

William and Mary

Gr. 4-6

Navigator

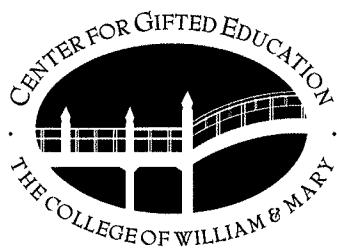
A novel study guide for

A Year Down Yonder

by Richard Peck



Navigator Developer: Mary Pleiss



Center for Gifted Education

School of Education

The College of William and Mary

The College of William & Mary

Acknowledgement

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William and Mary Navigator: A Year Down Yonder
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Introduction



This Navigator is a collection of questions and activities intended to support group or independent study of the novel *A Year Down Yonder* by Richard Peck. It is one of a series of Navigators developed by the Center for Gifted Education at The College of William and Mary as a language arts resource for teachers and students.

Novel studies should encourage advanced readers to develop their skills at analyzing and interpreting literature through structured questions and activities that highlight themes and concepts, literary elements, and real world connections contained within the books. In addition, novel studies are opportunities for students to develop their own vocabulary and writing skills by exploring and emulating the language and style used by authors.

What are the goals of the Navigator?

The Navigator addresses the following learning goals:

- To develop analytical and interpretive skills in literature.
- To develop understanding of selected literary themes.
- To develop linguistic competency through vocabulary and language study.
- To develop skills in written and oral communication.
- To develop higher level thinking and reasoning skills in language arts.
- To develop research skills.

Who is the audience for the Navigator?

This Navigator is intended for readers of *A Year Down Yonder*, a novel appropriate for strong readers in the upper elementary grades. This novel meets many of the criteria identified by Baskin and Harris (1980) for books for gifted readers, including *rich, varied, exciting language; open-endedness; complexity, leading to interpretive and evaluative behaviors; and problem solving*. The novel also meets criteria identified by Miller-Lachman (1992) as considerations for multicultural literature.

How should the Navigator be used?

The Navigator may be used as an instructional tool by a teacher or as an independent study guide by a student or group of students. The central intent is for teachers to use the Navigator to support a novel study with a group of students, selecting questions and activities to assign as desired, given the context. However, teachers may also choose to make the Navigator available to students at a learning center, with expectations specified for students as to which items they should complete.

The Navigator incorporates several types of questions related to the novel. Some of these, identified as “while you read” questions, are specifically intended to be used for reflection and

prediction as students progress through the novel. Other questions are intended for response after the reader has completed the novel, while still others may be answered either during or after reading. All of the questions on pages 13 - 26 of the Navigator may be used for writing and/or discussion.

Additional activities beyond the discussion and reflection questions appear on pages 27 - 38 of the Navigator. Some of these activities support further development of the language arts skills identified in the goals, while others provide interdisciplinary connections and research applications.

What are the prerequisites for students using the Navigator?

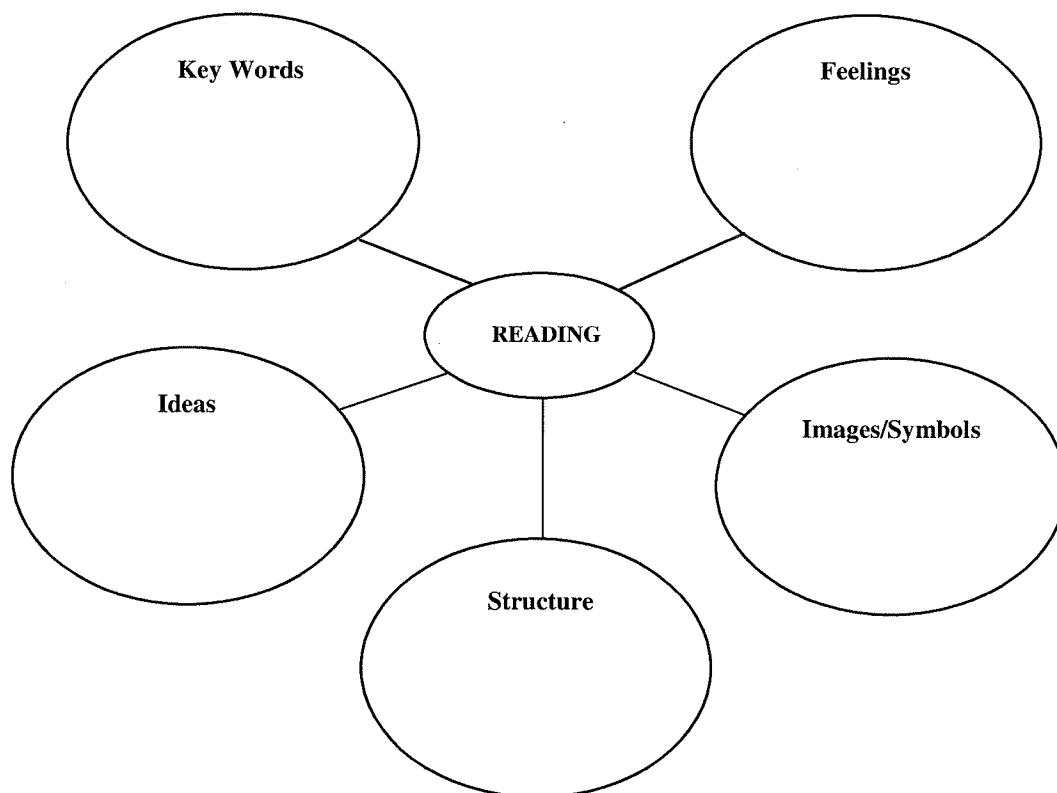
Students using the Navigator should be able to complete the novel itself independently and should be familiar with the literary and reasoning terms utilized in questions. In addition, students will be asked to complete activities that utilize several specific teaching/learning models: the **Literature Web**, the **Hamburger Model for Persuasive Writing**, and the **Vocabulary Web**. If these terms and models are new to students, teachers may wish to conduct mini-lessons on them either prior to or during use of the Navigator. Some guidance for using the teaching models is provided on the following pages.

Teaching Models

The Literature Web

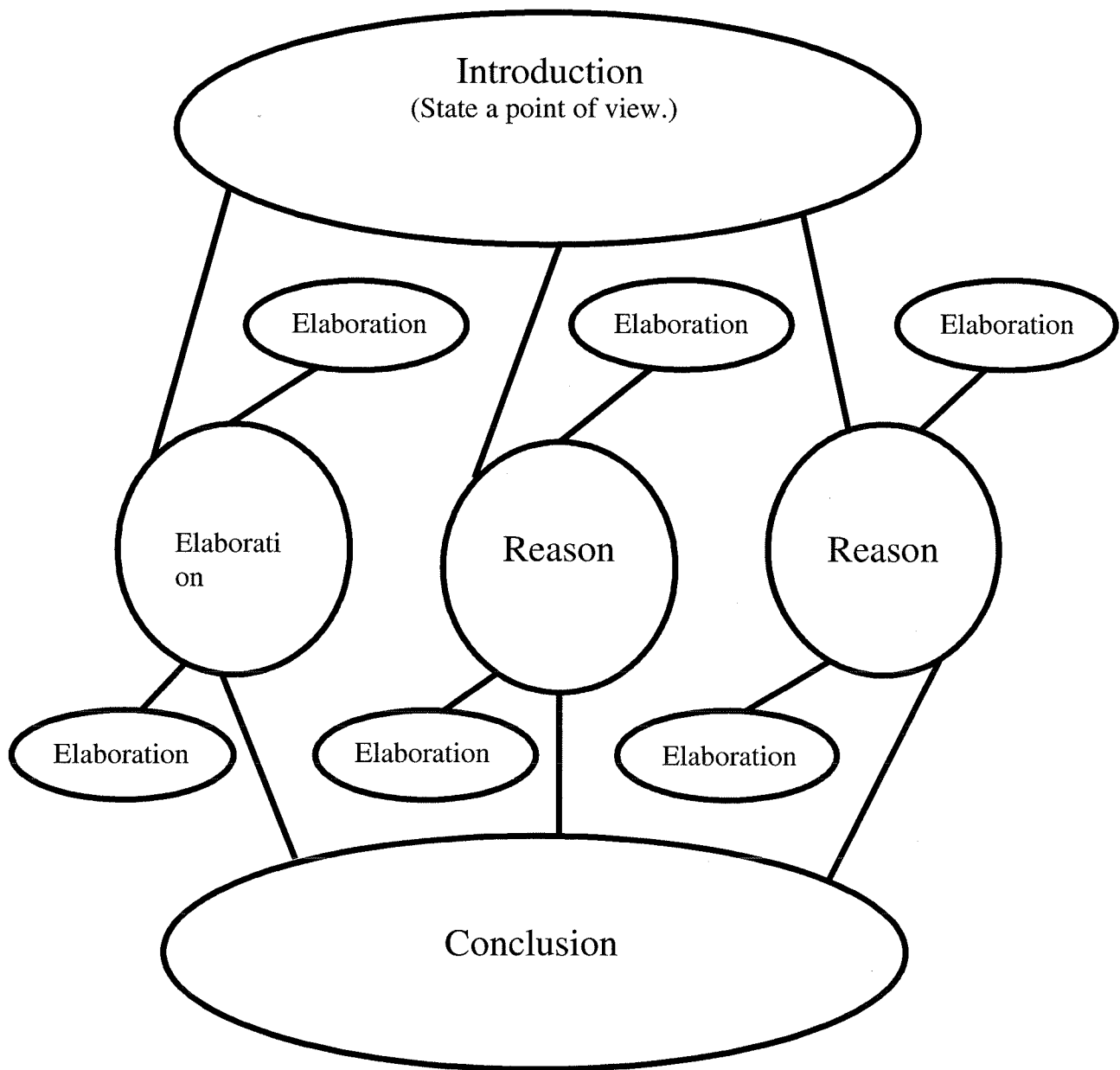
The Literature Web is a model designed to guide interpretation of a literature selection by encouraging a reader to connect personal response with particular elements of the text. The web may be completed independently and/or as a tool for discussion. The recommended use is to have students complete the web independently and then share ideas in a small group, followed by a teacher-facilitated debriefing. The web has five components:

- ✦ **Key Words:** interesting, unfamiliar, striking, or particularly important words and phrases contained within the text
- ✦ **Feelings:** the reader's feelings, with discussion of specific text details inspiring them; the characters' feelings; and the feelings the reader infers the author intended to evoke
- ✦ **Ideas:** major themes and main ideas of the text; key concepts
- ✦ **Images and Symbols:** notable sensory images in the text; "pictures" in the reader's mind and the text that inspired them; symbols for abstract ideas
- ✦ **Structure:** the form and structure of the writing and how they contribute to meaning; may identify such features as use of unusual time sequence in narrative, use of voice, use of figurative language, etc.; style of writing



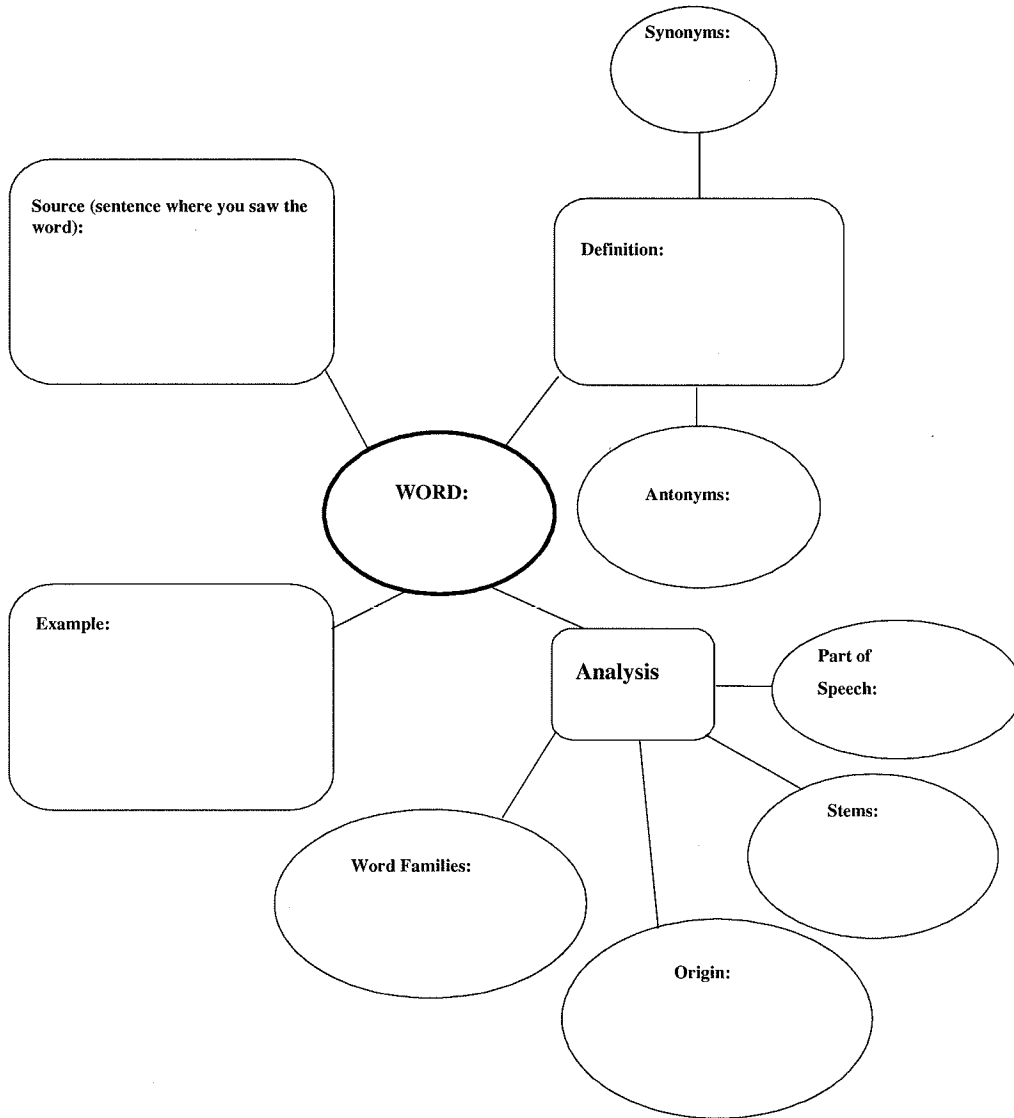
The Hamburger Model for Persuasive Writing

The Hamburger Model uses the familiar metaphor of a sandwich to help students construct a paragraph or essay. Students begin by stating their point of view on the issue in question (the top bun). They then provide reasons, or evidence, to support their claim; they should try to incorporate at least three supportive reasons (the “patties”). Elaboration on the reasons provides additional detail (the “fixings”). A concluding sentence or paragraph wraps up the sandwich (the bottom bun).



The Vocabulary Web

The Vocabulary Web is a tool for exploring words in depth. It asks students to investigate a single word in detail, finding its definition, synonyms and antonyms, and etymological information. With this information, students then identify “word families,” or other words using the same meaning-based stems as the original word; and they provide an example of the word, which may be a sentence or analogy using the word, a visual or dramatic representation, or another creative form.



In addition to the models discussed here, Navigator developers also used Paul's (1992) Elements of Reasoning in preparing questions and activities. This model for critical thinking emphasizes the following eight elements: *issue, purpose, point of view, assumptions, concepts, evidence, inferences, and implications or consequences*. Teachers may wish to introduce these terms to students, using a familiar issue such as something being discussed in the school or community; teachers should then encourage the use of the terms and the model in approaching problems and issues.

The Navigator also contains research assignments that are issue-based and connected to the novel. Students should be encouraged to explore multiple points of view and use human and organizational as well as print resources in their investigations of these real-world issues.

Several resources are listed at the end of the Navigator that may be useful to students and teachers in exploring these models further.

Implementing the Navigator

How long does the Navigator take?

Duration of study depends on teacher preference and number of activities and questions assigned.

How does the Navigator address standards for language arts?

The Navigator was designed with an eye to addressing key standards for language arts identified by the National Council of Teachers of English and the International Reading Association (1996) as well as standards from several state-level education departments. Specifically, the Navigator reflects standards in the following areas:

Standards Emphases	Navigator
- Use of strategies to understand, interpret and evaluate text	- Provides the student with an organizer for interpreting text (the Literature Web) and guiding questions to support understanding and critical analysis
- Use of writing strategies and writing process elements	- Provides writing prompts, a writing model, and emphasis on steps of the writing process
- Use of spoken and written language for particular audiences and to accomplish particular purposes	- Incorporates activities for writing and speaking that emphasize persuasive, reflective, informative, and narrative communication
- Knowledge of vocabulary, language structure, and language conventions and analysis of how they are demonstrated in text	- Encourages in-depth word study of advanced vocabulary, including emphasis on etymology and usage of words
- Research on issues and areas of interest, with emphasis on utilizing a variety of technological and informational resources to gather data, interpret results, and communicate findings	- Provides several issue-based research assignments for students, emphasizing data collection from print, non-print, and human resources; analysis and synthesis of data; and written and oral communication of findings
- Participation as members of literacy communities	- Encourages discussion within and beyond the classroom about the specified text and invites similar exploration of other texts
- Emphasis on reading a wide range of literature selections to build understanding of the human experience	- Encourages in-depth study of the specified text as well as comparisons to other selected works; suggests specific titles for further reading

How should the Navigator activities be assigned?

Teachers should specify expectations for students about the number and type of activities and questions to be completed, as well as expectations for quality of work. Teachers may choose to assign Navigator questions and activities using a combination of required and optional items. Several sample organizations of assignments follow.

Sample 1 (Teacher-led emphasis):

- Teacher-led discussion of higher-level questions; 1 to 3 questions assigned for journal response
- Required assignments: Literature Web, book review, one Vocabulary Web, one research assignment
- Choice assignments: student choice of THREE remaining activities
- Oral presentation of one completed piece

Sample 2 (Small-group emphasis):

- Small-group discussion of higher-level questions, with 4 to 5 questions completed in writing for teacher review
- *Group* assignments: plot OR concept map, two Vocabulary Webs, one research assignment with group presentation
- *Individual* assignments: Literature Web, book review, student choice of TWO remaining activities

Sample 3 (Individual emphasis):

- Written responses to student choice of 2 to 3 discussion questions per category
- Required assignments: one research assignment; student choice of THREE additional activities, of which one must be a completed writing piece; oral presentation of one assignment

How should the Navigator activities be assessed?

Teachers should assess student progress based on the quality of individual products and achievement toward the goals of the Navigator. Decisions about which activities to require students to complete should be based on how the selected activities support multiple learning goals.

Question responses should be assessed based on demonstration of insight and ability to use text to support inferences. Writing activities should be assessed based on clarity and insight, and may also be assessed for writing style and mechanics as desired. Oral presentations of completed work should be assessed based on coherence, content, and clarity of the presentation. Teachers may provide rubrics for students related to the required assignments or work with students to develop rubrics for assessment.

Completed Navigator activities should be collected into a folder for assessment, and final assessment may include self-evaluation by the student.

The following chart demonstrates how the Navigator activities support the identified goals:

Alignment of Assignments and Activities to Navigator Goals

	Anal./ Interp. Skills	Literary Themes	Ling. Comp.	Writing/ Oral Comm.	Thinking/ Reas. Skills	Research
Discussion/Writing Questions	X	X		X	X	
Literature Web	X	X			X	
Book Review	X	X		X	X	
Vocabulary Web			X	X		
Concept Map	X	X			X	
Evaluative Paragraph	X	X		X	X	
Skit	X	X		X	X	
Great Depression Research				X	X	X
CCC/WPA Research				X	X	X
Family History				X	X	X
Novel Comparison	X	X		X	X	X
Armistice Day		X		X	X	X
Radio Show			X	X	X	X

What additional resources are required to use the Navigator?

Most of the activities in the Navigator require only the novel itself and regular classroom supplies. Vocabulary activities will require the use of a good dictionary, including etymological information on words. Recommended dictionaries include *The American Heritage Dictionary of the English Language* and the *Merriam-Webster Collegiate Dictionary*. Interdisciplinary and research activities may require additional supplies and access to library and Internet resources. The *Guide to Teaching a Language Arts Curriculum for High-Ability Learners* (Center for Gifted Education, 1998) provides guidance in the use of the literature, persuasive writing, and vocabulary study models used in the Navigator as well as other guidelines for language arts with high-ability populations.

A listing of additional resources and suggestions for further reading appears at the end of the Navigator.

NOTE: Page numbers used in the Navigator refer to the Puffin paperback edition of the text (2000), ISBN: 0-14-230070-5.

Technology Integration

Several opportunities for technological connections and development of technical skills are incorporated in the Navigator. Based on the resources available in your classroom or media center, consider the following uses of technology:

- ✦ Access to the Internet for research projects. Key websites are listed in the resources section.
- ✦ Use of word processing and/or publishing software for writing assignments.
- ✦ Use of presentation software for presenting research findings and completed activities.
- ✦ Use of *Inspiration* or similar software for creation of concept maps.

Synopsis

When the Great Depression brings hard times to Mary Alice's family, she's forced to leave Chicago and spend a year in a tiny Illinois town with her eccentric, unpredictable Grandma Dowdel. With Grandma around life is never boring, and Mary Alice's experiences lead her to a new understanding of her grandmother as well as of her own place in the world.

Higher-Level Questions for Discussion and Writing

While You Read...

Why is Mary Alice reluctant to go live with Grandma Dowdel? What are her initial expectations regarding the experience? (“Prologue,” pp. 1-3 and chapter 1: “Rich Chicago Girl,” pp. 4-20)

What assumptions does Mary Alice make about the students in the town high school when she first arrives? What assumptions do the other students make about her? (chapter 1: “Rich Chicago Girl,” pp. 4-20)

What does Mary Alice learn from Grandmother’s encounter with Mildred Burdick? (pp. 14-18)

Why is the Philco radio so important to Mary Alice? (p. 5; p. 40)

After the Armistice celebration, Grandma says, “The trenches are all filled in, but the boys are still dying.” Mary Alice thinks, “Then I could read her thoughts and I knew what this day meant. Mrs. Abernathy’s son could have been my dad.” (p. 53) Explain what Grandma means and what makes Mary Alice’s response so important to the story. What does this scene tell you about Grandma Dowdel’s motivation for helping Mrs. Abernathy?

Why is Mrs. Weidenbach so distressed when Grandma Dowdel reveals her family background? (p. 91-93)

Why does Mary Alice “suppose [her] life is over” (p. 110) after Royce visits her house?

What do Grandma’s behavior and Mary Alice’s reaction to Mary Alice’s return to Chicago tell you about their relationship? (pp. 126-128)

Why was it so important to Mary Alice to be married at her Grandma’s house? (p. 129-130)

Exploring the Story

What did you learn about the townsfolk from their celebrations of Halloween, Armistice Day, and Christmas? Support your answer with evidence from the text.

What is the significance of the halo Grandma makes for Mary Alice to wear in the Christmas pageant? What does it symbolize to Mary Alice? How do you know?

What clues before the end of the chapter entitled “Hearts and Flour” (pp. 75-93) hint that Mary Alice is the one writing the “Newsy Notes from our Communities” quoted in the text? What is her motivation for writing these notes? Support your answer.

Was Mary Alice right to trick the other girls into believing that boys were sending valentines to Ina Rae? Why or why not? What was the outcome of the prank? Do you think this outcome is the one Mary Alice intended?

What is the importance of the tornado to Mary Alice’s understanding of and relationship with her grandmother? Why?

Choose one chapter title and explain how it relates to the events of that chapter. Use evidence from the text to support your answer.

Richard Peck adds a sense of nostalgia (a longing for the past) by reminding us throughout the narrative that Mary Alice is looking back on the year she spent with her grandmother over a timespan of at least several years. How does this affect the tone of the story? How would the novel be different if Mary Alice were reporting it as it happened? Support your answer.

Explain the significance of Grandma Dowdel giving Mary Alice away at her wedding.

Meeting the Characters

“We might have been any grandma and her granddaughter, out for an evening stroll. But we weren’t. We were Grandma Dowdel and me.” (p. 29) What makes Grandma Dowdel different from other grandmothers? Use specific examples. Is Mary Alice comfortable with that difference by the novel’s end? How do you know?

How does the author contrast actions with words? Give an example of a time when a character's statements contrast with his or her actions, and explain the discrepancy.

How do Grandma Dowdel’s actions at the Halloween party belie her stated opinions about the town and how important (or unimportant) their opinions are to her?

“There were little changes stirring in me. I began to notice how old Grandma was, how hard she worked herself...I began to want to be there with her, to make sure she’d come safely home.” (p. 64) What do these words tell you about Mary Alice? About Grandma? Support your answer.

On p. 123, Mary Alice says, “I hadn't lived with her all year for nothing. Sometimes I thought I was turning into her.” What does Mary Alice now know about her grandmother that she didn't know before? What evidence do you have that Mary Alice is indeed becoming more and more like Grandma Dowdel?

Mary Alice is an observer for much of the book. When does she cross the line and participate in town life? What are the consequences? Find at least two instances of Mary Alice's participation in town life and identify the consequences. Do you think Mary Alice should participate more or less? Why?

What does Grandma seem like on the surface? What is she really like underneath? How do her actions reveal her character? Use specific examples from the text to support your answer.

Understanding the Ideas

➤ This novel could have been a series of short stories, with each incident standing on its own. What themes or issues tie the different incidents together and make the novel a complete whole? Support your answer with evidence from the text.

➤ What does the novel demonstrate about the concept of change? Support your answer with evidence from the text.

➤ Has Mary Alice changed by the end of her visit? In what ways? How do you know? Support your answer with evidence from the text.

Does Mary Alice's visit cause any changes in Grandma Dowdel? Give evidence to support your opinion.

"There was a lot I didn't know," Mary Alice says on p. 60, referring to the kind of gun Grandma takes when they go to check the fox traps. What are some other important things she learns in the novel? From whom does she learn them? You may want to create a chart to help organize your answer.

Though love is an important theme in this novel, the characters express their affection for each other in unusual ways. How does Grandma Dowdel express her love for Mary Alice? How does Mary Alice learn to express her love for her grandmother? Use specific examples.

How do Grandma Dowdel's actions illustrate the concept of justice? Give specific examples. Is her sense of justice the same as that of other townsfolk? How do you know?

Do Mary Alice's ideas about fitting in and being popular change throughout the novel? If you think her ideas change, what triggers those changes? If you think Mary Alice's ideas remain somewhat the same throughout the novel, find evidence in the story to support your point of view.

Connecting to You

Have you ever been the new student in a school or a town? Compare your feelings with Mary Alice's when she first arrives in town.

Do you believe, as Grandma Dowdel seems to, that "the end justifies the means"? Give an example of a time when you've done something that seemed objectionable to someone else in order to achieve a worthwhile end.

Do you know anyone whose actions tell a different story than his or her words? Give an example of a time when you or someone you know said one thing but acted entirely differently.

Compare the holiday celebrations in Grandma Dowdel's towns with the customs and holidays you celebrate. What makes them different? Are there any similarities in activities, food, rituals, or symbolism? You may want to create a chart to help organize your answer.

How often do you have contact with your own grandparents or other special relative? What have you learned from your grandparents or relative that no one else could have taught you?

Do you have any eccentric relatives like Grandma Dowdel? Who are they and what makes them eccentric? Is there any eccentricity in you? If so, describe it.

Differentiated Activities for Gifted Learners



Complete a Literature Web about the novel, or a specific chapter in the novel. Fill in responses to each of the bubbles, using the questions below as a guide.

Key Words: What were some words and phrases in the novel that were especially interesting or important?

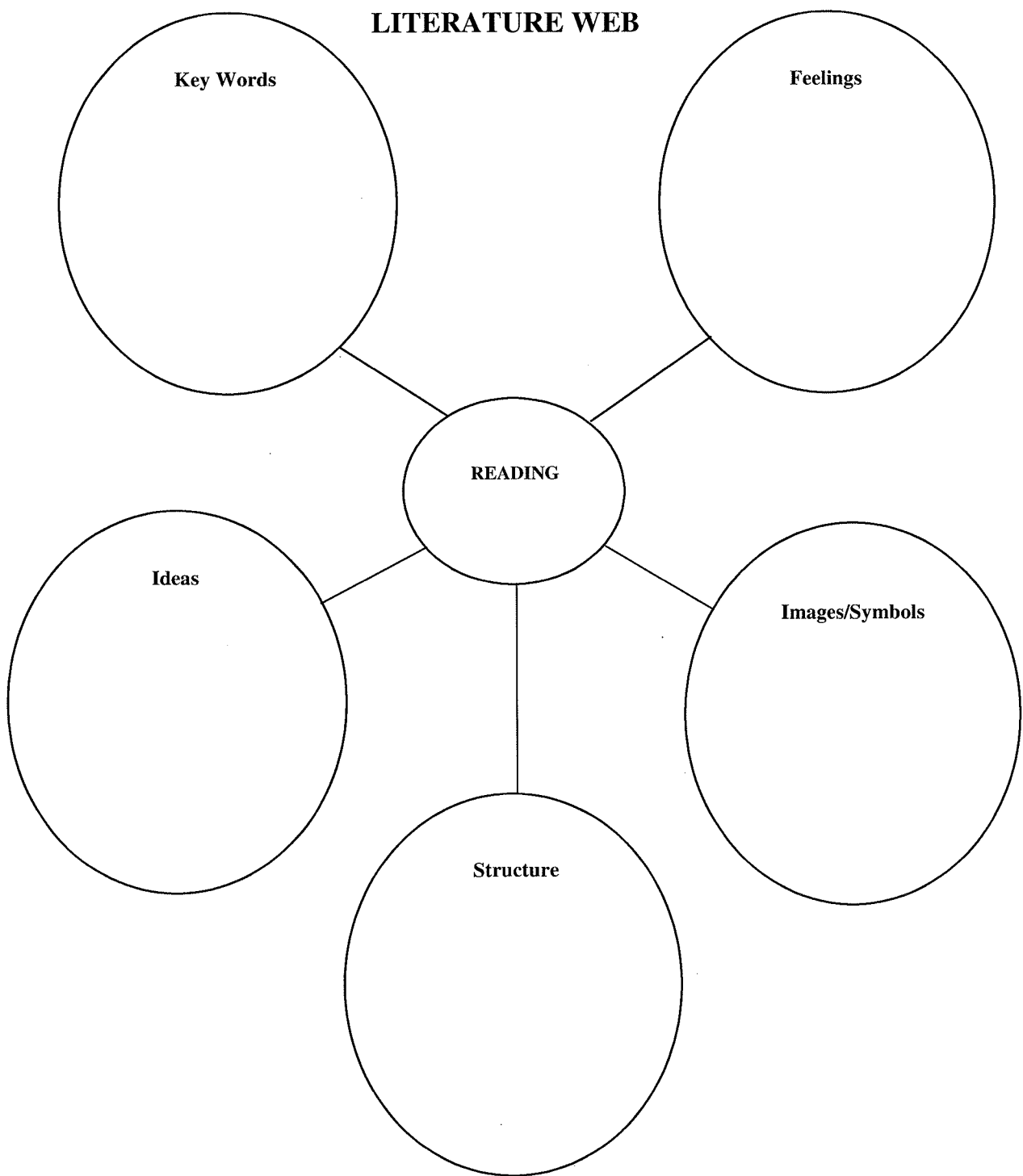
Feelings: What feelings did you have while reading this novel? What feelings did the characters have? How were those feelings expressed?

Ideas: What was the main idea or theme of the novel? What other major ideas and concepts were important? What message was the author trying to give about those ideas?

Images/Symbols: How did the author use description and imagery in the novel? What sensory images came to your mind? How did the author use symbols?

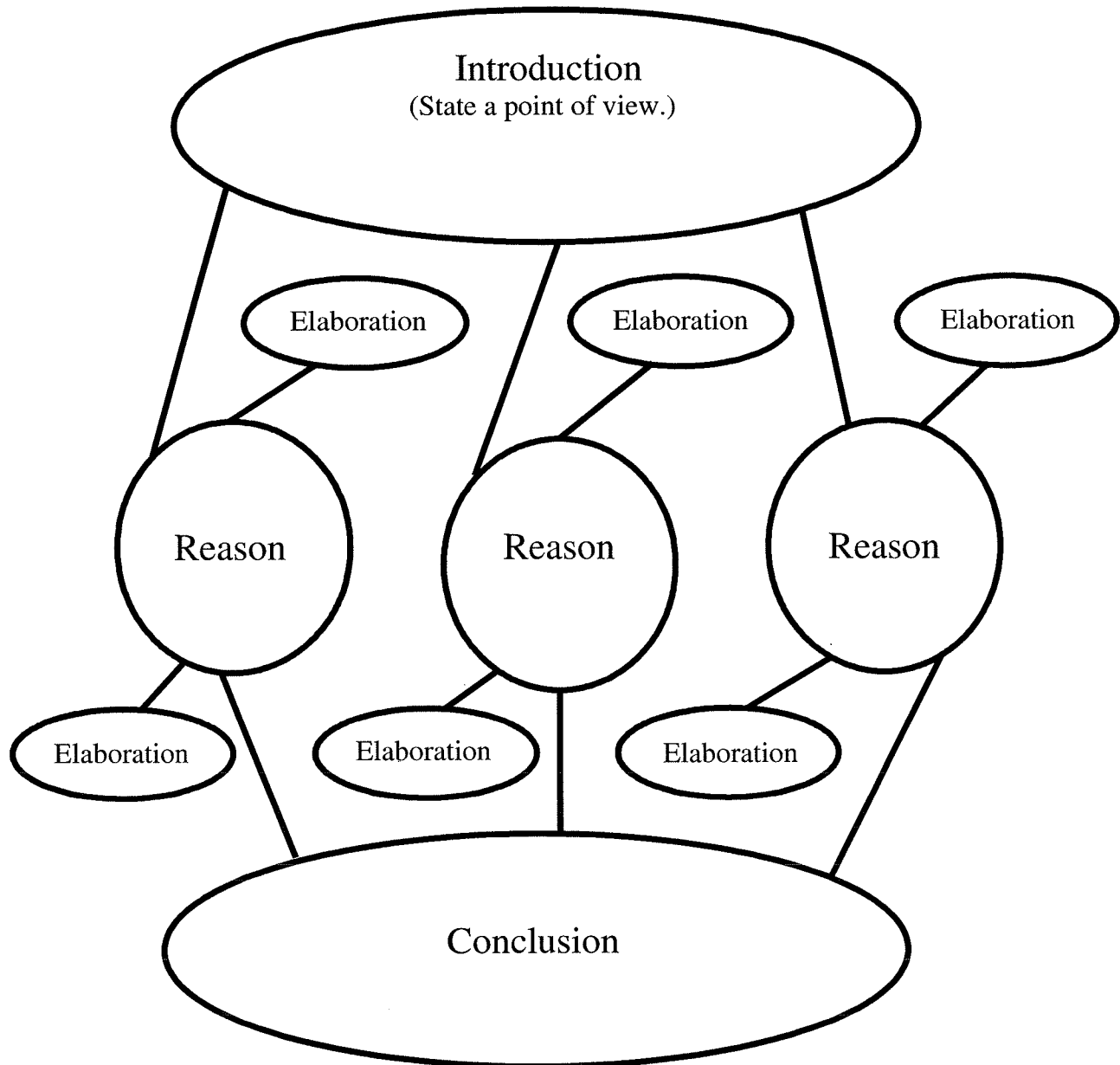
Structure: What type of writing was this? What literary and style elements did the author use? How did the structure of the writing contribute to the meaning of the novel?

LITERATURE WEB



Use the Hamburger Model as a guide to help you organize your responses to the activities on the following pages.

THE HAMBURGER MODEL FOR PERSUASIVE WRITING



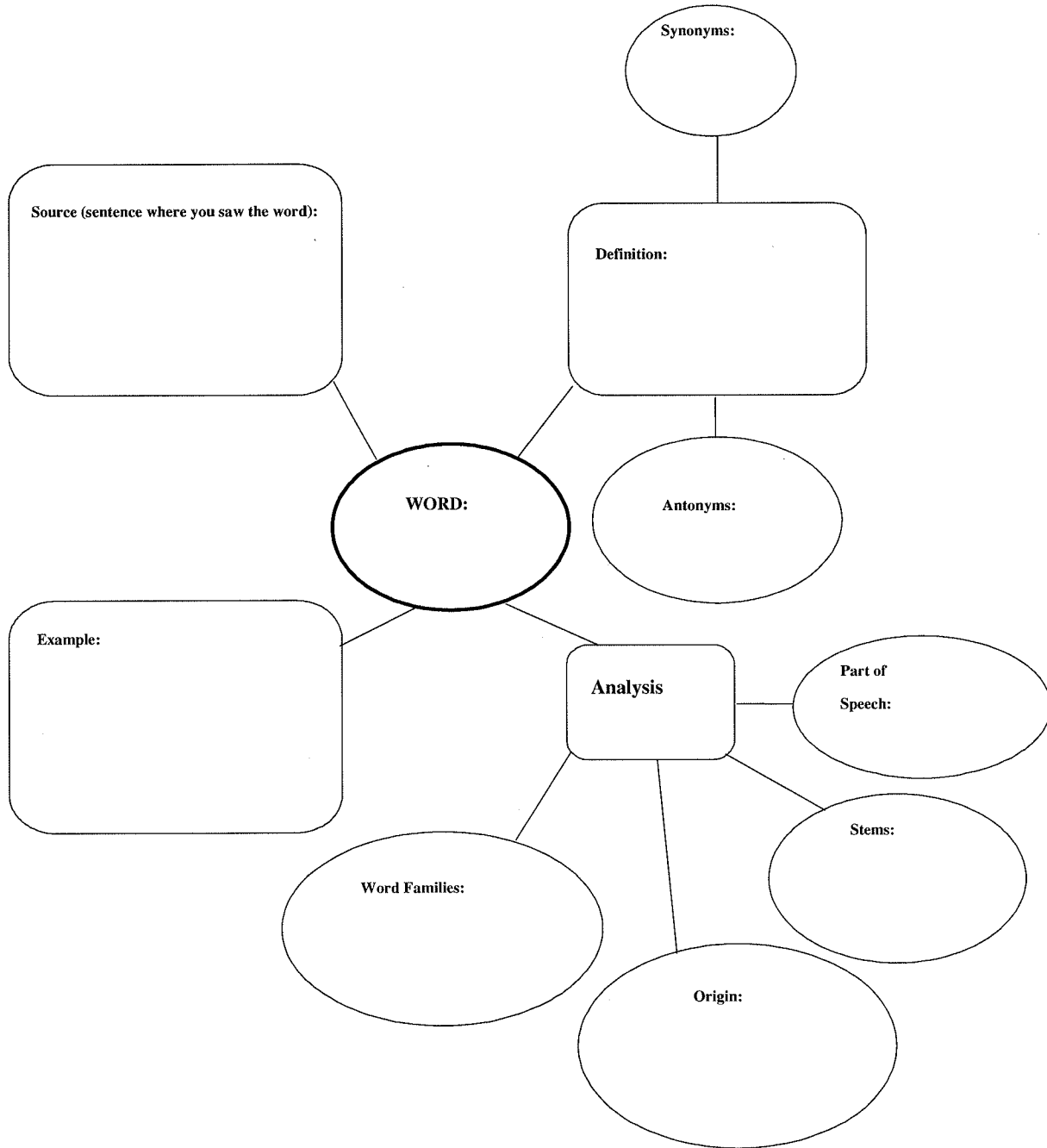
Write a book review about the novel. In your review, state and explain your point of view about the quality of the novel and provide specific details about why you would or would not recommend this book to other students your age. Use the Hamburger Model as a guide, and follow the steps of the writing process to review and revise.

Do a "word study" of one or more of the vocabulary words (listed below) from the novel. Find out the definition of the word, synonyms and antonyms, and word stems and origin. Then find at least three other words that use one or more of your word's stems, and create an example to explain your word (a sentence, an analogy, a visual representation, etc.) Use the Vocabulary Web to organize your responses.

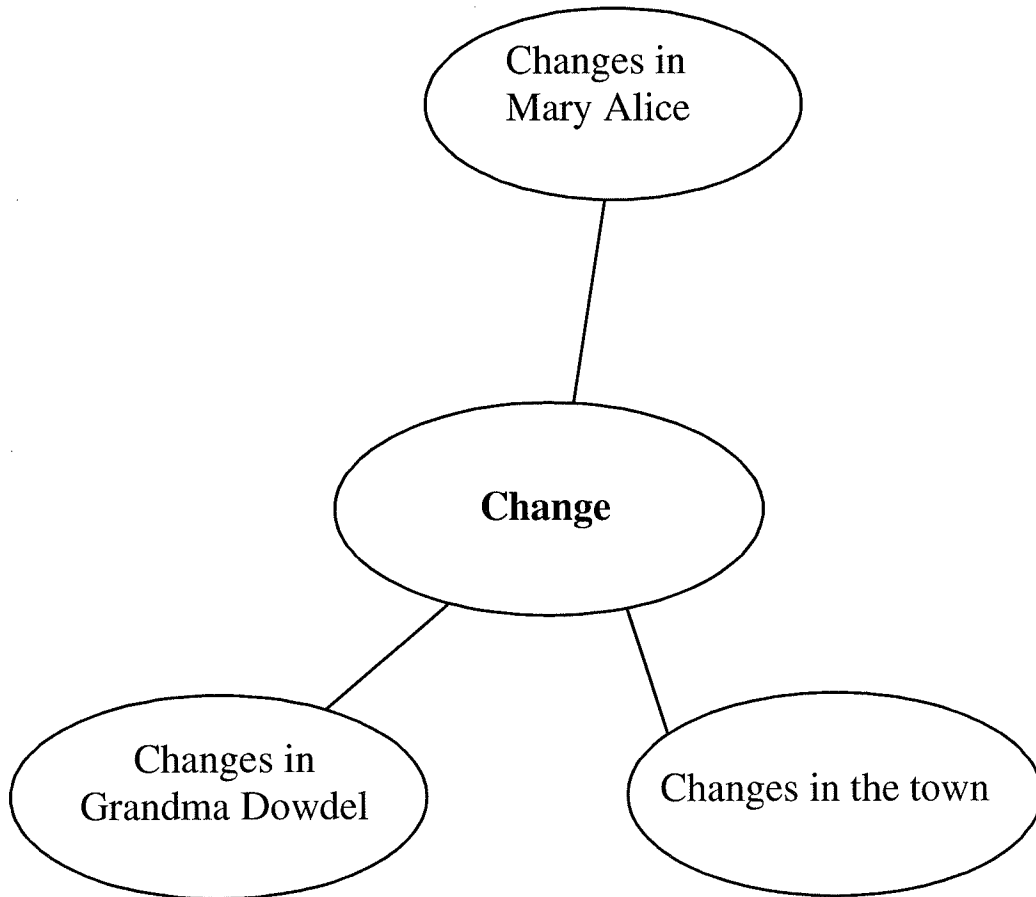
armistice (p. 46)
capitulated (p. 78)
deigned (p. 37)
dubious (p. 111)
expelled (p. 7)
feisty (p. 64)
jaunty (p. 48)
portable (p. 5)
recession (p. 2)
spindly (p. 74)
veteran (p. 53)

benediction (p. 78)
connoisseur (p. 6)
depression (p. 2)
enterprising (p. 50)
extortionist (p. 49)
invocation (p. 90)
ossified (p. 120)
rascal (p. 30)
simpering (p. 37)
vengeance (p. 21)

VOCABULARY WEB



Choose one of the following concepts: *love, justice, family, change*. Create a map to show how the concept is illustrated in the novel. Use specific events, characters, and images from the novel to trace the development of the concept. You may illustrate your concept map with images suggested by the text. A sample map is started for you below.



The expression “the end justifies the means” is often used to explain why someone might commit an act that seems inappropriate (or even illegal) to most people. Many of Grandma Dowdel’s actions seem to be guided by this principle. Choose one of her actions (for example, running Mr. Nyquist’s tractor into his pecan tree so she can collect more fallen nuts or setting up the DAR luncheon at her house in order to reveal Mrs. Weidenbach’s family secret) and use the Hamburger Model to write a persuasive essay explaining whether or not you believe the action was justified by the results. Remember to use good reasons and elaboration to support your opinion, and follow the steps of the writing process as you revise and edit your work.

Throughout the novel, we are given many clues as to what other characters think about Grandma Dowdel. Use these clues to write a script for a skit in which a group of townspeople gather at an event or the local café to discuss Grandma. Choose characters who have direct interaction with her during the novel, and let the discussion lead them to a conclusion about her. Perform your skit for your classmates.

Interdisciplinary and Research Connections



Mary Alice goes to stay with her grandmother because of the Great Depression; her parents cannot afford a house with enough room for the entire family in Chicago. What was the Great Depression? What was it like to grow up during that time? Research daily life during the Great Depression and prepare an oral presentation to tell your classmates what your lives would have been like had you grown up during the Great Depression. Use both primary and secondary sources. You may want to address topics such as school life, food, prices, entertainment, and the many clever ways families coped with their circumstances. Create a visual aid (chart, slide show, costume, etc.) to enhance your presentation.

At the beginning of the novel, we learn that Mary Alice's older brother Joey "had been taken on by the Civilian Conservation Corps (CCC) to plant trees out west." (p. 2). Later, Arnold Green, an artist from New York, rents a room from Grandma while he works on a mural in the post office for the Works Progress Administration (WPA). The CCC and the WPA were government programs designed to give work to some of the millions of Americans who were unemployed during the Great Depression. Choose one of these programs and investigate the kinds of people they helped, the work they did, and the results of these projects for local communities and the country itself, many of which can still be seen today. Did any CCC or WPA projects have an impact on your community? Write a letter to the CCC or WPA in which you apply for a job. Use the business letter format and include a business card of original design with your letter. Describe your accomplishments and indicate why you would be an asset to one of these programs. Or, write a letter to the CCC or WPA in which you thank them for their contribution to your community. Use specific examples of how the work they sponsored during the Great Depression has impacted your community.

What did your family do during the Great Depression? Interview family members who were alive in the 1930s to find out what kinds of work they were able to do, how their daily lives were affected by economic hardship, and what effects growing up during that time had on the rest of their lives. If your family was not living in the United States during the Great Depression, you can research and interview family members about events in their own countries during the 1930s--many countries were suffering through difficult economic times and in some parts of Europe World War II was already beginning. Prepare a presentation in which you compare and contrast the lives of your family members during the Great Depression with your life today.

Read another novel that takes place during the Great Depression. Compare and contrast the experiences of that novel's characters with those of Mary Alice and her family and friends. Do characters' experiences vary with geographic settings, ages of characters, and their parents' occupations? Do the novels have similar or different themes? Write an essay elaborating the similarities and differences, create an illustrated chart that compares and contrasts the two books, or write and perform a skit in which characters from the two novels meet and compare their experiences.

Armistice Day was an important celebration for the residents of Grandma Dowdel's town. Today we call the same day Veteran's Day. Research the meaning of Armistice Day as well as how and why it has changed since the early 1900s. What issues have surrounded and affected the meanings and celebrations of this holiday? Present your findings in a written or oral report or as an illustrated timeline presenting the holiday as "Then" and "Now."

"The best thing about radio was that you couldn't see anything, so you pictured it in your mind." (p. 40) Mary Alice lists some of her favorite radio shows: "Baby Snooks. Fibber McGee and Molly. The A&P Gypsies. Edgar Bergen and Charlie McCarthy. Whispering Jack Smith." (p. 40)

Research some of these shows to discover what they involved and why they were popular in the past; if possible, listen to some broadcasts to get a feel for what they were like. Tapes and CDs of these shows are often available at your local library or online. How are they similar to or different from the forms of entertainment most popular today? Prepare a chart or Venn diagram in which you compare and contrast radio shows from the 1930s with modern entertainment media, or develop a skit that emulates the style of the 1930s radio shows that you perform or record for your class.

Resources



Teacher Resources

- Baskin, B. H., & Harris, K. H. (1980). *Books for the gifted child*. New York: Bowker.
- Boyce, L. N. (1997). *A guide to teaching research skills and strategies in grades 4-12*. Williamsburg, VA: Center for Gifted Education.
- Center for Gifted Education. (1998). *Guide to teaching a language arts curriculum for high-ability learners*. Dubuque, IA: Kendall/Hunt.
- Miller-Lachmann, L. (1992). *Our family, our friends, our world: An annotated guide to significant multicultural books for children and teenagers*. New Providence, NJ: R. R. Bowker.
- National Council of Teachers of English & International Reading Association. (1996). *Standards of learning for the English language arts*. Urbana, IL: Author.
- Paul, R. (1992). *Critical thinking: What every person needs to survive in a rapidly changing world*. Rohnert Park, CA: Foundation for Critical Thinking.
- VanTassel-Baska, J., & Little, C.A. (Eds.). (2003). *Content-based curriculum for high-ability learners*. Waco, TX: Prufrock Press.

For further reading – some other books you might enjoy

- A Long Way from Chicago* by Richard Peck
- Fair Weather* by Richard Peck
- Out of the Dust* by Karen Hesse
- Cat Running* by Zilpha Keatley Snyder
- Bud, Not Buddy* by Christopher Paul Curtis
- Christmas After All: The Great Depression Diary of Minnie Swift, Indianapolis, Indiana, 1932*
by Kathryn Lasky
- Saving Grace* by Priscilla Cummings
- Love from Your Friend, Hannah* by Mindy Warshaw Skolsky
- Treasures in the Dust* by Tracey Porter
- Children of the Dust Bowl: The True Story of the School at Weedpatch Camp* by Jerry Stanley

Useful websites

<http://www.richardpeck.smartwriters.com/> (Richard Peck--information)

<http://www.carolhurst.com/authors/rpeck.html> (biography and bibliography)

<http://memory.loc.gov/ammem/fsowhome.html> (Library of Congress-- Farm Security Administration-Office of War Information Collection of documentary photographs from the Great Depression)

<http://www.plainfield.k12.in.us/hschool/webq/webq1/webquest.htm> (webquest activity on the Great Depression)

<http://www.mcsc.k12.in.us/madedo/> (We Made Do--a project to collect oral histories and other information from those who lived during the Great Depression)

http://www.usu.edu/oralhist/oh_howto.html (Guidelines for collecting oral history)

<http://www.richsamuels.com/nbcm/jordans/fmmchicago.html> (Fibber McGee and Molly-- website describes the show and offers downloads of excerpts)

<http://www.radiohof.org/> (homepage for the Radio Hall of Fame; includes information on many of the radio programs mentioned in *A Year Down Yonder*).

<http://www.virtualsalt.com/litterms.htm> (a glossary of literary terms)

<http://www.m-w.com> (Merriam-Webster Dictionary site)

<http://bartelby.com/61/> (American Heritage Dictionary online)

<http://bartelby.com/> (numerous language and literary reference materials online)