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A STUDY OF BOOKS INCLUDED IN THE STATE OF NEW JERSEY'S HOLOCAUST AND GENOCIDE 5-8TH GRADE CURRICULUM

by Christin M. Robey

A Thesis

Submitted in partial fulfillment of the requirements of the Master of Arts Degree of The Graduate School at Rowan University May10, 2007

Approved by

(Advisor)

Date Approved May 10, 2007

ABSTRACT

Christin M. Robey A STUDY OF BOOKS INCLUDED IN THE STATE OF NEW JERSEY'S HOLOCAUST AND GENOCIDE 5-8TH GRADE CURRICULUM 2006/2007 Dr. Marilyn Shontz Master of Arts in School and Public Librarianship

The purpose of this study was to evaluate the books suggested by the *State of New Jersey Holocaust and Genocide Curriculum: "To Honor All Children for Grades 5-8"* in order to create a diverse curriculum. Through the use of suggested materials by New Jersey, it is intended that students be exposed to a well rounded and balanced educational experience. In order for this for this curriculum to be diverse, it needs include many ethnic racial/ethnic groups and other topics relevant to holocaust and genocide study. The curriculum guide also needs to be updated to include books that have a recent publication date and are still available to purchase.

In order to complete this study, spreadsheets were created based on the topics designated by the state of New Jersey. Within the seven topics, the following variables were retrieved from the state's curriculum: type of book, recommended reading level, recommended interest level, state recommended grade level, publication date and race and ethnicity. As a result of this study, the researcher recommends that the curriculum be updated to include books that are not out of print and cover a more diverse range of genocides as well as newer titles to keep students' interested.

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CHAPTER 1

STATEMENT OF THE PROBLEM

Introduction

In today's turbulent society, it is imperative for students to learn about the world around them. They need to be conscious of the differences in race, religion and ethnicity. As a result of increasing multiculturalism, students need to be aware of the destruction that prejudices, biases, and discrimination can cause. Students desire knowledge, therefore it is up to the school library to constantly provide them with the tools necessary to learn about the world, also people and religions that surround them. According to the American Library Association "Library Bill of Rights,"

books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation (American Library Association, 1996).

School library media specialists need to accept the responsibility to carefully represent each and every holocaust and genocide that has happened in the past or is currently taking place in the world. In order for students to fully understand the world around them, they need access to this information. The *State of New Jersey's Holocaust and Genocide Curriculum: "To Honor All Children for Grades 5-8,"* provides teachers and librarians with materials students should be exposed to and the best books that are

published. This list should help create well informed students that will become well educated adults.

Significance of the Topic

It is very important for students using school library media centers to have a wealth of information on holocausts and genocides. This information should be available in a variety of viewpoints and formats to best serve the students. Students need to better understand that there is not just the Jewish Holocaust, but there are others, both historical genocides and some genocides taking place in the world at the current moment. The responsibility of a school media specialist is to ensure that all holocaust and/or genocide events are given representation in the school library media center's collection. To facilitate this, the state of New Jersey issued a Holocaust Curriculum for all grades ranging from kindergarten all the way to twelfth grade. These guides contain lists of books and other materials that teachers and students can use when learning and studying about holocausts and genocides. Through the use of suggested materials by the state of New Jersey, it is intended that students be exposed to a well rounded and balanced educational experience. However, if the lists are not accurate, are incomplete or non-representative they become ineffective.

Purpose of the Study

This study surveyed the books recommended by the state in *New Jersey Holocaust and Genocide Curriculum: "To Honor All Children for Grades 5-8"* according to the following categories: fiction, non-fiction, biography, reading level/grade level, interest level, year of publication, ethnic group topic and whether or not the books were still in-print.

Research Questions

- Did the holocaust and/or genocide books included in the *State of New Jersey Holocaust and Genocide Curriculum: "To Honor All Children for Grades 5-8:"* list represent a true diversity of racial/ethnic groups and other topics?
- How accurate were the state of New Jersey recommended interest levels?
- How available were the books?
- How current were the titles?
- What holocaust or genocide topics needed to be added to the *State of New Jersey* Holocaust and Genocide Curriculum: "To Honor All Children for Grades 5-8"?

Definition of Terms

Biography: "a carefully researched, relatively full narrative account of the life of a specific person or closely related group of people, written by another" (Reitz, 2004). Diversity: "Inclusiveness with regard to differences in age, gender, sexual orientation, religious belief, and ethnic, racial, or cultural background within a given population" (Reitz, 2004).

Fiction: "portraying characters and events created in the imagination of the writer, intended to entertain, enlighten, and vicariously expand the reader's experience of life" (Reitz, 2004).

Genocide: "the deliberate and systematic destruction of a racial, political, or cultural group or to destroy the language, religion or culture of a group" (*Websters*, 1986). Holocaust: "a complete or thorough sacrifice or destruction especially by fire" (*Websters*, 1986).

Interest level: For the purpose of this study, interest level is something that concerns, involves, draws the attention of, or arouses the curiosity of a person.

In-print: " A book currently available from the publisher, either as a frontlist or backlist title, as opposed to a title no longer available" (Reitz, 2004).

Jewish Holocaust: "the systematic, bureaucratic, state-sponsored persecution of approximately six million Jews by the Nazi regime and its collaborators" (Holocaust Encyclopedia, n.d.).

Library collection: For the purpose of this study, school library media center collections are the collections of materials located in the school media center and are available for use by students and teachers.

Non-fiction: "Prose literary works describing events that actually occurred and characters or phenomena that actually exist or existed in the past. In a more general sense, any piece of prose writing in which the content is not imagined by the author" (Reitz, 2004). Reading level: "one of several degrees of proficiency in reading usually defined in reference to a specific academic grade level or stage of reading development, applicable to both reader and reading material. Factors determining reading level include vocabulary, sentence structure, length of text, and difficulty of content" (Reitz, 2004). School library media specialist: "A librarian trained to deliver library services to students in a school library media center on a walk-in basis or at the request of the classroom teacher" (Reitz, 2004).

Young adult book: "A book intended to be read and enjoyed by adolescents 12 to 18 years of age. Also refers to a book intended for adults but considered suitable by reviewers and librarians for mature ninth- to twelfth-grade readers" (Reitz, 2004).

Assumptions and Limitations

The assumptions of this study were that the New Jersey Holocaust and Genocide Curriculum recommended reading lists were originally created to be unbiased and to represent all ethnic groups. It was also assumed that these lists included the best books written to cover the topics necessary to fully teach the New Jersey Holocaust and Genocide Curriculum. This study was limited to the books listed in the *New Jersey Holocaust and Genocide Curriculum: "To Honor All Children Grades 5-8"*.

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CHAPTER 2

REVIEW OF LITERATURE

Introduction

A review of the literature relevant to holocaust/genocide studies revealed a severe lack of information pertaining to genocides other than the Jewish Holocaust during World War II. The literature that was found did not provide a comprehensive list of genocides, so as a result a list was compiled by cross referencing information about those that could be found.

The literature also revealed the there were constant arguments among world leaders about numbers of deaths and what constitutes a genocide. However, after review of the literature it was determined that this was an area that needed to be addressed by teachers and school library media specialists to help students overcome and shatter stereotypes. They also needed to be aware of the injustices that ignorance and discrimination created in the past and in present times.

The History of the Holocaust/Genocide Mandate in New Jersey

The New Jersey Holocaust/Genocide Mandate began in 1974, when coordinated efforts began to acknowledge the need for a state wide curriculum. Individuals from two school districts, one in Northern New Jersey and one in Southern New Jersey, met at a conference and discussed exploring the area of Holocaust Education. Through their combined efforts, they approached the State of New Jersey Department of Education and

were able to obtain a few thousand dollars of grant money to develop and implement a curriculum. In 1981, these efforts were backed up by Governor Thomas Kean who took Holocaust Education to legislation, and a Holocaust Council was created by an executive order. The Council created the following statement,

The core mission of the New Jersey Commission on Holocaust Education is to promote Holocaust education in the State of New Jersey. On a continual basis, the Commission shall survey the status of Holocaust Education; design, encourage and promote the implementation of Holocaust and genocide education and awareness; provide programs in New Jersey; and coordinate designated events that will provide appropriate memorialization of the Holocaust on a regular basis throughout the state. (New Jersey Holocaust Commission, n.d.)

In 1990 the Council initiated efforts to make itself a permanent part of the New Jersey educational curriculum. In June 1991, Governor Florio signed legislation establishing under New Jersey law a Commission on Holocaust Education. In 1994, Governor Christine Todd Whitman signed the Holocaust /Genocide Mandate bill into a law (New Jersey Holocaust Commission, n.d.).

Holocaust/Genocide Mandate Curriculum

The New Jersey Commission on Holocaust Education developed a curriculum which outlined the subjects and topics that should be covered during the kindergarten through twelfth grades. The Holocaust Commission created two distinct curriculums to facilitate the different age and grade ranges. The curriculum for kindergarten through fourth grade is titled, "*Caring Makes a Difference*" and for grades fifth through eighth grade is titled, "*To Honor All Children*". These Curriculums offer a variety of formats,

including books, poetry, artwork, music, photographs and audio-visual materials to help educators teach lessons on the Holocaust, prejudice, discrimination and genocide.

Genocide

Genocides have been taking place in this world since the beginning of time. However, the actual term Genocide was not used until the 1940s when Raphael Lemkin combined Greek word genos, meaning race, with the Latin word cide, meaning killing (Chalk and Jonasohn, 1991). On December 9, 1948, the General Assembly of the United Nations adopted the official definition for Genocide. Article 2 of the Convention on the Prevention and Punishment of the Crime of Genocide defines Genocide as:

In the present Convention genocide means any of the following acts committed with intent to destroy in whole or in part, a national, ethnical, racial or religious group, as such:

(a) Killing members of the group;

(b) Causing serious bodily or mental harm to members of the group;

(c) Deliberately inflicting on the group conditions of life calculated to bring about its physical destruction in whole or part;

(d) Imposing measures intended to prevent births within the group;

(e) Forcibly transferring children of the group to another group. (United NationsHigh Commissioner for Human Rights, 1948)

Despite the United Nations' efforts, genocides are still an ongoing problem in modern times. The international community has not been quick to aid those being persecuted and therefore, the perpetrators may not be held accountable and the victims are left to try and rebuild their lives. Since World War II, genocides have occurred in

Indonesia, East Timor, Bangladesh, Burundi, Cambodia, Rwanda, Bosnia-Herzegovina (Totten, 1999).

Determining what events qualify both historical and modern day genocides is not an easy task. Massive killings and crimes against humanity are very hard to categorize numerically due to the regimes that carry them out and their ability to destroy all records. The following table, Table 1, was created by the researcher as a result of numerous readings on the topic. However, it is not to be considered comprehensive, as this topic will always be one of extreme controversy. Table 1, "Genocides from the 1400s to 2006", was compiled using several sources. The Web site, Religious Tolerance offered much information on the topic of genocide (Robinson, 2006). The information that was provided was cross referenced with the United States Holocaust Memorial Museum's Holocaust Encyclopedia (Holocaust Encyclopedia, n.d.).

Table 1 Genocides from the 1400s to 2006

TIME	LOCATION	PERPETRATORS	VICTIMS	NUMBER OF VICTIMS
1450 to 1792	Europe, New England, S. America	Christians	Satan worshipers and other heretics	50,000 to 100,000
1492 to Present	Western Hemishpere	Western European Christians	Native Americans	Ten Millions
1770 to Present	Australia	British Invaders	Native peoples	720 thousand
1885 to early1900s	Democratic Republic of the Congo	King Leopold II of Belgium and his colonial administration	Congo people	30 million
1904 to 1907	Namibia	German Government	Animists	105,000
1915 to 1922	Turkey	Muslim Government	Armenians and other Christians	Over 1.5 million
1928 to 1953	U.S.S.R	Communist Government	General Public	24 million
1937	Nanking, China	Japanese Army	Chinese Public	320,000
1940 to 1945	Poland-Europe	German Army	Jews, Gypsies, homosexuals, Jehovah's Witnesses, Disabled persons, dissenters	11 to 15 million
1949 to 1987	China	Communist Government	Chinese Public	40 million
1975 to 1979	Cambodia	Khmer Rouge	General Public	1.7 to 2 million
1975 to 1999	East Timor	Muslims	Roman Catholic	200,000
1985	Sudan	Muslims and Mailitia government	Animists, Christians, muslims	200,000 deaths millions dislocated
1994	Rwanda	Hutu Government	Tutsis and some moderate Hutus	About 800,000
1995 to 1999 .	Bosnia Herzegovina	Serbian Orthodox Christians	Muslims	200,000
1998 to 1999	Kosovo	Mainly Serbian Orthodox Christians	Muslims	400,000 displaced
1997 to present	Democratic Republic of the Congo	Government, army, army irregulars and rebels	General Public	1.7 million
2001 to present	Darfur, Sudan	Janjaweed militias with government support	Native African settled Peasant tribes	2,000,000 killed and 4,000,000 displaced

Today it is very hard for societies to think that in civilized times these horrific events are still a problem. However, some of the worst acts of genocide have in fact taken place during the twentieth and twenty first centuries. Over three times as many people have lost their lives as victims of genocidal acts from 1900 to the present year. Since World War II, over 119 million people have died as a result of acts relating to genocide (Totten and Kleg, 1989).

Jeannne Buckley, a teacher-librarian in Toronto-Ontario, describes the educator's role in Holocaust/Genocide studies as, "we have an important duty to instill in our students the common values and attitudes that make a society, wonderful, safe and peaceful place for all to live. These values, and attitudes include empathy, acceptance of difference and tolerance" (Buckley, 2004). The role of teachers and school library media specialists in exposing students to these events is very important. However, most teachers and librarians focus mainly on the Jewish Holocaust. According to Samuel Totten, "this is partially due to the plethora of books, essays, first-person accounts, films, curricula, teacher guides and other adjunct material that are available for use by teachers (Totten, 1999)." The state of New Jersey has addressed this need by creating the Holocaust and Genocide Mandate, but the overall inclusion of all genocides may not be equally represented.

Summary

The importance of school libraries in creating strong genocide and holocaust collections for both students and teachers is crucial. Without a well balanced exposure to these catastrophic events, students will never be able to learn of the damage that prejudices and discrimination can cause.

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CHAPTER 3

METHODOLGY

This study was based on the books included in the state of *New Jersey Holocaust* and Genocide Curriculum: "To Honor All Children for Grades 5-8". The results of this study offer a look at the need for this curriculum to be updated to include a wider spectrum of ethnic groups, in-print items, appropriate interest level, as well as recently published items. Librarians as well as other educators need to have accurate and updated information about books and resources available, therefore identifying any weaknesses in this curriculum can allow for better selection sources to be used in addition to the state curriculum suggested materials.

Purpose and Research Questions

This study surveyed the books recommended by the state of New Jersey Holocaust and Genocide Curriculum: "To Honor All Children for Grades 5-8" according to the following categories: fiction, non-fiction, reading level/grade level, interest level, year of publication, ethnic group topic and availability of the books. This study was based on the following research questions concerning the state of New Jersey's Holocaust and Genocide Curriculum: "To Honor All Children for Grades 5-8":

• Did the holocaust and/or genocide books included in the *New Jersey Holocaust* and Genocide Curriculum: "To Honor All Children for Grades 5-8:" list represent a true diversity of racial/ethnic groups and other topics?

- How accurate were the state of New Jersey recommended interest levels?
- How available were the books?
- How current were the titles?
- What holocaust or genocide topics needed to be added to the *State of New Jersey* Holocaust and Genocide Curriculum: "To Honor All Children for Grades 5-8"?

Sample and Population

The sample used in this study was the list of books suggested for use in the publication by the *State of New Jersey Holocaust and Genocide Curriculum: "To Honor All Children for Grades 5-8"*.

Variables

The variables in this study were the books suggested for use by *State of New Jersey Holocaust and Genocide Curriculum: "To Honor All Children for Grades 5-8".* The books listed in the curriculum were suggested for use in grades five through eight. The items included were listed by the state of New Jersey according to the following seven topics: Prejudice and Discrimination; The World Changes Nazism on the Rise; Hiding, Escape and Rescue; Resistance; Ghettos and Camps; Picture Books; and And Still It Continues: Lessons Not Learned. The variables for comparison within each topic were the following: type of book, recommended interest level, print status, publication date and race and ethnicity.

Data Collection

Data collection for this study consisted of creating a spreadsheet of the books listed in the *State of New Jersey Holocaust and Genocide Curriculum: "To Honor All Children for Grades 5-8".* There were seven spreadsheets created in accordance with the ways in which the state curriculum classified the topics of the books. The seven spreadsheets were: Prejudice and Discrimination; The World Changes Nazism on the Rise; Hiding, Escape and Rescue; Resistance; Ghettos and Camps; Picture Books; and And Still It Continues: Lessons Not Learned. Within the seven topics, some of the data for the following variables were retrieved from the state's curriculum: type of book, recommended reading level, recommended interest level, state recommended grade level, publication date and race and ethnicity.

Additional information was obtained from Follett Library Resource Titlewave and Bowker's Books in Print Database. This information included the status of print, interest level, subjects the book included and publication date. These sources were used to verify the suggestions made by the *State of New Jersey Holocaust and Genocide Curriculum: "To Honor All Children for Grades 5-8."* Titlewave is a Web site which allows registered users to search Follett's inventory of K-12 books, and audiovisual materials. It also provides a way to verify publication date and interest levels. Currently, Follett Library Resources is the largest supplier of books, eBooks, and audiovisual materials to K-12 schools. Bowker's Books In Print is a searchable database of over 14.8 million English and Spanish language books, audio books, and video titles to verify in-print status.

References

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CHAPTER 4

ANALYSIS OF DATA

Results

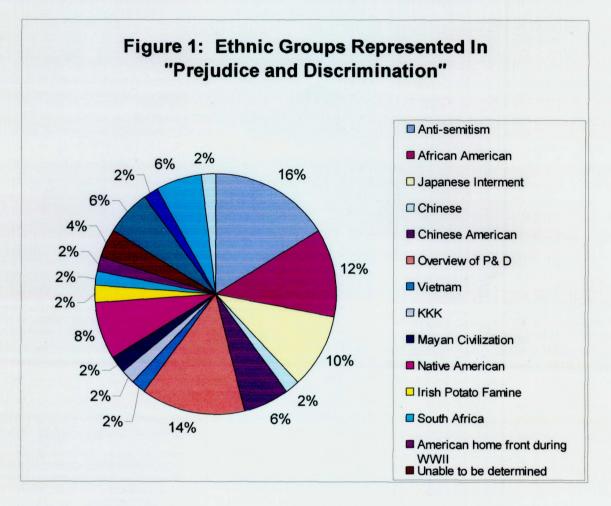
Research Question 1 and Question 5

Research question number 1 stated, "Did the holocaust and/or genocide books included in the *State* of *New Jersey Holocaust and Genocide Curriculum: "To Honor All Children for Grades 5-8*" list represent a true diversity of racial/ethnic groups and other topics?" Research question number 5 stated, "What holocaust or genocide topics needed to be added to the *State* of *New Jersey Holocaust and Genocide Curriculum: "To Honor All Children for Grades 5-8*?" In answering these questions, the two topic lists titled Prejudice and Discrimination and And Still it Continues: Lessons Not Learned were used, since these were the only two lists that contained books about ethnic groups or topics other than the Jewish Holocaust. Figures 1 and 2 represent the results.

The large majority of topics listed in the category, Prejudice and Discrimination, were about anti-Semitism (16%) or an over view of Prejudice and Discrimination (14%) (see Figure 1). The next groups or topics that were widely represented were African-Americans (12%) and Japanese Interment during World War II (10%). Native American Discrimination made up 8%, Japanese involvement in World War II and Chinese Americans both made up 6% of books. Chinese, Vietnam, Klu Klux Klan, Mayan Civilization, Irish Potato Famine, American home front during World War II,

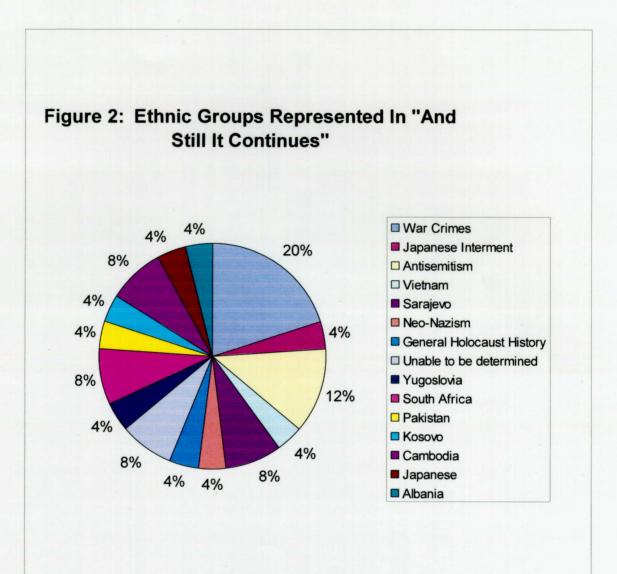
Transcontinental Railroad workers, Korean, Mexican Labor Camps each represented 2%

of the books. The topics of 4% of the books could not be determined.



The large majority of topics listed in topic, And Still It Continues: Lessons Not Learned, were about war crimes (20%) or Anti-Semitism (12%) (see Figure 2). The next groups that were widely represented making up 8% of books were Japanese Interment, and South Africa. In addition, topics of 8% of the books could not be determined.

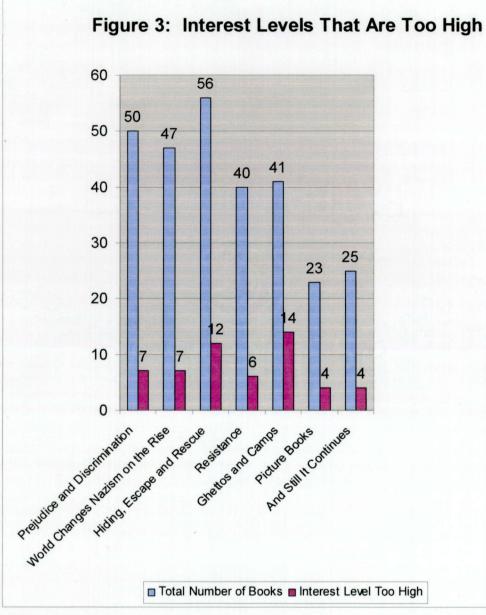
Table 1, which can be found in Chapter 2, shows a list of genocides that are considered by historians to be the most significant. The table tells the time period, location, the perpetrator, the victims and an approximate number of deaths.



Research Question 2

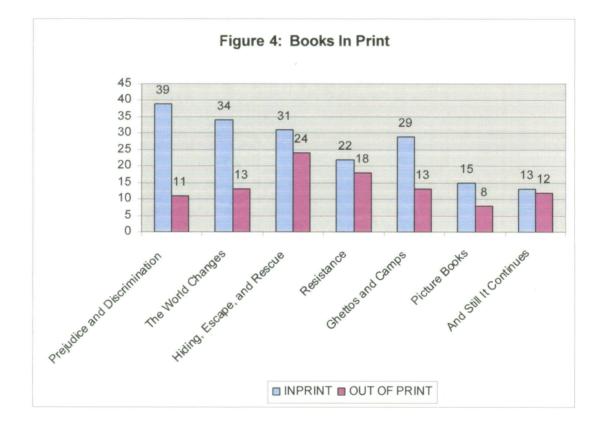
The State of New Jersey also listed an interest level for each of the suggested titles. Research question number 2 stated, "How accurate were the state of New Jersey recommended interest levels?" The interest levels of all the books listed in all seven categories were analyzed. This was analyzed and established by using Follett's Titlewave Database. Each book title was entered into the database to determine whether or not the *State* of *New Jersey Holocaust and Genocide Curriculum: "To Honor All Children for Grades 5-8"* had assigned each title an accurate interest level.

The numbers reflected in Figure 3 show the numbers in each of the seven categories where the book interest levels were too high for the grade levels, 5-8. Prejudice and Discrimination had a total of 50 titles, 7 were too high; The World Changes: Nazism on the Rise had a total of 47 titles, 7 were too high; Hiding, Escape and Rescue had a total of 56 titles, 12 were too high; Resistance had a total of 40 titles, 6 were too high; Ghettos and Camps had a total of 41 titles, 14 were too high; Picture Books had a total of 23 titles 4 were too high; and And Still It Continues: Lessons Not Learned had a total of 25 titles, 4 were too high.



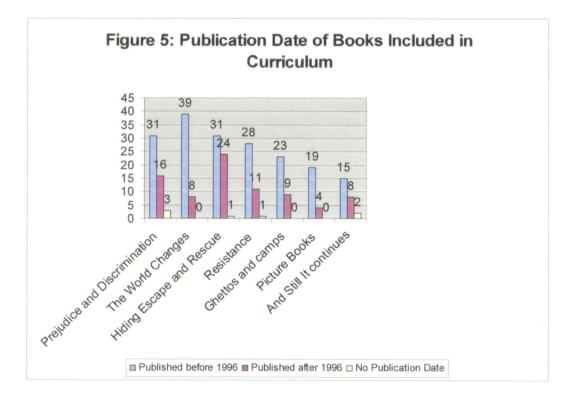
Research Question 3

Research question number 3 stated, "How available were the books?" In answering this question, Figure 4 was created. Figure 4, shows the availability of the books included in the curriculum. For each of the titles listed in the seven categories, the in-print or out of print status was established. Figure 4, shows the numbers of books that were both in-print and out of print.



Research Question 4

Research question number 4 stated, "How current are the titles?" The publication date of each of the titles was analyzed for question 4. The books were divided in two categories using the year 1996. Figure 5 reflects the number of books that were no more than ten years old versus those published before 1996 and were over 10 years old.



Summary

When analyzing the books included in the *New Jersey Holocaust and Genocide Curriculum: "To Honor All Children Grades 5-8,"* the ethnic group or religion covered, topic covered, age of the book, interest level, and print status were carefully analyzed. It is necessary for students to be provided with accurate, unbiased and diverse information about holocausts and genocides. In doing this, students must be provided with current material to foster this need.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

Summary

Through the use of suggested materials by the *State of New Jersey Holocaust and Genocide Curriculum: "To Honor All Children for Grades 5-8,* " it is intended that students be exposed to a well rounded and balanced educational experience. In order for this curriculum to be diverse, it needs include many racial/ethnic groups and other topics relevant to holocaust and genocide study. The curriculum guide also needs to be updated to include books that have a recent publication date and are still available to purchase.

In order to complete this study, spreadsheets were created based on the topics designated by the state of New Jersey. Within the seven topics, the following variables were retrieved from the state's curriculum: type of book, recommended interest level, state recommended grade level, publication date and race and ethnicity. As a result of this study, the researcher recommends that the curriculum be updated to include books that are not out of print and cover a more diverse range of genocides as well as newer titles to keep students interested.

Research Questions 1 and 5

The first and last research questions of this study asked about representation of ethnic groups. Research question number 1 stated, "Did the holocaust and/or genocide books included on the *State of New Jersey Holocaust and Genocide Curriculum: "To Honor All Children for Grades 5-8*" list represent a true diversity of racial/ethnic groups and other topics and research question 5 asked what groups or religions should be added to the *State of New Jersey Holocaust and Genocide Curriculum: "To Honor All Children for Grades 5-8*?" Therefore when answering the two questions, results from Figure 1 and Figure 2 were combined for a better understanding of the results (see table 2).

When analyzing the results, it was necessary to document the ethnic groups covered in the categories of Prejudice and Discrimination and And Still It Continues: Lessons Not Learned, as shown in Table 2. It was clear that a true diversity of topics was not reflected in the curriculum. Table 3 shows the genocides that have been documented as being significant both in the past and currently happening that have no representation in the state curriculum.

The state did offer at least one title on the following genocides: the Holocaust of World War II, the Chinese Government, and Kosovo. However the overall diversity of the materials was not significant. There was no information included in the curriculum on two of the genocides which are presently happening in the world right now. The Democratic Republic of Congo and Darfur, Sudan have no representation in the *State of New Jersey Holocaust and Genocide Curriculum: "To Honor All Children for Grades 5-8"*.

Table 2: Combined List of EthnicGroup/Topic Included in Prejudice andDiscrimination and And Still It Continues

Ethnicity/Topic	Number
	of
	Titles
War Crimes	5
Japanese Interment	6
Anti-Semitism	11
Vietnam	2
Sarajevo	2
Neo-Nazism	1
General Holocaust History	1
Not Able to be Determined	4
Yugoslavia	1
South Africa	3
Pakistan	1
Kosovo	1
Cambodia	2
Japanese	4
Albania	1
Chinese America	3
Chinese	1
Overview of Prejudice and	7
Discrimination	
Klu Klux Klan	1
Mayan Civilization	1
Native American	4
Irish Potato Famine	1
American Home Front During	1
World War II	
Transcontinental Railroad	1
Workers	
Korean	3
Mexican Labor Camp	1

TIME	LOCATION	PERPETRTORS	VICTIMS
1450 to 1792	Europe,	Christians	Satan
	New		worshipers
	England, S.		and other
	America		heretics
1492 to Present	Western	Western	Native
	Hemisphere	European	Americans
		Christians	
1770 to Present	Australia	British Invaders	Native
			peoples
1885 to	Democratic	King Leopold II	Congo people
early1900s	Republic of	of Belgium and	
	the Congo	his colonial	
		administration	
1904 to 1907	Namibia	German	Animists
		Government	
1915 to 1922	Turkey	Muslim	Armenians
	_	Government	and other
			Christians
1928 to 1953	U.S.S.R	Communist	General
		Government	Public
1937	Nanking,	Japanese Army	Chinese
	China		Public
1949 to 1987	China	Communist	Chinese
		Government	Public
1975 to 1999	East Timor	Muslims	Roman
		i	Catholic
1985	Sudan	Muslims and	Animists,
		Militia	christians,
		government	Muslims
1994	Rwanda	Hutu	Tutsis and
		Government	some
			moderate
			Hutus
1995 to 1999	Bosnia	Serbian	Muslims
	Herzegovina	Orthodox	
2 - C		Christians	
1997 to present	Democratic	Government,	General
	Republic of	army, army	Public
	the Congo	irregulars and	
	<u> </u>	rebels	[
2001 to present	Darfur,	Janjaweed	Native
* ·	Sudan	militias with	African
		government	settled
		support	Peasant tribes
	L		

 Table 3: Genocides Given No Representation in the Curriculum

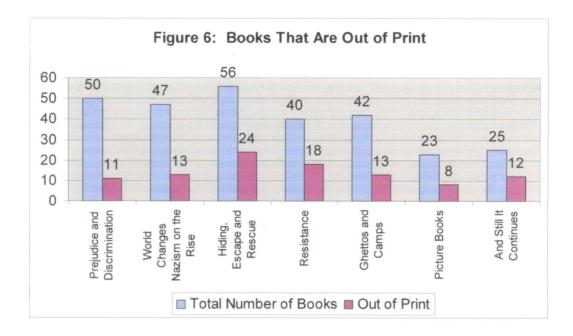
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Research Question 2

Research question number 2 stated, "How accurate were the state of New Jersey recommended interest levels?" In order to fully examine this question, the interest levels of all the 5-8th grade level books listed in all of the seven categories were analyzed (see figure 3). As a result, in order for a school media specialist or a classroom teacher to build an adequate lesson on holocaust and genocide material, the interest levels must fit the ages of the students. Students need to be exposed to holocaust and genocide material, but they need to have this exposure at a level that is both appropriate and relevant to their level of understanding. Exposing students in 5th through 8th grade to material that is intended for adults or older teens will most likely not meet the objectives that the teacher or school media specialist wishes to achieve.

Research Question 3

This research question asked about the availability of the books listed in the *State of New Jersey Holocaust and Genocide Curriculum: "To Honor All Children for Grades 5-8".* This category produced the most drastic results. In four of the seven categories almost 25% of the titles were out of print. In the remaining three categories close to half of the titles suggested for use by the state were no longer in-print. Figure 6 shows the percentage of books in each category that are no longer in-print.



As publication needs change, it is understandable that one or two titles must be dropped from print. This also shows that the material chosen by the state was not of the best caliber. If a book was one of the best written on a particular subject, there is no way that it would no longer be in-print, instead there would be a rather large demand for the book.

The state of New Jersey must update this curriculum to include titles that are in-print. How are classroom teachers and school library media specialists supposed to use theses materials if they are no longer available? This is a startling realization. In order for the use of this curriculum to be successful, it needs to be updated to include a broader range of topics, as well as books that are available.

Research Question 4

Research question number 4 stated, "How current were the titles?" The books were divided based on a ten year span. In all of the seven categories, there were more books published before 1996, than after. This makes over half of all the books over ten years old. These numbers also help when analyzing research from question 3. Since many of the books are over ten years old they are no longer in-print. Updating this curriculum would help to alleviate this problem, and add new titles to the curriculum.

Conclusions

There is a definite need for the state of New Jersey to update the holocaust/genocide curriculum. There needs to be a much broader range of topics to include both events from the past as well as current times. The curriculum guide also needs to be updated to include books that have a recent publication date and are still available to purchase. In addition, the interest levels must match the grade and age level of the students that are reading the books.

Significance of the Results

The results of this study were significant, because they show how incomplete the *State of New Jersey Holocaust and Genocide Curriculum: "To Honor All Children for Grades 5-8"* was in creating a diverse curriculum to include many ethnic racial/ethnic groups and other topics relevant to holocaust and genocide study. It also showed how the curriculum needs to be updated to include books that are not out of print as well as newer titles to keep students interested. If teachers and school media specialists are expected to expose students to holocaust and genocide literature, they must be able to identify and easily obtain the materials to successfully do so.

Recommendations for Further Study

To further extend this study it would be interesting to see if the other resources listed in the *State of New Jersey Holocaust and Genocide Curriculum: "To Honor All Children for Grades 5-8"* were as out of date and not diverse as the print resources recommended. The curriculum offers a guide of non-print materials including video titles, web sites and music titles. The study of non-print material could repeat some of the aspects of this study to see if the materials possessed the same elements exposed in this study of literature.

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APPENDIX A

Spreadsheets of Books

State of New Jersey Holocaust and Genocide Curriculum: "To Honor All

Children for Grades 5-8"

TITLE	AUTHOR	FICTION O	RECOM	RECOM	RECOMO	TOPIC COVERED	RACE/ETHNICTY	IN PE	YEAR PUBLISHED	T				
		1						1						
			-											
	Bush, Lawerence	NA				Prejudice and Descrimination	Antisemitism	NO	1998					
	Balgassi, Haemi	F		4-6	5th 5th	Prejudice and Descrimination	Korean African American	YES						
	Chambers, Veronica Chief Lake Swamp	NF		3-6 K-3	5th	Prejudice and Descrimination Prejudice and Descrimination	Native American	YES	1998	++		4		
	Choy, Sook Nyul	NA	6.3		5th-9th	Prejudice and Descrimination	Korean	YES		++				
	Chon, Janice	NF	4,5		3-5th	Prejudice and Descrimination	Antisemitism	YES	1995	+		+		
	Cormier, Robert	F		YA		Prejudice and Descrimination	Antisemitism	YES	1992					
The Journal of Sean Sullivan: A Transcontinental Railroad Worke		F	6.2	5-8	5th-8th	Prejudice and Descrimination	Transcontinental RR Workers	YES	1999					
	Fox, Paula	F		YA	7th	Prejudice and Descrimination	African American	YES	1991					
Nory Ryan's Song	Giff, Patricia Reilly	F	5.5		5th-8th	Prejudice and Descrimination	Irish Potato Famine	YES						
	Giff, Patricia Reilly	F	5.2		Sth	Prejudice and Descrimination	American home front during World War I							
	Gillam, Scott	NF		YA		Prejudice and Descrimination	Overview of Prejudice and Descrimination		1995			<u> </u>		
Stepping on the Cracks	Hahn, Mary Downing	F		3-6 YA		Prejudice and Descrimination	Antisemitism	YES YES	1991	++				
Rising Voices: Writings of Young Native Americans Prank	Hirschfelder, Arlene B.	NA		NA NA	5th-8th 7th and U	Prejudice and Descrimination Prejudice and Descrimination	Antisemitism	NO	1993			<u>+</u> -		
Finding My Voice	Lasky, Kathryn Lee, Marie			NA		Prejudice and Descrimination	Korean	NO	1984	1				
Goodnight Mr Tom	Magorian, Michelle			NA	6th	Prejudice and Descrimination	Overview of Prejudice and Descrimination		1991	1		<u> </u>		
The War Within: A Novel About the Civil War	Matas, Carol	F		YA	5th-8th	Prejudice and Descrimination	Antisemitism	YES		1		11		
Kaffir-Boy-An Autobiography	Mathabane, Mark	NF	ADULT		8th	Prejudice and Descrimination	South Africa	YES	1986	1		1		
	McKissack, Patricia C	NA		NA	8th	Prejudice and Descrimination	Overview of Prejudice and Descrimination	n NO	2000					
Baseball Saved Us	Mochizuki, Ken	F		3-6	7th	Prejudice and Descrimination	Japanese Internment	YES	1993	1				
Pink and Say	Polacco, Patricia	F		K-3	5th-6th	Prejudice and Descrimination	African American	YES	1994					
	Pascoe, Elaine	NA		NA	7th and U	Prejudice and Descrimination	Overview of Prejudice and Descrimination		1997	1				
Revelation and Transformation		NA		NA		Prejudice and Descrimination	Overview of Prejudice and Descrimination		1995					
	Romm, Leonard	F		YA		Prejudice and Descrimination	Antisemitism	YES			·			
	Ryan, Pam Munoz	F		5-8	5th-8th	Prejudice and Descrimination	Mexican Labor Camp	YES						
	Sachs, Maniyn	F	5.5 5.8		5th-8th 6th	Prejudice and Descrimination	Antisemitism	YES	1995					
Under the Blood Red Sun	Sailsbury, Graham Schur, Maxine Rose	F		3-6	7th-8th	Prejudice and Descrimination Prejudice and Descrimination	Japanese Native American	YES		<u> </u>	· · ·			
	Steinbeck, John	F	ADULT		8th	Prejudice and Descrimination	NA	YES				I		
	Stelling, Diane	F		K-3	NA	Prejudice and Descrimination	NA	YES			·			
	Stelling, Diane	NF		K-3	NA	Prejudice and Descrimination	Overview of Prejudice and Descrimination			1.				
	Stewart, Elizabeth	NA	NA	NA	Sth	Prejudice and Descrimination	Native American	NO	1994	1 1				
The Diving Bell	Strasser, Todd	F		NA	5th-6th	Prejudice and Descrimination	Mayan Civilization	YES						
Shin's Tricycle	Tatsuhura, Kodama	NF	5.5		4th-5th	Prejudice and Descrimination	Japanese	YES]		
Mississippi Bridge	Taylor, Mildred	F	5.9		5th-8th	Prejudice and Descrimination	African American	YES	1992	I		T		
Roll of Thunder, Hear My Cry	Taylor, Mildred	F		5-8	5th-8th	Prejudice and Descrimination	African American	YES		<u> </u>				
The Goid Cadillac	Taylor, Mildred	IF NF		3-6	Sth	Prejudice and Descrimination	African American	YES	1999			+		
Leon's Story	Tilage, Leon Walter	NF NF		3-6 YA	5th and U		KKK	YES	1997	+				
The Children of Topaz: The Story of Japanese-American Internm	Uchida, Yoshiko	10/F		YA 5-8	5th and U 5th-6th	Prejudice and Descrimination Prejudice and Descrimination	Japanese internment	YES		+		1		
	Uchida, Yoshiko	NE		NA	5th-6th	Prejudice and Descrimination	Japanese Internment	YES	1971	++				
	Uchida, Yoshiko	F		K-3	5th-6th	Prejudice and Descrimination	Japanese internment	YES	1993	++		+		
	Yelan, Gloria	F		5-8	3rd-6th	Prejudice and Descrimination	Vietnam	YES	1992	1				
	Yep, Laurence	F		NA	3rd-6th	Prejudice and Descrimination	Chinese American	YES	1992	anti-semiti		в		
	Yep, Laurence	F	6	5-8	5th-8th	Prejudice and Descrimination	Chinese American	YES	1990	African Arr		5		
	Yep, Laurence	F		3-6	6th	Prejudice and Descrimination	Japanese	YES	1995	Japanese I		5		
	Yep, Laurence	F		YA	7th-8th	Prejudice and Descrimination	Chinese American	YES	1995	chinese		1		
	Yep, Laurence	F	5.5		5th-8th	Prejudice and Descrimination	Chinese	NO	2000	chinese Ar		3		
Children of the Wolf	Yolen, Jane	F	YA	YA	5th-6th	Prejudice and Descrimination	Overview of Prejudice and Descrimination	NO	1984	Overview		7		
		+			÷			1	tt	Vietnam		1		
a,					<u> </u>		Inprint	39		KKK Mayan Civ	-	1		
· · · · ·	Fiction	31			<u>+</u>		Out of print	+	<u>↓</u>	Native Am		4		
· · · · ·	Non-Fiction	9			+				+	Irish Potate		1		
	Total	50			+	<u>├</u>	Published b/f 1996	31	<u> </u>	South Afric	·	1		
		+ 30			1		Published after 1996	16		American		1		
······		1			1		No Publication date available	3		NA		2		
· · · · · · · · · · · · · · · · · · ·		1					Off Level (too High)	17		Japanese		3		
		1					Insufficent Information to Make	e		Transcontiner		1		
					1	1				Korean		3		
										Mexican L				

TITLE	AUTHOR	PAR	RECOMMENDED			TOPIC COVERED	RACE/ETHNICTY	inter rente	YEAR PUBLISHED				h
			READING LEVEL	INTER	R STATE F	RECOM							
													1
We Remember the Holocaust	Adler, A	NF	YA	YA		The World Changes: Nazism on the Rise	General Holocaust History	Y	1989				
A Childhood of Honey and Tears	Aleichem, Sholom	NA	NA	NA	5th and Up	The World Changes: Nazism on the Rise	Jewish Culture	NO	1975				
Hitler's War Against the Jews: The Holocaust	Altshuler, David		YA	YA	7th-8th	The World Changes: Nazism on the Rise	General Holocaust History	Y	1978	General	Holocaust His	tory	
Chernowitz	Arrick, Fran	F	YA	YA	7th-8th	The World Changes: Nazism on the Rise	antisemitism	Y	1981	Jewish C	Culture		
	Aver, Eleanor	NF	6.5	5-8	7th and Up	The World Changes: Nazism on the Rise	Hitler Youth	Y	1995	antisemi			1
	Bachrack, Susan D	NA				The World Changes: Nazism on the Rise	General Holocaust History	Y	1994	Hitler Yo			t
	Beller,Llex	NA	NA	NA		The World Changes: Nazism on the Rise	Jewish Culture	NO	1986	Nazi inv			1
		F		5-8	5th-8th	The World Changes: Nazism on the Rise	Nazi invesions	Y	2000	World W			+
One Eye Laughing, the Other Weeping: The Diary of Julie Wei		F		5-8		The World Changes: Nazism on the Rise	Nazi invasions	Y	2000		WWI and WW	/il History	-
	Grav. Bettvanne	<u> </u>	YA	YA		The World Changes: Nazism on the Rise	antisemitism	Y	1978	Nazi Del			+
There Once was a World: A 900 Year Chronicle of the Sheeti c		NF	ADULT	ADUL		The World Changes: Nazism on the Rise	General Holocaust History	Y	1998	Czarist			
	Aleichem, Sholom		YA	YA		The World Changes: Nazism on the Rise	Jewish Culture	NO	1983		ife in the U.S.		
	Feder, Paula Kurzband	1	3.2		5th	The World Changes: Nazism on the Rise	antisemitism	Y	1965	Joewisti L			+
	Fluek, Toby Knobel	NF		YA		The World Changes: Nazism on the Rise	antisemitism	Y	1990				1-
	Fluek, Toby Knobel Frank, Rudolf		YA	YA		The World Changes: Nazism on the Rise	Nazi invasions	Y	1990				
		F NA		NA	6th and Up 7th-8th		Nazi Invasions Nazi Defiance	Y	1986		_		
	Friedman, Ina R.		YA	YA		The World Changes: Nazism on the Rise		Y NO	1995				+
	Hartman, Evert					The World Changes: Nazism on the Rise	Hitler Youth						İ
	Helier, Celia S.	NF	ADULT			The World Changes: Nazism on the Rise	antisemitism	- Y	1977				
	Hesse, Karen	1.		3-6	5th	The World Changes: Nazism on the Rise	Czarist Russia	Y	1992				-
	Heyes, Eileen	NF		YA		The World Changes: Nazism on the Rise	Hitler Youth	NO	1993				
	Кепт, Ј	F		5-8		The World Changes: Nazism on the Rise	antisemitism	Y	1971				
	Koehn, Ilse	NF		YA		The World Changes: Nazism on the Rise	antisemitism	NO	1990				_
	Kohn, Mara Vishniac	NA		NA		The World Changes: Nazism on the Rise	antisemitism	NO	1999				
		+	YA	YA		The World Changes: Nazism on the Rise	Czarist Russia	Y	1981				1
Silver Days	Livitin, Sonia	F		5-8	6th-7th	The World Changes: Nazism on the Rise	Jewish life in U.S	Y	1989				
	Matas, Carol	F		5-8	4th-5th	The World Changes: Nazism on the Rise	antisemitism	Y	1993				L
	Newman, Amy	NA		NA	7th	The World Changes: Nazism on the Rise	antisemitism	Y	1999				L
Devil in Vienna	Orgel, Doris	F		5-8	5th and Up	The World Changes: Nazism on the Rise	antisemitism	Y	1978				
	Pearson, Kit	F		5-8	6th	The World Changes: Nazism on the Rise	World War I	Y	1991				
How Beautiful We Once Were: A Rememberance of the Holoca	Randall, Marga Siberma	NA	NA	NA	6th-7th	The World Changes: Nazism on the Rise	antisemitism	Y	1998				
	Ray, Karen		YA	YA	8th	The World Changes: Nazism on the Rise	antisemitism	Y	1995				
	Richter, Hans P	F	6.6	5-8		The World Changes: Nazism on the Rise	antisemitism	Y	1987				
	Richter, Hans P		NA	NA	6th	The World Changes: Nazism on the Rise	Nazi invasions	Y	1972				-
	Rogasky, Barbra	NF	YA	YA	Sth-8th	The World Changes: Nazism on the Rise	General Holocaust History	Y	1988				
	Roskies, Diane K	NA	NA	5-8	6th and Up	The World Changes: Nazism on the Rise	Jewish Culture	Y	1975				-
	Sachs, Marilyn		NA	NA	The second second	The World Changes: Nazism on the Rise	Jewish life in U.S	Y	1995				1
	Schur, Maxine Rose		NA	NA	5th-8th	The World Changes: Nazism on the Rise	Czarist Russia	NO	1994				1
	Remarque, Eric Maria		YA	YA		The World Changes: Nazism on the Rise	World War !	v	1996				
	Schur, Maxine Rose	NA		NA		The World Changes: Nazism on the Rise	antisemitism	NO	1997				-
	Schur, Maxine Rose Shemin, Magaretha	F		3-6	3rd-6th	The World Changes: Nazism on the Rise	Nazi invasions	v	1997				+
	Shemin, Magareina Shuiman, Abraham	NA		NA		The World Changes: Nazism on the Rise	Jewish Culture	NO	1974				
	Shulman, Abraham Siedel, Aranka		YA	YA	5th-8th	The World Changes: Nazism on the Rise	antisemitism	Y	1974				-
			NA	NA		The World Changes: Nazism on the Rise	general WWI and WWII history	NO	1981				
	Singer, Isaac Bashevis		NA	NA	7th and Up 4th-6th				1986				
In the Shade of the Chestnut Tree	Tene, Benjamin					The World Changes: Nazism on the Rise	General Holocaust History	NO					
Behind The Bedroom Wall	Williams, Laura	F		5-8	5th	The World Changes: Nazism on the Rise	Hitler Youth	Y	1986				-
	Vishniac, Roman	NA		NA		The World Changes: Nazism on the Rise	Nazi invasions	NO	1997		-		<u> </u>
Life is With People	Zborowski, Mark	NA	NA	NA	8th	The World Changes: Nazism on the Rise	Jewish Culture	Y	1962				ļ
		-	L										<u> </u>
	FICTION	20		I			INPRINT	34					-
	NON-FICTION	12					OUT OF PRINT	13					ļ
	NA	15				<u>.</u>							1
	TOTAL	47			Off Level		7 Published before 1996	39					
					Insufficen		7 Published after 1996						

ITLE /	AUTHOR	F/NI REC REC		TOPIC COVERED	RACE/ETHNICTY	IN PRINT	YEAR PU	BLISHED				
		<u> </u>	STATE RECOM				ļ					
· · · · · · · · · · · · · · · · · · ·		F 5.9 3-6		Hiding, Escape and Rescue	· · · · · · · · · · · · · · · · · · ·	Y	1994					
		NF YA YA		Hiding, Escape and Rescue	NA	Y	1956			azi Persecutio		12
		NA NA NA		Hiding, Escape and Rescue	Hilding Jewish Individuals	Y	1991			Jewish Indi	viduals	21
		F 6.1 5-8		Hiding, Escape and Rescue	Fleeing Nazi Pesecution	Y	1989			rsecution		13
		F YA YA	5th-6th	Hiding, Escape and Rescue	Fleeing Nazi Persecution	Y	1991		Russia	Labor Car	np	1
Have Lived a Thousand Years	Bitton-Jackson, Livia	NF YA YA	8th	Hiding, Escape and Rescue	Nazi Persecution	Y	1997		War in	England		1
escuers: Portraits of Moral Courage in the Holocaust	Block, Gay and Malka Drucker	NE AD AD	7th-8th	Hiding, Escape and Rescue	Nazi Persecution	N	1992		Japane	se Saving .	Jewish	3
Ve Are Witnesses	Seas. Jacob	NE AD AD	7th and Up	Hiding, Escape and Rescue	Nazi Persecution	Y	1992		NA		· · · · · · · · · · · · · · · · · · ·	4
	Buchignani, Waiter	NF YA YA	7th and Up	Hiding, Escape and Rescue	Hiding Jewish Individuals	Y			War in	England		1
	Cooper, Susan	NA NA NA	5th-6th	Hiding, Escape and Rescue	War in England	v v	1970			Ligiana		
our Name is Renee: Ruth Kapp Hartz's Story As a Hidden C		NF YA YA	7th and Up	Hiding, Escape and Rescue	Hiding Jewish Individuals	Y	1999					
		F 5,3 5-8		Hiding, Escape and Rescue	Hiding Jewish Individuals	N	1999					
											·	
	inkelstein, Genya	NA NA NA	8th	Hiding, Escape and Rescue	Nazi Persecution	N	1994					
		NF 4.2 5-8		Hiding, Escape and Rescue	Fleeing Nazi Persecution	Y	1999					
	alon, Jose-Alain	NF AD AD		Hiding, Escape and Rescue	NA	Y	1994					56
he Untold Story of the Japanese and the Jews During World		NF AD AD		Hiding, Escape and Rescue	Japanese saving Jewish	N	2000					
he Other Victims: First Person Stories of Non-Jews Persecu F		NF 8.1 5-8	8th	Hiding, Escape and Rescue	Nazi Persecution	Y	1990					
scape or Die: True Stories of Young People Who Survived til F	riedman, Ina R.	NA NA NA	7th-8th	Hiding, Escape and Rescue	Nazi Persecution	N	1982		T			
ssingment Rescue	ry, Varian	NF YA YA	Sth	Hiding, Escape and Rescue	Hiding Jewish Individuals	Y	1968					
andino Blooms in Israel	Salizzi, Silvana	NA NA NA	No Grade	Hiding, Escape and Rescue	Hiding Jewish Individuals	N	1995			-		
		NF 5.5 3-6		Hiding, Escape and Rescue	Nazi Persecution	Y	1997					
	Sold, Alison Leslie	NF NA 3-6		Hiding, Escape and Rescue		N	2000					
		NF 6.4 5-8		Hiding, Escape and Rescue		V	1993			·		
	farris. Mark Jonathan	NF AD AD		Hiding, Escape and Rescue		Y	2000					
		NF YA YA									_	
	lautzig, Esther			Hiding, Escape and Rescue		Y	1968					
	folliday, Lauren	NF YA YA		Hiding, Escape and Rescue		Y	1995					
	lurwitz, Johanna	NF 5.7 5-8		Hiding, Escape and Rescue	Hiding Jewish Individuals	Y	1988					
	Kustanowitz, Esther	NF YA YA	6th-7th	Hiding, Escape and Rescue	Hiding Jewish Individuals	Y	1999					
iteek Jews Went From Hiding Place to Hiding Place	indsey, Alberta	NA NA NA	8th and Up	Hiding, Escape and Rescue	Fleeing Nazi Persecution	N	1997					
ourney to America	ivitin, Sonia	F 5.7 5-8	Sth-6th	Hiding, Escape and Rescue	Fleeing Nazi Persecution	Y	1970					
arkness Over Denmark	evine, Elien	NF 5.6 5-8	6th-7th	Hiding, Escape and Rescue	Hiding Jewish Individuals	Y	2000					
o Pretty Pictures: A Child of War	obel, Anita	NF 4.8 5-8	8th	Hiding, Escape and Rescue	Nazi Persecution	Y	1998					
u Revoir Les Enfants	Maile, Louis	NF AD AD		Hiding, Escape and Rescue	Hiding Jewish Individuals	Y	1998					
he Hidden Children: The Secret Survivers of the Holocaust		NF AD AD		Hiding, Escape and Rescue	Hiding Jewish Individuals	Ŷ	1995					
		F YA YA		Hiding, Escape and Rescue	Nazi Persecution	Y	1999					
		NF 4.2 3-6		Hiding, Escape and Rescue	Japanese saving Jewish	Y	1997				·····	
		F 7.1 5-8				Y				·		
				Hiding, Escape and Rescue	Hiding Jewish Individuals	· · · · · · · · · · · · · · · · · · ·	1997					
		NA NA NA	7th-8th	Hiding, Escape and Rescue	Hiding Jewish Individuals	Y	1997					
		NA NA NA	6th-8th	Hiding, Escape and Rescue	Fleeing Nazi Persecution	N	1995					
		F 3.2 K-3		Hiding, Escape and Rescue	Nazi Persecution	Y	2000					
		NF 6.2 5-8		Hiding, Escape and Rescue	Nazi Persecution	Y	1996					
		NF 6.8 5-8		Hiding, Escape and Rescue	Fleeing Nazi Persecution	Y	1993					
he Upstairs Room F	Reiss, Johanna	NF 5.9 5-8	6th	Hiding, Escape and Rescue	Hiding Jewish Individuals	Y	1972					
iding to Survive		NF 6.1 5-8		Hiding, Escape and Rescue	Hiding Jewish Individuals	Y	1998					
		NF AD AD		Hiding, Escape and Rescue	Hiding Jewish Individuals	Y	1998					
		NE AD AD		Hiding, Escape and Rescue	Fleeing Nazi Persecution	Y	1993					
		NA NA NA	7th and Up	Hiding, Escape and Rescue	Fleeing Nazi Persecution	N	2001					
	Seiden, Cecile	NA NA NA	6th-8th	Hiding, Escape and Rescue		N	2001	1				
	Seraillier, Ian	F YA YA	5th-6th			Y	1970					
				Hiding, Escape and Rescue		1 <u>r</u>						
	Sachs, Marilyn	NA NA NA	5th-6th	Hiding, Escape and Rescue	Nazi Persecution	Y	1973					
orging Freedom: A True Story of Heroism During the Holoca		NF 53-6	7th-8th	Hiding, Escape and Rescue	Fleeing Nazi Persecution	Y	2000					
	Fech, Nechama	NF AD AD	7th-8th	Hiding, Escape and Rescue	Hiding Jewish Individuals	Y	1984					
nne Frank: Beyond the Diary: A Photographic Remembrance		NF 6.4 5-8	7th-6th	Hiding, Escape and Rescue	Hiding Jewish Individuals	Y	1993					
ide and Seek	/os.ida	F 5.3 5-8	Sth	Hiding, Escape and Rescue	Hiding Jewish Individuals	Y	1981					
ostage to War: A True Story	Wasiljewa, Tatjana	NF 4.2 5-8	5th-6th	Hiding, Escape and Rescue	Russian Labor Camp	Y	1997					
the Mouth of the Wolf	Zar, Rose	NA	6th and Up	Hiding, Escape and Rescue	Hiding Jewish Individuals	N	1983		1			
				1	<u> </u>			Publis	hed	31		
	TOTAL	56	1	1	INPRINT	44		Publis		24		
	FICTION	10		1	OUT OF PRINT	12		No Publ		1		
	NON-FICTION	34	+	1	1			no Publ		··· · · ·		- +
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TITLE	AUTHOR	F/NF	RECOMMENDED R.L	REC	GRADE LEVE	TOPIC COVERED	RACE/ETHNICTY	IN PRINT	YEAR PUBL	SHED
		1								
		1			1					
The Children We Remember	Abelss, Chana Byers	NF	3.5	3-6	5th	Ghettos and Camps		Y	1986	
Child of the Warsaw Ghetto	Adler, David	NF			Sth	Ghettos and Camps	1	Y	1995	
am a Star: Child of the Holocaust	Auerbacher, Inge	NF				Ghettos and Camps		Y	1986	
The Warsaw Ghetto: a Christian's Testimm						Ghettos and Camps		NO	1987	
Father of the Orphans	Berheim, Mark		7.5		6th	Ghettos and Camps		NO	1989	
We Are Witnesses: The Diaries of Five Te		NF			8th	Ghettos and Camps		NO	1995	
The Old Brown Suitcase: A Teenager's Sto		F	YA			Ghettos and Camps		NO	1994	
A Nightmare in History	Chalikin, Miriam	NF			8th	Ghettos and Camps		NO	1987	
Hasidic Tales of the Holocaust	Eliach, Yaffa	NF				Ghettos and Camps		Y	1983	
The Other Victims: First Person Stories of		NF				Ghettos and Camps	<u> </u>	Y	1990	
The Endless Steppe: Growing Up in Siberi		NF			5th-8th	Ghettos and Camps		Ŷ	1987	
Children in the Holocaust and World War II		NF				Ghettos and Camps		Ŷ	1996	
The Children of Izieu:	Klarsfeld, Serge	NF			8th	Ghettos and Camps		NO	1984	
All But My Life	Klein, Gerda Weissmann				8th	Ghettos and Camps		Y	1971	
We Are the Children Just the Same	Krizkoba, Marie Rut	NF				Ghettos and Camps	T	Ŷ	1997	
Shadows of the Wall	Laird, Christa	NA			6th	Ghettos and Camps		NO	1990	
Fragments of Isabella	Leitner, Isabella	NF			8th	Ghettos and Camps	··· ····	NO	1978	
Witness to War	Leapman, Michael	NA			7th-8th	Ghettos and Camps	+	NO	2000	
am Rosemarie	Moskin, Marietta	NA				Ghettos and Camps		Y	1988	
Stones in Water	Napoli, Donna Jo	F				Ghettos and Camps	<u> -</u>	Y	1997	
Ginderlager: An Oral History of Young Holo		NF				Ghettos and Camps		NO	1998	
f I Should Die Before I Wake	Nolen, Han	F			8th	Ghettos and Camps		Y	1994	
The Island on Bird Street	Orlev, Uri	F				Ghettos and Camps		Y	1984	
The Man on the Other Side	Orley, Uri	NA				Ghettos and Camps	····-	NO	1991	
Four Perfect Pebbles	Perl. Lila and Marion Blun				4-8th	Ghettos and Camps		Y	1996	
Fireflies in the Dark	Rubin, Susan Goldman				4-8th	Ghettos and Camps		Y	2001	
Smoke and Ashes	Rogasky, Barbra	NF			Sth-8th	Ghettos and Camps	<u>+</u>	Y	1988	
And the Violins Stopped Playing	Rogasky, Barbra Ramati, Alexander	NF			8th	Ghettos and Camps		Ŷ	1986	
Dawn After Dachau	Sack, Joel	NF				Ghettos and Camps		Y	1990	
God Does Play Dice	Samuels, Klara	NF				Ghettos and Camps	+	Y	1999	
	Sender, Ruth Minsky	NF				Ghettos and Camps	+	Y	1999	
The Cage	Sender, Ruth Minsky	NA			6th	Ghettos and Camps	1	Ŷ	1986	
The Holocaust Lady	Sender, Ruth Minsky	NF				Ghettos and Camps		NO	1992	
Upon the Head of a Goat	Sender, Ruth Minsky	NF				Ghettos and Camps		Y	1981	
Lisa Calls	Stadtler, Bea	INA				Ghettos and Camps	·]	NO	1976	
They Fought Back	Staduel, Bea	NF			7th	Ghettos and Camps		Y	1975	
	Toll, Nelly S.	NF			7th-8th	Ghettos and Camps		Y	1993	
Behind the Secret Window		NF			6th-7th	Ghettos and Camps		Y	2001	
Surviving Hitler: A Boy in the Nazi Death C					8th	Ghettos and Camps		Y	1960	
Night	Wiesel, Elie	NF	5.2	9 A			+	Y	1988	
The Devil's Arithementic	Yolen, Jane					Ghettos and Camps		Y	1988	
Briar Rose	Yolen, Jane	NF			8th	Ghettos and Camps		Y	1992	
The Cigarette Sellers of Three Crosses Squ	Ziemian, Joesph	NF	AD	AD	6th and U	Ghettos and Camps		Y	19/5	
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	Out of Print Pub b/f 1996 Pub after 1996 Off Level	23	8 9 4							
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	Out of Print Pub b/f 1996 Pub after 1996 Off Level Insuff. Info	23 14 14 29	3 2 7 7 5 3							
	Out of Print Pub b/f 1996 Pub after 1996 Off Level Insuff, Info Fiction	23 5 14	8 8 8 9 9 9 9 7							

TITLE	AUTHOR	F/NF RECORE	COMBRADE LE	VE TOPIC COVERED	RACE/ETHNICTY	IN PRINT	YEAR PUBLISHED							T
		+				1			1					1
All-2- M. Ohm	A							-		L				+
Alicia: My Story	Applebaum, Alicia	NF YA YA		Resistance	hiding Jewish Individuals	Y	1998		wish Individ	uals	2	+		+
In Kindling Flame	Atkinson, Linda	NF YA YA		Resistance	Individuals defying Nazis	N	1985	NA	1		17	-ll		_
The Resistance	Bachrach, Deborah	NA NA NA		Resistance	NA	N	1998		g Jews out	of Danger	4			_
Bright Candles	Benchley, Nathaniel	NA NA NA		Resistance	NA	N	1974	Survival S		-	6			-
Children of Resistance	Cowan, Lore	NA NA NA		Ur Resistance	NA	N	1969		s defying Na	azis	8			
A Child's War: World War II Through the Eye		NA NA NA		Jr Resistance	NA	N	1989	Jewish Re		1	1	L		
A Girl Called Judith Strick	Dribben, Judith	NA NA NA		Ur Resistance	NA	N	1970	Danish R	esistance		2			
Kindertransport	Drucker, Olga Levy	NF 5.6 5-8		Resistance	smuggling Jews out of Danger	Y	1992							
The Other Victims	Friedman, Ina R.	NF YA YA		Resistance	Survival Story	Y	1992		1	1				
Escape or Die	Friedman, Ina R.	NA	7th-8th	Resistance	individuals defying Nazis	Y	1990					1		Т
Ceremony of Innocence	Forman, James	NF AD AD		Resistance	individuals defying Nazis	Y	1970	1						
Their Brother's Keepers	Fridman, Philip	NA AD AD		Ur Resistance	NA	N	1978		1		40			Τ
Assingment Rescue	Fry, Vivan	NF YA YA		e Resistance	NA	N	1993		1					
Lest Innocent Blood Be Shed		NF AD AD		Resistance	Survival Story	Y	1979	1				1		T
The Endless Steppe: Growing Up in Siberia		NF YA YA		Resistance	Survival Story	Y	1987		1	1				
Rose Blanche		F 3.2 3-6		Resistance	smuggling Jews out of Danger	Y	1990	T	1					T
Sky: A True Story of Resistance During Wor		NA NA NA		Resistance	NA	N	1996			1				T
The Secret Ship	Kluger, Ruth and Peggy Mann	NF YA YA		Resistance	smuggling Jews out of Danger	N	1978	Τ.					····· · ···	T
Number the Stars	Lowry, Lois	F 4.9 5-8	3 5th	Resistance	danish resistance	Y	1989	1	1					1
Lisa's War	Matas, Carol	NA NA NA	6th	Resistance	NA	N	1997		1					1
Rescue: The Story of How Gentiles Saved J	Meltzer, Milton	NF 7.4 5-8	6th and 1	Jr Resistance	individuals defying Nazis	Y	1998	1	1					T
Passage to Freedom	Mochizuki, Ken	NF 4.2 3-6	4th-6th	Resistance	individuals defying Nazis	Y	1997	1	1					1
Waiting for Anya	Morpugo, Michael	F 7.1 5-8	3 6th	Resistance	smuggling Jews out of Danger	Y	1990							+
The Sky is Falling	Pearson, Kit	NA NA NA	5th	Resistance	NA	N	1990		-					+
Raol Wallenberg	Nicholson, Michael and David Winner	NA NA NA	7th and 1	Jr Resistance	NA	N	1989	-	1					+
Four Perfect Pebbles	Perl, Lily and Marion Blumenthal Lazar	NF 6.2 5-8	3 6th	Resistance	Survival Story	Y	1996			1				+
A Time to Fight Back	Pettit, Jayne	NF 6.2 5-8	3 5-6th	Resistance	Survival Story	Y	1996		1	1				+
The Butterfly		F 3.2 K-		Resistance	hiding Jewish Individuals	Y	2000					1		+
World War II Resistance Stories	Prager, Arthur and Emily	NA NA NA		Resistance	NA	N	1979		1	1		+	· _ · - · -	+
So Young to Die		NA NA NA		Resistance	NA	N	1997					1		+
The Assisi Underground	Ramati, Alexander	NA NA NA		Jr Resistance	NA	N	1978			+				+
	Rittner, Carol and Sondra Meyers	NF YA YA		Jc Resistance	individuals defying Nazis	Y	1986			++				+
Mottele: A Partisan Odyssey	Samuels, Gertrude	NF YA YA		Resistance	NA	N	1976							+
The Little Riders	Shemin, Margaretha	F 5.5 3-6		Resistance	NA	Y	1988					+		+
	Siegel, Deborah Spector	NF YA YA		Resistance	individuals defying Nazis	1Y	1999			++		+		+
Daily Life During the Holocaust	Soumerai, Eva Nussbarn and Carol D. Schul	NE YA YA	7th and I	Jr Resistance	Survival Story	1v	1993			+	·····	+	· · · · · · · · · · · · · · · · · · ·	+
They Fought Back	Suhl. Yuri	NF AD AD		Resistance	Jewish Resistance	-V-	1975		1			+ +		+
Forging Freedom	Talbot, Hudson	NF 53-6		Resistance	individuals defying Nazis	Y	2000	+		++		++		-
A Traitor Among Us	Van Stten Wyk, Elizabeth	NA J J	5th-6th	Resistance	danish resistance	V	1998			+	····	+	·	+
To Life and Fight Another Day: The Story of		NA NA NA		1 Collocation	NA	N	1990		+	<u>├</u>		+		+
to ano and right mound bay. The oldry of	Troisparti, Diaolia	IN IN IN				- 11			+			++		+
	TOTAL	40			INPRINT	22			+	<u> </u>		+		+
	FICTION	40			OUT OF PRINT	18						++		+
	NON-FICTION	19		+		10			+					+
	NA	16						+	+			1		+
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	Off Level (Too High)	6			+				·			+		+
	Insufficent Information to make a purchase	2												+
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	Published Before 1996 Published After 1996	28				-+						+		_

TITLE	AUTHOR	F/NF	RECO	MME F	RECOMM	GRADE LEVEL	TOPIC COVERED	RACE/ETHNICTY	IN PRINT	YEAR PUBLE	OTHER LIST	BOOK IS INC	UDED ON				
			READ	ING L I	NTEREST	LEVEL											
The Children We Remember	Adler, David	F		3.5 3			Picture Books	Ghettos and Camps	Y	1983	Ghettos ar	d camps					
The Number on My Grandfather	Adler, David	F		2.6	(-3			General Holocaust History	Y	1993				0	Shettos ar	d Camps	2
A Picture Book of Anne Frank		NF				4th-5th	Picture Books	General Holocaust History	Y	1993				(General H	olcaust Hist	10
We Remember the Holocaust	Adler, David	NF	YA					General Holocaust History	Y	1989	Nazism on	the rise		1	Vazi Perse	cution	2
Child of the Warsaw Ghetto	Adler, David	NA		3.5 3				General Holocaust History	Y	1995	Ghettos ar	d camps		1	liding Jew	rish Individu	1
	Adler, David	NF		4.5 3				Ghettos and Camps	N	1994					NA		2
	Adler, David	NF		4.8 3				Nazi Persecution	Y	1997				L	ife in the	ghetto	1
		NF		7.3 5				Hiding Jewish Individuals	Y	1981						defying Na	
		NA	NA					General Holocaust History	Y		Nazism on	the rise			Japanese	interment	1
The Terrible Things: An Allegon		F	_	2.5			Picture Books		Y	1990				(Camps		3
		NA	NA				Picture Books		N	1979							
		NF	AD					life in the ghetto	N	1971							
	Gurdus, Luba Krugman	NF	AD				Picture Books		N	1985							23
Star of Fear, Star of Hope	Hoestlandt, Jo	F		4.5 3				Nazi Persecution	Y	1985							
Rose Blanche	Innocenti, Roberto	F		3.2 3		5th-6th		individuals defying Nazi	Y	1985							
		NA	NA					General Holocaust History	N		Ghettos ar	d camps					
	Resnick, Abraham	NA	NA					General Holocaust History	N	1991							
Bearing Witness: Stories of the		NA	NA	1				General Holocaust History	N	1995							
Fireflies in the Dark	Rubin, Susan Goldman			4.5 3			Picture Books		Y		Ghettos ar	d camps					
Maus I and II		NF	AD					General Holocaust History	Y	1986							
The Holocaust Chronicle		NA	NA			7th and Up	Picture Books	General Holocaust History	N	2000							
Journey to Topaz	Uchida, Yoshiko	F.		6.9 5	5-8	6th	Picture Books	Japanese Interment	Y	1993	Prejudice a	and Discrim	ination				
I Never Saw Another Butterfly	Volavkova, Hannah	NA	NA	1	NA I	6th-8th	Picture Books	Camps	Y	1994							
								INPRINT	15								
	TOTAL	2	3					OUT OF PRINT	8								
	FICTION		6			-											
	NON-FICTION		9														
	NA		8	T	_												
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TITLE	AUTHOR	F/NF	RECOMMENDED			TOPIC COVERED	RACE/ETHNIC	IN PRINT	YEAR PUBLIS	SHED		<u> </u>
			READING LEVEL	INT	ERESTLEVEL							<u> </u>
		1		1					L			
The Trial of Adolf Eichman	Bragger, Bruce	NA		1	6th-7th	And Still It Continues: Lessons Not Learned	War Crimes	n		War Crimes		1
So Far From the Sea	Bunting, Eve	F		8 K-3		And Still It Continues: Lessons Not Learned	Japanese Intern	Y		Japanese Interment		1
The Christmas Menorahs: How a Town Fought Hate	Cohn, Janice	NF	4	5 3-6	5th	And Still It Continues: Lessons Not Learned	antisemitism	Y		antisemitism		
The War Crimes	Dal Porto, David	NA	NA		7th and Up	And Still It Continues: Lessons Not Learned	War Crimes	N		Vietnam		
Voices From Vietnam	Dennenberg, Barry	NF	YA		7th and Up	And Still It Continues: Lessons Not Learned	Vietnam	Y		Sarajevo		1
Zlata's Diary	Filipovic, Zlata	NF			6th-7th	And Still It Continues: Lessons Not Learned	Sarajevo	Y		Neo-Nazism		-
Neo-Nazis: A Growing Threat	Gay, Kathlyn	NF .	YA		7th and Up	And Still It Continues; Lessons Not Learned	Neo-Nazism	N		General Holocaust His	tory	
Never Again: The History of the Holocaust	Gilbert, Martin	NF	AD	AD		And Still It Continues: Lessons Not Learned	General Holoca	N	2000			1
Dream of Peace	UNICEF	NF			5th-8th	And Still It Continues: Lessons Not Learned	Yugoslovia	Y		Yugoslovia		-
At the Crossroads	Isadora, Rachel	F			5th and Up	And Still It Continues: Lessons Not Learned	South Africa	y		South Africa		1
Iqbal Masih and the Crusaders Against Child Slavery	Kuklin, Susan	NF	7.		5th and Up	And Still It Continues: Lessons Not Learned	Pakistan	n		Pakistan		
The Cure	Levitin, Sonia	F	YA		6th-8th	And Still It Continues: Lessons Not Learned	antisemitism	Y		Kosovo		
One Boy From Kosovo	Marx, Trish	NF	5.		5th-6th	And Still It Continues: Lessons Not Learned	Kesovo	Y		Cambodia		
Kaffir Boy-An Autobiography	Mathabane, Mark	NA	NA	NA		And Still It Continues: Lessons Not Learned	South Africa	N	1986			
Adem's Cross	Mead, Alice	F			6th-8th	And Still It Continues: Lessons Not Learned	Albania	Y	1996	Albania		
Nuremberg: A Simulation of the International Military	Tribunal of 1945-46	NA	NA		8th and Up	And Still It Continues: Lessons Not Learned	Wat Crimes	N				
Dear Unkown Friend, Children's Letters from Sarajes	Open Society Fund	NF	AD		5th and Up	And Still It Continues: Lessons Not Learned	Sarajevo	Y	1994			
Children of the Cambodia's Killing Field	Pran, Dith	NA	NA		7th and Up	And Still It Continues: Lessons Not Learned	Cambodia	N	1997			
Limits of War	Public Issues Series	NA	NA		8th and Up	And Still It Continues: Lessons Not Learned	War Crimes	N	1970			-
Nazi War Criminals	Rice, Earle J.	NA	NA		6th and Up	And Still It Continues: Lessons Not Learned	War Crimes	N	1997			
Escape from the Holocaust	Rosemann, Kenneth	NA	NA		5th-7th	And Still It Continues: Lessons Not Learned	NA	N	1983			
Liberating the Ghosts	Shevelev, Raphael	NA	NA	NA	7th and Up	And Still It Continues: Lessons Not Learned	NA	N	1996			
The Wave	Strasser, Todd	F	YA	YA	6th and Up	And Still It Continues: Lessons Not Learned	antisemitism	Y	1981			
Shin's Tricycle	Tatsuhura, Kodama	NF	5.		5th grade	And Still It Continues: Lessons Not Learned	Japanese	Y	1992			1
Beyond the Killing Fields: Voices of Nine Cambodian	Welaratna, Lisha	NF	YA	YA	7th and Up	And Still It Continues: Lessons Not Learned	Cambodía	Y	1993			
	TOTAL	2	5				INPRINT	13				
	FICTION		5	1			OUT OF PRINT	12	:			
	NON-FICTION	1	1							· ·		
	NA		9			Insufficent Information to Make Put	0					
						Off Level (Too High)	4					
	Published Before 1996	1	5									
	Published After 1996	1	8			[
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