition, there is a list of vocabulary words and important dates correlated with World War II in the
beginning of the book to aid the students. The students will be interested in reading this 
book because it is an autobiography.

c. Usage of Text

This text will be used in the assistance part of PAR. This book will take three 
weeks to read. Because it is advanced for a seventh grader, it will satisfy the readers in 
the class who are above the seventh grade reading level. It is important for the teacher to 
be a part of each lesson. The book should only be read during class because there are 
many vocabulary words that may be difficult for the seventh grader to understand without 
the help of a teacher. The instructor must go over the important and historical concepts 
found within the book. It is important to include a list of additional vocabulary words. It 
is valuable for the teacher to use read-aloud techniques to enhance the learning process. 
It is critical that the teacher plays a significant role in aiding the students since it is set at 
a more advanced level. There must be many opportunities for students to complete 
reading comprehension questions in groups. The groups should be designed in that the 
more advanced readers are paired with the struggling readers. The book is a supplement 
to the textbook because it focuses only on living conditions in the United States of 
America concerning Japanese Americans.

d. Readability

The readability of the text is based on the Fry Graph by Edward Fry. It was 
calculated on a level of 10.1. The book is long for a seventh grade student. It may be 
difficult for the struggling readers, however, it may satisfy the advanced readers. The 
concepts found within the book are not difficult for a seventh grade student to understand. 
The book is long but can be completed in an effective manner with the help of fellow 
classmates and the teacher. The book is an excellent source for the social studies class 
because it includes a list of major events correlated with World War II. In addition, it has 
a list of vocabulary words to aid the students’ comprehension of the text.

C. PAR: The Reflection Stage

The instructor will complete a KWL in order for students to demonstrate their prior 
knowledge of World War II. This will ensure comprehension of the material found in the 
textbook prior to reading the books included in the reflection stage.

1. Love You, Soldier

Grade 4.3

Historical Fiction

Gender of main character: Girl, Katy

Location of main character: United States of America

a. Introduction and Summary

This is a short piece of literature that contains pictures to help illustrate the story 
of a little girl living in the United States of America during World War II. This book is a 
quick read it will fulfill the SOL requirement of “describing the impact of World War II 
on the home front.” This book will help students understand what it was like to live in 
America during the war. Families were broken due to the deaths of soldiers fighting in a 
violent war.

This is the story about a little girl named Katy. Her father had to leave because he 
was in the military during World War II. She lived with her mother in New York City in
an apartment. Both mother and daughter felt sad and lonely due to the fact that their loved one had to leave for the war. They become excited when receiving letters from him. They would read them aloud and silently many times. Louise was Katy’s mother’s pregnant friend who moved in with them until he returned from the war. Despite the addition to the family, they still are sad because they miss their beloved soldier. At the end of the story, Katy learned that her father died in the war. Katy’s mother married Louise’s brother, however, they both would miss their soldier for all of time.

b. Rationale
This is a heart warming story that describes conditions in America during World War II. This text will engage the most reluctant learners because it is an easy read. The print is large and there are many pictures to help bring the story to life. Despite the fact it is fiction, it provides many accurate historical facts correlated with World War II. Most history text books do not include the fact that many American families became broken due to the death of soldiers at war. This book will activate a schema for all students and provide a personal bridge to learning because the book is written in a manner that brings the reader to see life through Katy’s eyes. The students will see themselves in the character because it is written in first person. They will understand life in America during such turbulent times.

c. Usage of Text
This text will augment the official text because it provides insight that may not be normally found in a history textbook. The insight within the book shows the effects of war on families due to loss of life. This book will be a compliment of the official text because it focuses only on the impact of World War II on the home front. It is necessary to use this book in the reflection stage of PAR. After learning about World War II, the student will take this book home to read for homework and answer a series of comprehension questions that will allow the instructor to evaluate the students’ intellectual capacity of the concepts at hand. For the purpose of scaffolding, it is important to have a lesson prior to the distribution of the book that includes all of the historical facts within the book. It is necessary for the instructor to discuss sensitive issues with the students such as death as a consequence of entering a war. In addition, it is critical to go over the specific comprehension questions the students will answer for homework about the book. This will ensure that the students will effectively and efficiently answer all of the questions for homework in one week.

d. Readability
The readability of the text is based on the Fry Graph by Edward Fry. It was calculated on a level of 4.3. Because this book is intended for a seventh grade history class, it will be easy for all students to read. The print will be larger than that found in the text. There are many pictures to illustrate the story in order to enhance the imagination of the student while reading this book. The student should have very little difficulty reading this book because it is three levels lower than the students’ grade level.

2. A Boy at War
Grade 5.1
Historical Fiction
Gender of main character: Boy, Adam
**Location of main character:** The United States of America

**a. Introduction and Summary**

This is a short piece of literature that will explain life in Hawaii during the attack on Pearl Harbor. This book will fulfill the SOL requirement of “identifying the causes and events that led to American involvement in the war, including the attack on Pearl Harbor.” This book will provide insight on the feelings that may rise when attacked by another country in such a violent nature.

This is a story about a fourteen-year old boy, Adam, who arrived in Hawaii in 1941. He was a witness to the attack on Pearl Harbor. It is a story of his transformation due to the attack. He became friends with a Japanese-American, however, his father did not approve him to associate with Davi due to fear during the anti-Japanese sentiment. Davi’s father was arrested due to his ethnicity. While Adam’s father was away, Adam disobeyed his father and went out with Davi on a boat. While fishing near the fleet in Pearl Harbor, they witnessed the horrific Japanese air attack and were nearly killed. Adam was ordered by an officer who thought he was an enlisted man and ordered him to rescue survivors. Adam became a hero by the end of the day.

**b. Rationale**

This book will engage the most reluctant learners because it is about an adolescent near their age dealing with an event that will live in infamy. Because the book is two grade levels below seventh grade, readers should find very little difficulty comprehending the main points of the story. This book is very short and should take only one week to complete. This book activates a schema for all students because the main character in the book is near the age of the seventh grader. It is told in first person so the students will be able to see themselves in the character Adam. The text will provide a personal bridge to learning because the events in the book could have truly happened to a boy living in Hawaii during the attack.

**c. Usage of Text**

The text will augment the official text by bringing to life how a civilian who experienced Pearl Harbor first hand reacted to such sinister events. It describes many historical facts such as the discrimination against Japanese and the attack on Pearl Harbor. This book will be a supplement to the textbook because it only focuses on Pearl Harbor. The book will be used outside of the classroom for the majority of the time. For scaffolding purposes, it is important for the instructor to explain the events and effects of Pearl Harbor prior to the student taking the book home to read in a span of two weeks. It is important for the instructor to provide a list of comprehension questions that the students will answer while reading the book. This will allow the teacher to see how well the students understand the major historical concepts that will be found on the SOL test. This book will be used at the reflection stage of PAR. This will help the students retain the information due to repetition.

**d. Readability**

According to the Fry Graph by Edward Fry, the readability of this text is 5.1. The book is very short and is written in a fashion suitable for all seventh graders to understand on an independent basis. It is an easy read and two weeks to read and answer comprehension questions is more than enough time for a seventh grader to complete this book. It is important that the instructor assigns a set number of pages for the student to read each night. In addition, it is imperative to provide a set of questions for the students.
to answer in order for comprehension to be enhanced. Due to the readability of the text, students should find little difficulty when reading this book on an individual basis.

3. **Sadako and the Thousand Paper Cranes**  
   **Grade 6.2**  
   **Historical Fiction**  
   **Gender of main character:** Girl, Sadako  
   **Location of main character:** Japan  

   **a. Introduction and Summary**  
   This novel is a short piece that will help the student understand the effects of the atomic bomb that was dropped on Hiroshima. The book will fulfill the SOL requirement of “The student will demonstrate knowledge of the major causes and effects of American involvement in World War II.” The book will demonstrate the horrible effects that happen when an atomic bomb is used as a means of communication in a time of war.

   This is the true story of a little girl who lived in Japan from 1943 to 1955 in Hiroshima. She lived during the time that the United States of America dropped the bomb on Pearl Harbor. Like many other Japanese, Sadako suffered many negative effects associated with her health due to the atomic bomb. An old Japanese story states that if a sick person folds one thousand paper cranes then the gods will grant her a wish to make her healthy again. She was only able to fold 644 paper cranes before she died on October 25, 1955. Her classmates folded 356 cranes so that they would be buried with Sadako. After the funeral the class collected her letters and published them in a book. There is now a statue of Sadako holding golden crane in outstretched hands in the Hiroshima Peace Park.

   **b. Rationale**  
   This book will engage the more reluctant learners due to the fact it is based on a true story of a real little girl near the age of a seventh grader. The story includes many pictures to help the story come alive. The book will allow students to understand many of the negative effects of the atomic bomb years after it was dropped on Hiroshima. The text activates a schema for all students because it is written in first person allowing students to see themselves in Sadako. It is a story that will warm the heart of students and provide a bridge to learning. They will understand that the atomic bomb was dropped on Hiroshima in Japan and will be able to correctly answer the question on the SOL test after reading this book.

   **c. Usage of Text**  
   This novel will be used inside and outside of the classroom. The book is very easy to read. It will be read for homework for one week. It will be accompanied by a series of comprehension questions associated with the assigned pages. The text will be a supplement of the textbook because it focuses only on the bombing of Hiroshima. Because the book is very easy to read, it will be done on an individual basis. When arriving to class, the students will get into groups in order to discuss what they have read and to go over the comprehension questions. The book will be used in the reflection stage of PAR in order for students to analyze and reflect upon the effects of the atomic bomb.

   **d. Readability**
According to the Fry Graph by Edward Fry, the readability of this text is at the level of 6.2. The print is large and there are many pictures to accompany the print. Students should find very little difficulty reading this book. It can be done in the course of one week if the assigned pages to read are divided in an effective manner. The students may have difficulty understanding the concept of why the United States killed and hurt many innocent women, men, and children in Japan. The teacher must assist students with such complex issues. The reading, on the other hand, should be very simple for the seventh grade student.

### III. Conclusion

This literature-based text set is an excellent supplement to the text book. It is important for the seventh-grade student to view World War II through the eyes of children their age in different countries. It is important to incorporate equality in gender of the main characters in order to promote interest of both sexes. The students will be the future leaders and decision makers of America. History can be a tool to promote wisdom. The students will learn many negative effects a war and violence promotes. It is possible that after reading the books in the text set, the student will become enlightened to the fact that they will understand that war and violence towards humanity is unnecessary. The students who grow up to be productive citizens of the United States can vote for policy makers and leaders who encourage diplomatic means when communicating to other countries. The students who grow up to be the future leaders of America may remember the books that they read and how each one made them feel. It is possible that the future leaders of America will make choices that will endorse peace. In addition, they may choose to employ diplomacy versus the use of biological, chemical, or nuclear weapons. In conclusion, it is necessary for students to comprehend all aspects of World War II in order to learn from the mistakes of the past so that history does not to repeat itself.
**Additional Note on Readability**

*Brader’s Textbook Analysis Chart*

**Heroes Don’t Run**

Linguistic Factors: The linguistic patterns and vocabulary choice are suitable for seventh grade.

Conceptual Factors: The conceptual level is appropriate for seventh grade. Appropriate assumptions are made regarding prior level of concepts.

Writing Style: Ideas are expressed clearly and directly. Word choice is appropriate. Tone and manner of expression are appealing to the seventh graders.

Learning Aids: The book is clear and convenient to use. Helpful ideas are presented for conceptual development.

Building/Printing

Format/Illustrations: Book size, cover, binding, and paper are appropriate. Typeface and format are appropriate.

**Anne Frank**

Linguistic Factors: The linguistic patterns are suitable for the seventh grade. New vocabulary is highlighted, italicized, and in boldface. Vocabulary is also defined in the margin.

Conceptual Factors: The conceptual level is generally appropriate for the grade level. The major ideas are highlighted. New concepts are sufficiently developed through photographs.

Organizational Factors: Chapters contain headings and subheadings that aid comprehension of the subject. Topic sentences of paragraphs are clearly identifiable.

Writing Styles: Ideas are expressed clearly. Word choice is appropriate. Mechanics are correct.

Learning Aids: The book is clear and convenient to use. Helpful ideas are presented for conceptual development.

Building/Printing

Format/Illustrations: Book size, cover, binding, paper, typeface, and format are appropriate. Pictures are appealing.

**Keep Smiling Through**

Linguistic Factors: The linguistic patterns and vocabulary choice are suitable for seventh grade.

Conceptual Factors: The conceptual level is appropriate for seventh grade. Appropriate assumptions are made regarding prior level of concepts.

Writing Style: Ideas are expressed clearly and directly. Word choice is appropriate. Tone and manner of expression are appealing to the seventh graders.
Learning Aids: The book is clear and convenient to use. Helpful ideas are presented for conceptual development.

Building/Printing Format/Illustrations: Book size, cover, binding, and paper are appropriate. Typeface and format are appropriate.

**Snow Treasure**

Linguistic Factors: The linguistic patterns and vocabulary choice are suitable for seventh grade.

Conceptual Factors: The conceptual level is appropriate for seventh grade. Appropriate assumptions are made regarding prior level of concepts.

Writing Style: Ideas are expressed clearly and directly. Word choice is appropriate. Tone and manner of expression are appealing to the seventh graders.

Learning Aids: The book is clear and convenient to use. Helpful ideas are presented for conceptual development.

**Surviving Hitler: A Boy in the Nazi Death Camps**

Linguistic Factors: The linguistic patterns may be advanced for the seventh grade. New vocabulary is highlighted, italicized, and in boldface. Vocabulary is also defined in the margin.

Conceptual Factors: The conceptual level is advanced for the grade level. The major ideas are highlighted. New concepts are sufficiently developed through photographs.

Organizational Factors: Chapters contain headings and subheadings that aid comprehension of the subject. Topic sentences of paragraphs are clearly identifiable.

Writing Styles: Ideas are expressed clearly. Word choice is appropriate. Mechanics are correct.

Learning Aids: The book is clear and convenient to use. Helpful ideas are presented for conceptual development.

Building/Printing Format/Illustrations: Book size, cover, binding, paper, typeface, and format are appropriate. Pictures are appealing.

**Good Night Mr. Tom**

Linguistic Factors: The linguistic patterns and vocabulary choice may be advanced for seventh grade.

Conceptual Factors: The conceptual level may be advanced for seventh grade. Appropriate assumptions are made regarding prior level of concepts.
<table>
<thead>
<tr>
<th><strong>Writing Style:</strong></th>
<th>Ideas are expressed clearly and directly. Word choice may be advanced for seventh grade. Tone and manner of expression are advanced for the seventh graders.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Aids:</strong></td>
<td>Suitable supplementary readings are suggested. Alternative instruction suggestions may be given for poor readers and slow learning students. Helpful ideas may be presented for conceptual development.</td>
</tr>
<tr>
<td><strong>Building/Printing Format/Illustrations:</strong></td>
<td>Book size may be advanced for average and below average readers. Cover, binding, and paper are appropriate. Typeface and format are appropriate.</td>
</tr>
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**Farewell to Manzanar**

<table>
<thead>
<tr>
<th><strong>Linguistic Factors:</strong></th>
<th>The linguistic patterns and vocabulary choice may be advanced for seventh grade. New vocabulary is defined at the beginning of the book.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Conceptual Factors:</strong></td>
<td>The conceptual level may be advanced for seventh grade. Appropriate assumptions are made regarding prior level of concepts.</td>
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<tr>
<td><strong>Writing Style:</strong></td>
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</table>

**Love You, Soldier**

<table>
<thead>
<tr>
<th><strong>Linguistic Factors:</strong></th>
<th>The linguistic patterns and vocabulary choice are more than suitable for seventh grade.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Conceptual Factors:</strong></td>
<td>The conceptual level is appropriate for seventh grade because it is below the reading level. Appropriate assumptions are made regarding prior level of concepts.</td>
</tr>
<tr>
<td><strong>Writing Style:</strong></td>
<td>Ideas are expressed clearly and directly. Word choice is appropriate. Tone and manner of expression are appealing to the seventh graders due to the fact it is below the reading level.</td>
</tr>
<tr>
<td><strong>Learning Aids:</strong></td>
<td>The book is clear and convenient to use. Helpful ideas are presented for conceptual development.</td>
</tr>
<tr>
<td><strong>Building/Printing Format/Illustrations:</strong></td>
<td>Book size, cover, binding, and paper are appropriate. Typeface and format are appropriate. Illustrations aid comprehension of the text.</td>
</tr>
</tbody>
</table>
**A Boy at War**

Linguistic Factors: The linguistic patterns and vocabulary choice are more than suitable for seventh grade.

Conceptual Factors: The conceptual level is appropriate for seventh grade because it is below the reading level. Appropriate assumptions are made regarding prior level of concepts.

Writing Style: Ideas are expressed clearly and directly. Word choice is appropriate. Tone and manner of expression are appealing to the seventh graders due to the fact it is below the reading level.

Learning Aids: The book is clear and convenient to use. Helpful ideas are presented for conceptual development.

Building/Printing

Format/Illustrations: Book size, cover, binding, and paper are appropriate. Typeface and format are appropriate.

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**Sadako and the Thousand Paper Cranes**

Linguistic Factors: The linguistic patterns and vocabulary choice are more than suitable for seventh grade.

Conceptual Factors: The conceptual level is appropriate for seventh grade because it is below the reading level. Appropriate assumptions are made regarding prior level of concepts.

Writing Style: Ideas are expressed clearly and directly. Word choice is appropriate. Tone and manner of expression are appealing to the seventh graders due to the fact it is below the reading level.

Learning Aids: The book is clear and convenient to use. Helpful ideas are presented for conceptual development.

Building/Printing

Format/Illustrations: Book size, cover, binding, and paper are appropriate. Typeface and format are appropriate. Illustrations aid comprehension of the text.
**Bibliography**


