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## **A Sociocultural Analysis of Book-Length Works Mentioned in the English Journal, 2010-2020**

Elizabeth Price

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**A Sociocultural Analysis of Frequently Mentioned Book-length Works in the *English*  
*Journal*, 2010-2020**

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Spring 2022

Bachelor of Arts in Teaching English Education Honors Thesis

College of Education and Health Professions, University of Arkansas

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## **Chapter 1**

### **Introduction**

The *English Journal* has been the longest running journal of record for the teaching of English found in the United States. Since 1912, the Journal has been referenced for ideas of teaching English Language Arts from middle school to high school. Articles in the *English Journal* discuss and debate all topics related to the ELA profession and are written by teachers, scholars, and administrators. In addition to instruction on how to teach language and writing, these articles often reference different books and give suggestions on how to teach literature and non-fiction. Between 2010-2020, the popularity of certain books referenced have increased and decreased. This thesis focuses on what book-length works are mentioned most often in *English Journal* between 2010-2020 and what trends in society and the profession are represented in the uptake of these books in pedagogical articles. In this sense, the journal is a mirror for the practice of teaching English in the United States and examining these works allows for insights to that practice.

### **Statement of Problem**

The *English Journal* has influence in the educational sphere as it provides a space for educators, administrators, and scholars to discuss and debate. Due to its consistent publications, the *English Journal* reflects the trends of teaching and society through scholarly articles. It is a credible source for those who strive to understand the societal trends of education, which is a beneficial knowledge for teachers. Knowing recent trends in education can give teachers an awareness of new affective teaching strategies while also avoiding past mistakes. A larger

understanding of the profession can also encourage educators to critically assess new strategies and debates. One way to analyze the trends is to record the book-length works mentioned in the *English Journal* and examine different inclinations of the data

### **Purpose and Significance of the Statement**

The teaching profession in the United States has gone through rapid transitions and developments through the years of 2010-2020. Thanks to the improvements of technology, resources and research are now easily accessible and shared. Media platforms have given voices to the stories of minority perspectives and have created a culture of multiliteracies. Some recent emphasis in the profession includes educators striving to increase the presence of diverse points of views in the educational sphere; scholars discussing the importance of increasing multiliteracies of non-traditional literature in the classroom; and educators debating the value of canonical English books that may offend certain students. The literary canon is a collection of literature works that are widely accepted as authoritative texts valued to be taught in the classroom. The canon can change over time, but generally contains literature that has been well represented in the classroom over a long period of time such as Shakespeare and Charles Dickens. ELA teachers would benefit from understanding the different trends in society and profession that have transpired in recent years and how those have affected the uptake of teaching popular book-length works.

If a book-length work is discussed in the *English Journal* than it contains significance in the teaching of English profession. The scholar, administrator, or teacher that mentioned the work determined that the title was worth discussing either directly or indirectly. Some titles were directly encouraged to teach in the classroom with suggestions on how to teach, while other titles were directly discouraged to teach in the classroom and concerning enough that articles highlighted the

problematic points in the work. These book-length works that were discouraged, are discussed because they are regularly taught in the classroom during that decade despite problematic racism and other issues. While some titles are directly discussed, most book-length works were briefly mentioned as an example of a work being taught in the classroom. These indirect mentions convey significance because they are widely acknowledged as an acceptable piece of literature to teach in the classroom, and in many cases, there is an underlying acknowledgement that a classroom is successful if they can teach that work of literature. Therefore, by analyzing which book-length works are most often mentioned in the *English Journal*, one can confer different trends emphasized in the teaching of English during the years 2010-2020. For example, one can determine the amount of emphasis that remains on canonical literature, the reality of the presence of diverse points of view introduced in the classroom, and the genres of literature valued within teaching.

## Chapter II

### Review of Literature

#### *English Journal History*

In order to understand the significance of the National Council of Teachers of English (NCTE), one must understand the history that brought in the organization. Compared to other school curriculum, English is a relatively new formal subject to be taught. Therefore, the first concern of teachers in the early United States of America was establishing English as a core subject in the classroom. In 1869, a well-known scholar and President of Harvard College, Charles W. Eliot, addressed his concern that “a systematic study of the English language” was neglected in schools and colleges. This led to the formation of the National Education Association (NEA) in 1892 which began researching schools and developing policies for educators with the appointment of The Committee of Ten (Applebee 32). The Committee of Ten examined the teaching and curriculum of the English subject. Their findings were published in *Report of the Committee of Ten* in 1884 (36). This study was influential in unifying the idea of what should be taught in the English classroom, focusing on the increase of communication and the appreciation of literature. Before that time, there were a few laws passed in Massachusetts to establish schools of English in the 1640s and Benjamin Franklin supported the importance of English taught in Philadelphia in 1749, but English was largely ignored in the majority of America (Grommon 484-5).

Although the NEA was birthed by the President of Harvard whose main concern was the lack of English education in preparation for college, some teachers resisted the pressure to conform education practices for only preparatory purposes. After the *Report of the Committee of Ten* was published, there was a push from the powerful East Coast education forces to establish Uniform

Entrance Requirements of English that would issue a national exam over a list of novels required to pass before entering college (Christenbury 1). The novels required drew from the report of the Ten who recorded the top books taught in the classroom between 1886 and 1900.

1. *The Merchant of Venice*
2. *Julius Caesar*
3. *First Bunker Hill Oration*
4. *The Sketch Book, Evangeline, the Vision of Sir Launfal*
5. *Snowbound*
6. *Macbeth*
7. *The Lady of the Lake*
8. *Hamlet*
9. *The Deserted Village*
10. Gray's Elogy, *Thanatopsis, As You Like It*

After 1900, the College Entrance Examination Board used Uniform Lists as their resource for examinations into college. High Schools were forced to use the Uniform Lists as a source to form curriculum to ensure success of their students, causing high uniformity across the English classroom (Applebee 49). The top selections of the Uniform Lists were as follows:

1. *Julius Caesar*
2. *Macbeth*
3. *Silas Marner*
4. *Minor Poems*
5. *The Merchant of Venice*
6. *Speech on Conciliation with the Colonies*



7. *The Vision of Sir Launfal*
8. *The Rime of the Ancient Mariner*
9. *Ivanhoe*
10. *Essay on Addison (50)*

The List would ensure that all teachers taught the same books throughout the nation, and it took away individual creativity and decisions in the classroom. In opposition to this idea, James Fleming Hosic started the National Councils of Teachers of English (NCTE) which consisted of sixty educators primarily from the Midwest and east coast (Christenbury 1). The NCTE was started in December 1911 and the first publication of the *English Journal* was released a month later in January of 2012 under the editorial management of Hosic. In the 1930s, the uniform exam for college entrance declined rapidly (Applebee 141).

The intentions of the NCTE's *English Journal* are well stated in one of Hosic's quotes found within its pages. In the 1912 inaugural editorial, Hosic wrote, "the fact remains, nevertheless, that there are numerous unsolved problems of English teaching; witness the discontent (Hosic 46-48)." Since the beginning, the purpose of the *English Journal* was to present a place where teachers could debate, question, and research problems within the profession. Starting with sixty members in 1911, the NCTE has reached over 25,000 members today (ncte.org). With over a hundred years of publication, it is hard to estimate the influence of the *English Journal* in education within the nation. Although some argue that the *English Journal* may not have always been ahead of the majority in social justice improvement or professional practices, it has reflected the tensions, discussions, and reflections of the practice throughout the years.

Throughout the publication of the *English Journal*, some consistent values and policies are discovered. The *English Journal* promoted "fostering the professional development of literacy

teachers (Christenbury 10).” It featured and advertised the attendance of conventions and workshops led by the NCTE. The *English Journal* published featured articles that encouraged mental and emotional health of teachers along with new practices in the classroom. The *Journal* itself served as a platform where teachers could turn to increase their awareness of discussions in their professional field along with advice from experienced teachers or researchers.

Another value was the emphasis of new materials and technology in Education. As early as 1915, the *English Journal* began encouraging the study and use of multiliteracy platforms such as radio productions, photoplay, and television. They continued to publish articles of helpful tips, effects, and importance of utilizing film studies, children’s literature, comic books, young adult literature and Internet productions (Applebee, Langer, and Nachowitz 176-177). Throughout the *Journal*, teachers had access to learn about new genres and media and how to explore their impact on traditional curriculum.

Similar to the emphasis on new materials, media, and literacy, the *English Journal* has consistently encouraged contemporary literature. Starting in the 1920s, the articles brought attention to the teaching of American Literature such as Frost, Wharton, and Dreiser when traditional British Literature was the commonly taught literature (Applebee, Langer, and Nachowitz 177). The *English Journal* began publishing articles on American Authors of Today in the late 1920s that continued to encourage and promote contemporary authors. In the promotion of Young Adult Literature, the *English Journal* has battled against censorship and for the students right to read for over sixty years (Hatfield 715). This was not always the case. In an early publication of 1926, the editorial stated, “while no literature which is ethically unsound should be offered to youth, much may be given that raises no ethical issues (Hatfield 715-16).” Although the editorial was promoting the extension of different resources a student should read,

the *English Journal* was worried about students being educated under ethical regulations. The definition of “ethical” is left vague in this quote, but many articles published in the *Journal* pointed out potential controversial issues in novels. Even canonized works like Shakespeare were censored and profane language was edited out. However, the *English Journal* changed its view on censorship during the concerns of McCarthyism in the fifties where there was a demand for teachers to avoid teaching books that disturbed the mind including the Bible, *The Catcher in the Rye* and *Canterbury Tales*. At the time that these books were highly discouraged in 1963, the Council released a pamphlet called *The Students’ Right to Read* in 1962 (Applebee, Langer, and Nachowitz 181-2). This pamphlet is a physical representation of the Council’s policy turn towards YA Literature. The NCTE argued that “topics such as racism, coming-of-age with its emerging sexuality, and the brutality of war were to be explored in works of merit, under the guidance of the teacher (182).” This fight continues today as the Council provides materials for teachers to help teach texts, resist censorship, and justify their book selections. The *English Journal* published articles supporting these claims and preparing teachers to deal with challenges to chosen books.

Throughout its history, the *English Journal* has taken stands on social justice issues that impact literacy education. The *English Journal* was not always the most progressive in social justice issues, but they were hardly silent. An example of this is seen in the debate over the role of language in instruction. As the United States of America is a nation of immigrants, there has always existed multiple dialects of the English Language. However, with the large influx of immigrants in the 1920s and 1930s, school was widely viewed as a place to replace home English with Standard English. A branch from the NCTE, the Conference on College Composition and Communication (CCCC), began to argue for the respect of dialects of the

working class as early as the 1950s (Lee, Spratley 257). The Council itself, gave no official statement. During the end of the 1960s, the Civil Rights Movement was hitting it height as the Chicano movement, feminist movement, Black Power Movement and the American Indian Movement were starting. In 1974, CCCC published an active stand in *Students' Right to Their Own Language* which argued against Standard English enforcement in the classroom (258). This was an argument that students have the right to their own language, meaning Black Language and other dialects were valued as English and there was no Standard English that should be enforced in the classroom. On the other hand, the NCTE met separately around the same time and encouraged code-switching, the act of acknowledging and valuing different dialects, but teaching "American Standard English" in formal writing and speaking (260). It was not until 2003 that the NCTE reaffirmed the CCCC's convictions from 1974 (64). Today, the *English Journal* strongly supports the students' right to one's own language. In an article published in 2011 called "Sustaining NCTE Values," Shirley Wilson Logan encourages teachers to continue to question "what it means to teach English (64)." She challenges the NCTE to consider revisiting the debate and publishing a *Students' Right 2.0* that more explicitly recognizes multilingual and multidialectal versions of English in *code meshing* rather than *code switching* (64). The idea of Standard English has been a topic of debate in the discipline since the beginning, but as seen in this example, it took the Council years to acknowledge the CCCC's position of inclusive English. The *English Journal*, essential to publishing NCTE's values, was not the most progressive in this area, however, they did provide a safe place for the debate.

Regarding the diversity of members in the NCTE, the Council has changed throughout the years. Starting with the original members of 1911, there were eleven women out of thirty-seven, and a woman, Emma Breck was elected as the first vice president. As early as 1912, Breck

acknowledged that “the traditional course in English failed to recognize ‘educational problems due largely to the lack of homogeneity in our population (65)’” Breck acknowledged the influx of immigrants and cultural minorities in America whose needs were not being met by the traditional course of English. In 1928, the Council elected its first woman president, Rewey Belle Inglis (Royster 374). It was Inglis who first encouraged African Americans to be a part of the NCTE almost twenty years after its founding (378). The Annual Convention of 1932 and 1941 were both held in the south, and both were discriminatory as black members were not allowed to meet in the same place as the white members. Finally in 1945, the Council made its first statement about segregation by declaring the Annual Convention would no longer meet in any place that would discriminate between members (379). After the assassination of Dr. Martin Luther King Jr. in 1968, there were noticeable changes in the Council. The NCTE started to challenge teachers of English to actively meet the needs of students in minority groups. The first African American President of the NCTE, William A. Jenkins, took his place in 1969 (380).

Considering the brief summary of the NCTE diversity history, it is relative to my study to examine what diverse books were supported or encouraged. As mentioned above, the Council has consistently encouraged Contemporary Literature, but it is also important to note which literature were from diverse authors. In 1941, Charlemae Hill Rollins from the NCTE committee published an annotated bibliography of African American children’s books called *We Build Together: A Reader’s Guide to Negro Life and Literature for Elementary and High School Use*. (Applebee, Langer, and Nachowitz 178). The pamphlet also included the importance of this type of literature. Three volumes of this were published in 1941, 1948 and 1967 (268). This was revolutionary for the promotion of diversity in education, considering that the *Brown v. Board* ruling occurred over a decade later in 1954. There was a noticeable pause on the emphasis on

minority literature during WWII. However, after the war, President Mark Neville, the Council’s president in 1950 stated, “books for study should be selected in the light of their appeal to pupils’ emotional and intellectual maturity, their cultural heritage, and teacher interest (Lee, Spratley 266).” This statement is interesting as it briefly alludes to the need for books on diverse cultures to relate to students, but it does not acknowledge the advantage of reading outside of one’s own cultural heritage. Starting in the 1960s, the NCTE began emphasizing the publication of resources for minority literature, and in 1970, the NCTE began developing resolutions to expand the diversity of literature (179, 268). These resolutions included the expansions of black literature, literature of minorities, Native American literature and more (268). However, Applebee research on canonized works twenty years later discovered that eighty-seven percent of “authors included in the most popular junior and senior high literature anthologies were non-Hispanic whites (179).”

The NCTE funded Arthur N. Applebee to perform another study on the modern instruction of English. From this study, Applebee published *Literature in the Secondary School: Studies of Curriculum and Instruction in the United States* in 1993 where he recorded the Most Popular Titles of Book-Length Works taught in the American High School from grades ninth to twelfth in in 1989 (see table 1)

Table I

Most Popular Titles of Book-Length Works taught in the American High School from grades ninth to twelfth in 1989

Title of Book-Length Work	% Taught in Schools
Romeo and Juliet	84
Macbeth	81

Huckleberry Finn	70
Julius Caesar	70
To Kill a Mockingbird	69
Scarlet Letter	62
Of Mice and Men	56
Hamlet	55
The Great Gatsby	54
Lord of the Flies	54

Source: Applebee, Arthur N. *Literature in the Secondary School: Studies of Curriculum and Instruction in the United States*. National Council of Teachers of English, 1993.

These top ten books are written by nine white men and one white woman, three were Shakespearean plays and six novels were published before the twentieth century.

In 2009, Sandra Stotsky conducted a survey to determine what literature was being taught in grades 9-11 (see table 2).

Table II

The Ten Most Frequently Assigned Titles across Grades 9-11 in America in 2009

<b>Title</b>	<b>% Taught in grades 9-11</b>
Romeo and Juliet	22
To Kill a Mockingbird	22
The Crucible	21
Julius Caesar	16
Of Mice and Men	12
Night	11
The Great Gatsby	11
Huckleberry Finn	9
The Scarlet Letter	8

Source: Stotsky, S. (2010). *Literary study in grades 9, 10, and 11: A national survey*. Retrieved from [www.alscw.org/Forum4.pdf](http://www.alscw.org/Forum4.pdf)

As analyzed by Christian Goering and Sean Connors the similarities between the titles from Stotsky and Applebee's study is shocking. Only one young adult literature novel, *The Outsiders*,

made the top ten of most frequently book-length works assigned to students in grades 9-11 (16). Although eight of the titles remain the same despite twenty-year difference, the percent of those titles being taught in the classroom decreased significantly in Stotsky's study. This demonstrates that the top ten books are not as dominant as before. Other individual books are being chosen and taught.

A slightly more recent study was conducted by Joyce B. Stallworth and Louel C. Gibbons in 2011 and their findings were published in the article, "What's on the List... Now? A Survey of Book-Length Works Taught in Secondary Schools." Stallworth and Gibbons randomly selected 1,000 schools from nine southeastern states and recorded the book-length works taught between 6<sup>th</sup> and 12<sup>th</sup> grade (see table 3).

Table III

The Most Frequently Book-Length Works taught in Grades 6-12<sup>th</sup> in Southeastern States in 2011

<b>Title</b>	<b>% Taught in 6-12th grade</b>
<b>The Great Gatsby</b>	4.2
<b>Romeo and Juliet</b>	3.5
<b>The Crucible</b>	3.4
<b>The Odyssey</b>	3.4
<b>To Kill a Mockingbird</b>	3
<b>Night</b>	2.6

Although the study was not as extensive as Applebee's or Stotsky's, it does give an idea of how the reading list has changed within fifteen years. Three of the top five positions are found in the top ten positions of Applebee's study. Harper Lee continues to remain the only female represented and all authors are Caucasian. Stallworth and Gibbons recorded the top five most frequently taught titles, but they did mention that *Their Eyes Were Watching God* was in the sixth position and mentioned 24 times, representing an African American author. Gibbons and



Stallworth also noted how the study represented 396 different titles which was more diverse than a previous study done in 2006 of Alabaman schools (2-3).

Looking at the past of NCTE and the *English Journal*, many scholars have developed hopes for the future of the profession and the *English Journal*. In 2011, John S. Mayher published a chapter called “Visions of the Future” where he outlined some of the NCTE’s stances and goals moving forward. This chapter was published over ten years ago, and through my data collection, we have the opportunity of evaluating if there is progress towards these goals through the books that are being taught in the classroom. Below I recorded the stances mentioned that are relevant to my study:

“A growing concern for all children, not just the best and the brightest, or the native speakers, or the standard-dialect speakers.”

“A consistently accepting attitude toward language varieties, exemplified in *Students’ Right to their Own Language*”

“A growing flexibility regarding canonical texts”

“A growing concern for social justice for both students and teachers and a recognition of human dignity and worth”

“A consistent support for freedom of expression and access to texts; fighting censorship of the book’s students read and the texts they write (397-398)”

The NCTE has been amid the educational changes of this country throughout the one hundred ten years of its founding. In 1900, where six percent of adolescents were graduating from High School, to today where seventy percent graduate, the Council has been a dominant influence and advocate for the discipline of English Education (Farrell 424). They have more

than 25,000 diverse members in ethnicity, sexual orientation, gender, and race, and throughout its founding, the *English Journal* has reflected its debates, values, beliefs, and influence (ncte.org). Analyzing the *English Journal* from the years 2010 to 2020 provides the opportunity to examine the recent trends of the profession along with any progress the NCTE has made in achieving the goals mentioned above.

### Chapter III

#### Methodology

With its long-standing influence in the educational sphere, the *English Journal* reflects the pedagogical trends in the classroom. After looking at the history of the teaching of English and the goals of the NCTE, the study of book-length works mentions in the *English Journal* analyzes the current direction of the profession. The NCTE has well stated goals but examining the book-length works discussed in the journal can determine how the profession is practically moving towards those goals of inclusion and diversity, along with what genres are being emphasized.

#### Data Collection

During the years of 2010-2020, the *English Journal* released six issues per year at a total of sixty magazines. Each magazine contained around eight to fourteen articles except for a special 100<sup>th</sup> year edition which contained thirty-two articles. I considered each featured article as a data source and in analyzing them, recorded the book-length works that were mentioned. Some of these book-length works were simply mentioned as an example for a new teaching project or as the current work being studied in the classroom when another issue needed to be addressed with the students. At other times, the book-length work was discussed in depth. There were suggestions on how to teach the literature or on which themes should be high-lighted. Some articles focused solely on problematic themes of a widely taught text. In November 2016, the *English Journal* published a “Special Section on Teaching *Adventures of Huckleberry Finn*” that contained four articles focused on the social and racial problems contained in *Adventures of Huckleberry Finn*.

Book-length works of literature included all written literature that extended the length of a

normal novel that would be around one hundred twenty pages long. Book-length works included fiction and nonfiction novels, collections of short stories, collections of essays, collections of poems, graphic novels, collections of letters and written plays. It did not include individual poems, individual short stories, short picture books, magazines, newspapers, pamphlets, articles, video games or films.

I chose to record every book-length work mentioned even if it was mentioned briefly, because there is a power of inclusion in being recorded in the *English Journal*. Since the *English Journal* is a long-lasting journal of record, books that are recommended to teach will influence teachers around the nation. However, even if a book is mentioned briefly, there is an implied suggestion that the book should be taught in an English classroom in grades 7-12. For example, many of Shakespeare's works were mentioned as simple examples to projects. This implies that Shakespeare is regularly taught in the classroom and may even be a sign of accomplishment to teach Shakespeare well. Many books that are considered canonized were mentioned as examples without context such as *To Kill a Mockingbird* during the early 2010's. This implies that there was no wide confliction or objections of teaching this novel at the time because it was used as an example to prove a different teaching point. Therefore, whether the book was mentioned once or it was discussed in detail, there is publicity and power in being recorded in the *English Journal* and it is relevant to my research.

I recorded the book-length work if it was utilized in a context where the work was taught or recommended to be taught in the classroom setting. I also recorded the work if it was young adult literature that was recommended for students or a book that was popularly read among students. The young adult literature works were recorded because the suggestion, or even the simple mention of those books, acted to promote the novels. I did not include book-length works that were

referenced or suggested for the teachers' further knowledge of the specific topic, such as books on how to teach writing. Rather, I focused on recording books that were read by the students.

### **Data Analysis**

After collecting the data, I recorded a table of the top ten books mentioned in the *English Journal*. I created graphs to compare the top book-length works mentioned in the *English Journal* with the percentage of most frequently taught books recorded from both Applebee's study, Stotsky's survey, and Stallworth and Gibbons' study.

Along with the overall table of the ten years, I created two separate tables of the top book-length works mentioned from the years 2010-2015 and 2016-2020. My goal was to be able to compare how the top works changed within the first five years and the last five years. Not only did I compare what books were mentioned, but also the percentage frequency.

At the start of the decade, the *English Journal* set goals that they wanted to accomplish. I analyzed how the work-length books mentioned in the *Journal* reflected their goals. Below are some questions I desired to approach the data:

What is the representation of gender and ethnicity in the authors mentioned in the top ten book-length works?

How many book-length works were mentioned during the decade?

What is the representation of YAL in the *Journal*?

How does the top ten book-length works mentioned in the *Journal* compared to the previous studies?

How does the book-length works mentioned represent the desired goals of The *English*

*Journal?*

How did the books mentioned change or not change between the first five years and the last five years?

The goal of the analysis of the data is to compare the works of literature emphasized within the journal between 2010-2020 with the goals of NCTE and previous studies of literature taught in the classroom to analyze the current trends of the teaching of English. With the stated emphasis to increase the diversity of literature in the classroom, the data reflects the true emphasis of different types of literature that are being discussed in the profession.

## Chapter IV

### Results

The purpose of this section is to analyze the data collection of the *English Journal* to assess the research question: what trends in society and the profession are represented in the uptake of these books in pedagogical articles? This analysis includes graphs of the most popular book-length works mentioned side by side with previous studies. After reading through the 1084 scholarly articles published in the *English Journal* between the years of 2010-2020, I recorded 1967 mentions of book-length works with a total of 1152 different titles. Interestingly, only 425 of those articles mentioned any book-length works which is under half of the core articles published (see table 4).

Table IV

Summary of Data Collection from the *English Journal's* publications, 2010-2020

Total # of Book-Length Works Mentioned	1967
Total Titles of Book-Length Works Mentioned	1152
Total Scholarly Articles Published	1084
Total Scholarly Articles that Mention Book-Length Works	425

### **Analysis of Top Book-Length Works Mentioned in The *English Journal* between 2010 and 2020 with other studies**

The most recent extensive study of Book-Length Works taught in the American High School was conducted by Applebee and published in 1994 (see table 5). Comparing the top ten works taught in the ELA classroom with the top ten works mentioned in my data collection, seven of the titles remain the same (see table 6).

Table V

The Ten Most Popular Titles of the Book-Length Works taught in the American High School from grades ninth to twelfth in 1989

<b>The Ten Most Common Book-Length Work Titles</b>	<b># Mentioned</b>	<b>% Mentioned</b>
To Kill a Mockingbird	42	2.14
Romeo and Juliet	27	1.37
The Great Gatsby	26	1.32
The Absolutely True Story of a Part-Time Indian	23	1.17
Lord of the Flies	22	1.12
Huckleberry Finn	22	1.12
Hamlet	20	1.02
American Born Chinese	17	0.86
The Crucible	16	0.81
Macbeth	13	0.66

Source: Applebee, Arthur N. *Literature in the Secondary School: Studies of Curriculum and Instruction in the United States*. National Council of Teachers of English, 1993.

Table VI

The Ten Most Frequently Mentioned Book-Length Works in the *English Journal* between 2010-2020

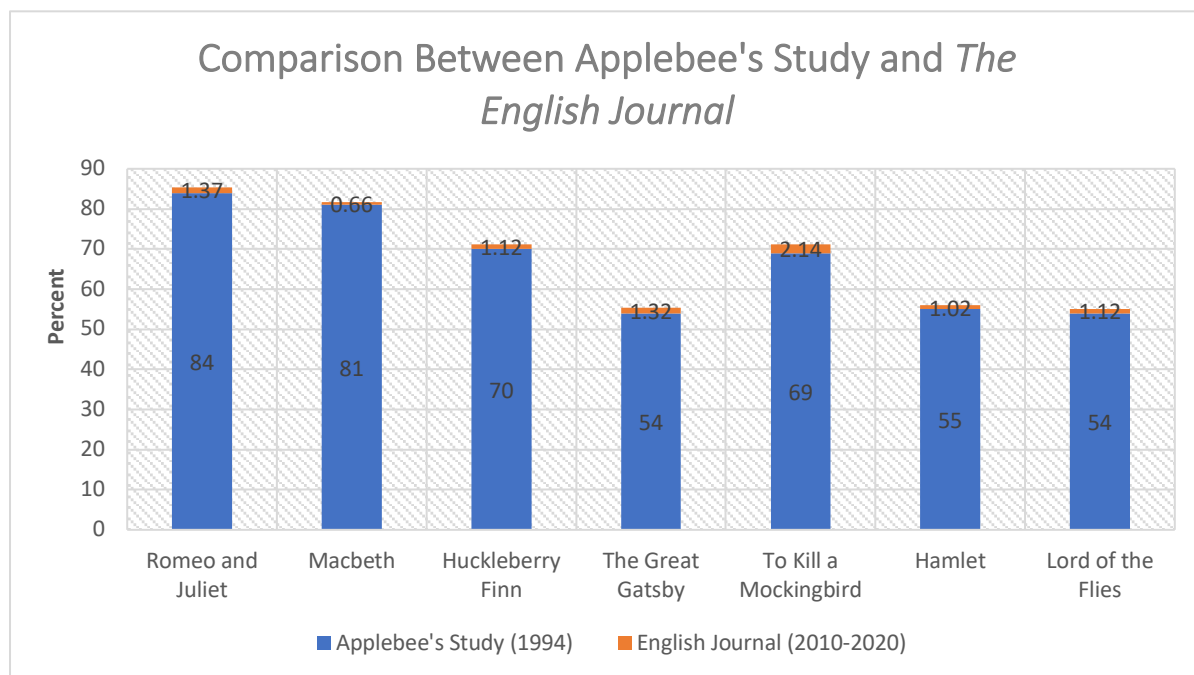
<b>Title of Book-Length Work</b>	<b>% Taught in Schools</b>
Romeo and Juliet	84
Macbeth	81
Huckleberry Finn	70
Julius Caesar	70
To Kill a Mockingbird	69
Scarlet Letter	62
Of Mice and Men	56
Hamlet	55
The Great Gatsby	54
Lord of the Flies	54



Although many of the titles are similar, the percentage of the top ten titles mentioned in the *English Journal* compared to other works is significantly lower than the percentage of the works found in Applebee’s study (see fig. 1). *Romeo and Juliet* dominate the curriculum in 1994, being taught in 84% of schools in the study, while the top book mentioned in the *English Journal*, *To Kill a Mockingbird*, was mentioned 42 times out of the 1967 mentions of book-length works, making up a little over two percent of works mentioned. This indicates that although many of the top works remain the same, the *English Journal* includes much more variety of titles mentioned. Of course, the studies are different as Applebee recorded works taught in the high school curriculum, and the data collection is concerned with works mentioned in the *Journal*. However, as mentioned before, The *English Journal* is the journal of record for English teachers in the United States since 1912, and they have been reflecting the values and concerns of the profession along with striving to influence and improve education.

Figure I

Comparison of Percentages between Applebee’s study and Data from the *English Journal*



Comparing the top ten Book-Length Works mentioned in the *English Journal* with Applebee’s study, there continued to be only one female, Caucasian author, Harper E. Lee. While all the authors in the 1989 study were Caucasian Americans, two top ten authors in the data collection included a Chinese American, Gene Luen Yang of *American Born Chinese* and a Native American, Sherman Alexie of *The Absolutely True Story of a Part-Time Indian*. *American Born Chinese* is also the only book-length work recorded in the top ten that is not written in a traditional novel form. It was written in graphic novel form which is the first graphic novel to reach top ten in comparison the five other studies referenced in this thesis.

Looking at the earliest study conducted by *The Committee of Ten* in 1886 to 1900, *Macbeth* and *Hamlet*, both Shakespearean plays, continue to find themselves in the top ten mentioned works in the *English Journal* over one hundred years later (see table 7). Both titles were found in Applebee’s study in 1994 as most common works taught in the American High School, but neither were found in the top book-length works taught in the more recent studies of Stotsky in 2010 and Stalworth and Gibbons in 2011. However, Shakespeare still maintained a heavy presence in these studies with *Romeo and Juliet* and *Julius Caesar*.

Table VII

Top Ten Books Most Frequently taught in the classroom between 1886 and 1900 from the *Report of the Committee of Ten*

Rank	Title of Book
1	The Merchant of Venice
2	Julius Caesar
3	First Bunker Hill Oration
4	The Sketch Book, Evangeline, the Vision of Sir Launfal
5	Snowbound
6	Macbeth
7	The Lady of the Lake

8	Hamlet
9	The Deserted Village
10	Gray's Elegy, Thanatopsis, As You Like It

Source: Lindemann, Erika, and Leila Christenbury. "NCTE and the Shaping of American Literacy Education." *Reading the Past, Writing the Future: A Century of American Literacy Education and the National Council of Teachers of English*, National Council of Teachers of English, Urbana, Illinois, 2010.

Table VIII

The Uniform Lists decided by the College Entrance Examination Board after 1900

Rank	Title of Book
1	Julius Caesar
2	Macbeth
3	Silas Marner
4	Minor Poems
5	The Merchant of Venice
6	Speech on Cociliation with the Colonies
7	The Vision of Sir Launfal
8	The Rime of the Ancient Mariner
9	Ivanhoe
10	Essay on Addison

Source: Applebee, Arthur N. *Tradition and Reform in the Teaching of English: A History*. National Council of Teachers of English, 1976.

There is no denial that the study of Shakespeare plays has been taken seriously in the United States from the beginning of public education to the present time. *The Committee of Ten* in 1900, recorded five Shakespeare plays in the top ten works taught in High School. The Uniform Lists of 1900 contained three Shakespeare plays within the top ten books recommended for a college student to have previous knowledge (see table 8); Applebee's study found that the top four book-length works taught in High School were all Shakespearean plays in 1994, and five fell into the top ten total; Stotsky's study recorded two in 2010 (see table 9); and Gibbons and Stalworth found

*Romeo and Juliet* in the top six in 2011 (see table 10). In the *English Journal*, three Shakespearean plays fell in the top ten mentioned length-work books.

Table IX

The Ten Most Frequently Assigned Titles across Grades 9-11 in America in 2009

<b>Title</b>	<b>% Taught in grades 9-11</b>
Romeo and Juliet	22
To Kill a Mockingbird	22
The Crucible	21
Julius Caesar	16
Of Mice and Men	12
Night	11
The Great Gatsby	11
Huckleberry Finn	9
The Scarlet Letter	8

Source: Stotsky, S. (2010). *Literary study in grades 9, 10, and 11: A national survey*. Retrieved from [www.alscw.org/Forum4.pdf](http://www.alscw.org/Forum4.pdf)

Table X

The Most Frequently Book-Length Works taught in Grades 6-12<sup>th</sup> in Southeastern States in 2011

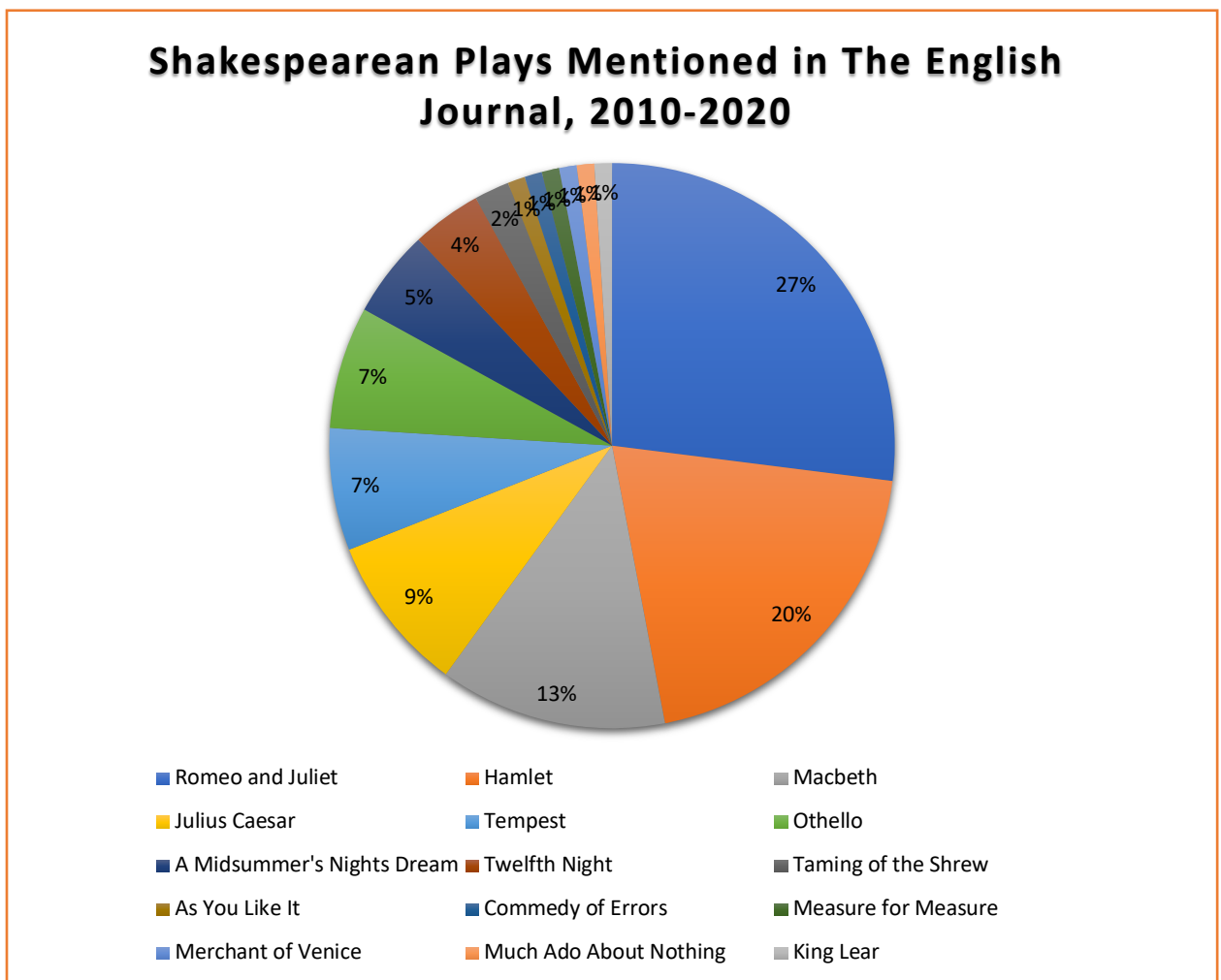
<b>Title</b>	<b>% Taught in 6-12th grade</b>
<b>The Great Gatsby</b>	4.2
<b>Romeo and Juliet</b>	3.5
<b>The Crucible</b>	3.4
<b>The Odyssey</b>	3.4
<b>To Kill a Mockingbird</b>	3.0
<b>Night</b>	2.6

Source: Stallworth, B. J., & Gibbons, L. C. (2012). What's on the list...now? A survey of book-length works taught in secondary schools. *English Leadership Quarterly*, 34(3), 2-3.

*Romeo and Juliet*, *Hamlet*, and *Macbeth* made the top ten mentioned, but twelve other Shakespearean titles were mentioned during those eleven years of publications. There were one hundred mentions total of Shakespearean plays which far exceeded any other author's works mentioned. The Shakespearean plays made up a little over five percent of all book-length works mentioned during this time (see fig 2).

Figure 2

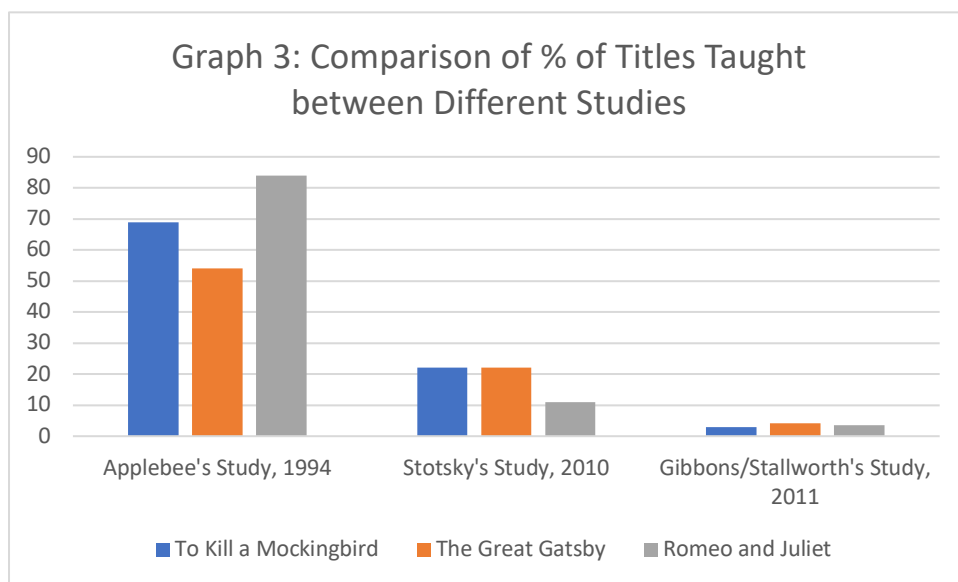
Shakespearean Plays Mentioned in the English Journal, 2010-2020



*Romeo and Juliet* found itself at the top of all four studies, including *The English Journal's* data collection, that have been analyzed in this thesis along with *To Kill a Mockingbird* and *The Great Gatsby*. These three titles are consistently popular among the ELA classroom, but as mentioned before, the overall percentage that the book is taught steadily decreases as the years progress, indicating that these canonized books are being challenged with a more variety of books (see figure 3).

Figure 3

Comparison of the Percentage of Titles Taught between Different Studies of 1989, 2010, 2011



Revisiting tables 9 and 10, Stotsky's and Stallworth/Gibbon's studies were around similar timeframes, but Stotsky's focus group was curriculum in 9-11<sup>th</sup> grades, while Stallworth and Gibbon's focus group was curriculum in 6-12<sup>th</sup> grade. We see the outcome of these differences as the book-length works taught in the American High School in Stotsky's national study have much higher percentages overall than the percentages of the book-length works found to be taught in secondary schools in Gibbons and Stallworth's regional study. Another interesting factor when

comparing these two is how the top book-length works in Gibbons/Stallworth's studies are all traditionally taught in a High School even though their study looked at middle school curriculum as well. This indicates that American High Schools are more likely to teach similar and standard books than middle schools. This theory can be applied to the data collection of *The English Journal*. The *Journal* is a resource for all secondary teachers from sixth to twelfth grade. However, all the most common book-length works mentioned are traditionally taught in the high school classroom except for the possible exception of *American Born Chinese* which is suggested to be taught between grades 7<sup>th</sup>-12<sup>th</sup>.

Stotsky had originally conducted her study to determine "whether the secondary literature curriculum had changed any in the twenty-plus years since Applebee's study (Goering, Connors 16)." In 2010, no YAL made her top books taught list, but two YAL works did make the top book-length works mentioned in the data collection of the *English Journal*, *American Born Chinese* and *The Absolutely True Story of a Part-Time Indian*. These two works were also the only two works written from diverse male authors other than Caucasian as mentioned above. Although only two YAL made the top ten, the presence of YAL in the *English Journal* is prominent along with the presence of the graphic novel. Many graphic novels such as *Persepolis*, *Maus*, *American Born Chinese*, and graphic adaptations of classics such as *Romeo and Juliet* are suggested not only for the classroom library, but also as a piece of literature to be taught in the classroom. There are articles that share resources and suggestions on how to teach a graphic novel in the classroom along with benefits of teaching a multimodal literacy such as a graphic novel.

A final analysis of the top ten book-length works mentioned in the *English Journal*, two works need an extra look. The first is *The Adventures of Huckleberry Finn* which is found in the middle of the list; however, this novel was mentioned in mostly a negative way. In 2016, the

*English Journal* published a special section titled, “Special Section on Teaching *Adventures of Huckleberry Finn*” where there were four articles focused on the problematic aspects of the novel and how to teach it to students, while acknowledging racism. Although many articles were concerned with *Huckleberry Finn* being taught in the classroom, some articles referenced that novel as a classic example or in passing as something known in the ELA teaching world. Stotsky’s and Applebee’s studies both found this novel to be one of the most taught book-length works taught in the American High School curriculum.

*To Kill a Mockingbird* landed the top position as the most mentioned book-length work by a fair amount. This title was referenced and mentioned for all different reasons. There were articles focused on the novel in positive ways while other articles talked about concerns with this work and sometimes it was mentioned in passing. Although the analysis of how *To Kill a Mockingbird* was viewed throughout the eleven years could be its own study, the rough overview exists that this novel grew in popularity as a text to address racism at the beginning of the decade, but towards the end of the decade, some scholars began to question the value of this book at addressing systemic racism. Without further focus on this topic, the data collection did determine that *To Kill a Mockingbird* was the novel of the decade for discussion among the ELA Teaching Profession.

### **Comparison of First Five Years to Last Five Years**

Analyzing the whole decade gives insight to what the *English Journal* and English Language Arts value, but it is also beneficial to view the first five years of the decade in comparison with the last five years of the decade to determine how the professional discussions could be changing or not (see table 11, 12). In the last five years of the decade the *English Journal* published under half of the number of scholarly articles published in the first six years but continued to contain almost the same amount of book-length works mentions per year (see table



13,14). The percentage of articles that mention book-length works double towards the latter half. This indicates that there were more book-length works mentioned and recommended in more articles and more frequently towards the end of the decade.

When breaking the decade in half, the representation of YAL and diverse authors increase in each of the top mentions graphs. Interestingly, the representation of both diverse authors and YAL is stronger in the first half of the decade rather than the second half.

Table XI

Summary of Data Collection of the *English Journal*, 2010-2015

<b>Summary of Data Collection of the <i>English Journal</i>, 2010-2015</b>	
Total titles listened	670
Total book-length works mentioned	1032
Total Articles	776
Total articles with book-length works mentioned	237
% of Articles with Book-Length Works Mentioned	30.54%

Table XII

Most Frequently Mentioned Book-Length Works in the *English Journal*, 2010-2015

<b>2010-2015 Most Common Book Titles Mentioned</b>	<b># Mentioned</b>	<b>% Mentioned</b>
To Kill a Mockingbird	19	1.84
Romeo and Juliet	17	1.65
The Absolutely True Diary of a Part-Time Indian	16	1.55
The Great Gatsby	15	1.45
Lord of the Flies	11	1.07
American Born Chinese	10	0.97
The Scarlet Letter	10	0.97
Macbeth	9	0.82
Monster	8	0.78
Of Mice and Men	8	0.78
The Crucible	8	0.78
The House on Mango Street	8	0.78

Table XIII

Summary of Data Collection of *The English Journal*, 2016-2020**Summary of Data Collection of *The English Journal*, 2016-2020**

Total Titles Listed	621
Total Book-Length Works Mentioned	935
Total Articles	308
Total Articles with Book-Length Works Mentioned	188
% of articles with Book-Length Works Mentioned	61.04%

Table XIV

Most Frequently Mentioned Book-Length Works in the *English Journal*, 2016-2020

2016-2020 Most Common Book Titles Mentioned	# Mentioned	% Mentioned
To Kill a Mockingbird	23	2.46
The Adventures of Huckleberry Finn	17	1.82
Hamlet	13	1.39
Of Mice and Men	12	1.28
The Great Gatsby	11	1.18
Lord of the Flies	11	1.18
Romeo and Juliet	10	1.07
The Crucible	8	0.86
American Born Chinese	7	0.75
The Absolutely True Diary of a Part-Time Indian	7	0.75
Their Eyes Were Watching God	7	0.75

**Summary**

This section presented an overview of the data collection of book-length works mentioned in the *English Journal* between 2010-2020 to answer the question: “What book-length works are mentioned most often in the journal of record, *English Journal*, between 2010-2020 and what trends in society and the profession are represented in the uptake of these books in pedagogical articles? The data collection was compared to previous studies that determined the most common book-length works taught in the American Middle School and High School. The data was analyzed

to see the representation of authors, genres, and specific book-length works that continue to be prominent in the profession.

## Chapter V

### Discussion

The purpose of this research was to explore the book-length works most often mentioned in the journal of record for the English Language Arts Profession, *The English Journal*, between the recent years of 2010-2020 and analyze what trends in society and the profession are represented in the uptake of these books in pedagogical articles. The results indicate a prevalence of canonized literature, specifically Shakespearean influence, an increase of minority authors, an increase of the presence of the graphic novel, and some new racial questioning of classic novels such as *To Kill a Mockingbird* and *Huckleberry Finn*.

### Conclusions

The profession continues to stay loyal to canonized classics and the “Father of Modern English Literature” with Shakespearean plays making up 30% of the top ten book-length works mentioned in the *English Journal*. Eight of the most often mentioned titles were published in 1960 and before and considered part of the literature canon. The traditional canonized literature continues to be prevalent when talking about classroom literature and discussed between scholars. In the *English Journal* article of 2011, “Visions of the Future,” referenced earlier, one of the stated goals of NCTE was “a growing flexibility regarding canonical texts.” With seven of the most often mentioned texts matching Applebee’s data collection of 1989, the data questions whether the *English Journal* and the profession in general, have made much progress in showing flexibility towards canonical texts. Teachers and scholars in the profession should be questioning if the traditional canonical texts are overrepresented in the curriculum. Specifically, is Shakespeare overrepresented in the curriculum?

With *American Born Chinese* and *The Absolutely True Diary of a Part-Time Indian* there is an increase of representation of minority authors. This is demonstrated even more with the division of the most often mentioned works in the first half of the decade and the second half. Another of the NCTE stated in “Visions of a Future” is “a growing concern for social justice for both students and teachers and recognition of human dignity and worth.” Looking throughout the data, the profession is beginning to value and take actions in hearing more diverse stories and voices. With only one female author making it into the top ten mentioned books and two authors not Caucasian Americans, there still is room for growth, but compared to earlier studies, the *English Journal* and the teaching profession is showing improvement.

Along with the above stated goal of the NCTE, are some prominent articles that questioned the canonized literature of *To Kill a Mockingbird* and *The Adventures of Huckleberry Finn*. Scholars and teachers are reaching out to help others teach the problematic texts while being aware of potential blind spots that could be harmful to students. Since both of these books have had a strong presence in curriculum since the study of Applebee, it is improvement that teachers are voicing concerns and challenging these texts.

Another goal of the NCTE was “a consistent support for freedom of expression and access to texts; fighting censorship of the books students read and the texts they write.” Throughout the data collection, there is a notable appearance of Young Adult Literature, including the graphic novel. These two genres are respected in the data and articles give advice how to teach these genres in the curriculum. There also contains a large variety of book suggestions. *To Kill a Mockingbird* was the most often mentioned book but was only mentioned 2.14% of all the books. This indicates that books are becoming less standardized while students and teachers are given more choice on what they can teach in the classroom. The graphic novel presence of *American Born Chinese* in

the top ten book-length works mentioned stands out from the other studies analyzed. The graphic novel presence indicates a growing respect for multimodal literacies being utilized and taught in the classroom.

### **Limitations**

This research has several limitations that could have impacted the result of the study. The quantity of articles published within a ten-year period and book-length works mentioned prevented the ability to note the context of work mentioned along with the specific genres of the works. On the other side, the limit of studying only the ten years between 2010-2020 also prevented noticing trends or improvements that could have been determined within a fifty-year timeframe.

Another limit is my personal ignorance of knowing the genre and context of some of the books being mentioned which prevented me from recognizing trends of the data collected. A part of this limitation is the recognition of books representing the LGBTQ community through authors or stories. There were multiple YAL suggestions that represented the LGTBQ community, but many more that I may have missed.

One final limitation of this study is the lack of previous similar studies. I was unable to compare my data collection with data from previous studies of the *English Journal* which again prevented the ability recognize certain improvements or trends. What is actually taught is likely somewhat different than what is talked about being taught in a national journal and further work making direct comparisons to previous decades while in conversation with the national studies on what is taught could be an important next step for this work.

### **Implications**

It is beneficial for teachers and scholars to be aware of the trends of the ELA profession in the present and the past. The *English Journal* has been a resource for English teachers for over a century, and it provides a platform where issues and suggestions can be debated and discussed. The *Journal* has been influential in education since it was developed and reflects the trends in the profession and society. Therefore, it is good to question whether the *Journal* is actualizing their ideals. From the beginning, the NCTE was created to resist the idea of uniform lists, but canonical lists continue to dominate classrooms. This thesis has shown improvements in the increase of book variety along with diversity, but it has also demonstrated the prevalence and dominance of a mostly white European male literature canon in the profession.

As educators strive to provide a beneficial education to all diverse students of the United States, this research indicates that many problematic texts are taught frequently in the classroom. In many cases, these texts are required to be taught, causing educators to develop creative techniques on teaching the text to meet the needs of all students.

### **Recommendation for Future Research**

The data collected could lead to many more in depth studies. In future research, it would be beneficial to conduct a specific book study on *To Kill a Mockingbird*. Knowing that this novel was the most discussed book in the ELA profession during this time, it would be interesting to note the different views of the novel by reading through the forty-two articles that discussed it throughout the decade. This could provide knowledge of potential blind spots that teachers should be aware of while teaching. It can also show how the novel rose to popularity and why it is now debated.

This specific debate could represent the larger racial awareness and debate that occurred during this decade.

Future research in this topic can explore the genre representation of the data collection and the trends during this decade. This could provide more insight on the increase of queer texts, diversity awareness of texts, the increase of the graphic novel, and other increases or decreases of genres traditionally taught in the profession.

### **Summary**

This chapter gave conclusions based on the data collected of the most often mentioned book-length works in the *English Journal* between 2010-2020 and previous studies of book-length literature taught in the classroom. Overall, this research found that there remains a strong presence of the literary canon in the classroom, but there is also an increase of diverse literature in both authors, stories, and genres such as the graphic novel. During the recent decade, there was a strong emphasis to increase diverse literature in the classroom that can engage all types of students.



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Appendix

Data Collection of Book-Length Works Mentioned in the *English Journal*, 2010-2020

	A	B	C	D	E	F
1	Data Collections of					
2						
3	<b>Issue</b>	<b># of articles</b>	<b>Date</b>	<b>Iss. Name</b>	<b>Article Name</b>	<b>Book-length Works</b>
4						
5	Vol 99, Iss 3	10	Jan, 2010	Teaching in a Consumeracracy	EJ in Focus Teaching Dystopian Literature to a Consumer Class	The Scarlet Letter The Great Gatsby Brave New World Feed 1984
6					America's Consumeracracy: No Safe Haven	The Corporate Assault on Youth: Acommercialism, Exploitation, and the End of Innocence Social Class: How Does it Work? Purchasing Power: Black Kids and American Consumer Culture Branded: The Buying and Selling of Teenagers The Commercialized Child and the New Consumer Culture Reviving Ophelia: Saving the Selves of Adolescent Girls Raising Cain: Protecting the Emotional Life of Boys
7				General Interest	The Green Knight Should Be Green: Graphic Response to Literature	The Light in the Forest To Kill a Mockingbird
8					Teaching Difficult Dramatic Texts: A Collaborative Inquiry Using Dramaturgy	The Plough and the Stars
9					A Critical Close-Up: Three Films and Their Lessons in Critical Literacy	Hamlet
10					Helping Students Cross the Threshold: Implications from a University Writing Assessment	The Scarlet Letter Pride and Prejudice The Pearl
11	Vol 99, Iss 4		March, 2010	Teaching Nonfiction	: Keeping It Real: The Role of Visual Thinking in Writing the News Story	A Portrait of the Artist as a Young Man
12					Eavesdroppin on Contemporary Minds: Why We Need More Essays in Our High School Classrooms	Dave Barry Talks Back Juno The Best American Essays
13					Keeping It Current: Using Technology to Teach about Social Issues	Night The Diary of Anne Frank Salvaged Pages: Young Writers' Diaries of the Holocaust Mountains Beyond Mountains
14					Songs That Teach: Using Song-Poems to Teach Critically	Getting Away with Murder: The True Story of the Emmett Till Case The Invisible Man The Crucible The Narrative of Frederick Douglass, an American Slave Lord of the Flies Romeo and Juliet
15					Teaching Machiavelli, or How I Learned to love The Prince	The Prince Macbeth Oedipus Rex Things Fall Apart
16					From Hitler to Hurricanes, Vietnam to Virginia Tech: Using Historical Nonfiction to Teach Rhetorical Context	Maus I: A Survivor's Tale: My Father Bleeds History
17					Contemporary Memoir: A 21st-Century Genre Ideal for Teens	Growing Up Confessions
18	Vol 99, No 5	13	May, 2010	Collaboration and Social Interaction	Computers, Coffee Shops, and Classrooms: Promoting Partnerships and Fostering Authentic Discussion	Brave New World Lord of the Flies To Kill a Mockingbird
19					EJ in Focus: Collaboration and Social Interaction in the English Classrooms	Crime and Punishment
20						

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21				Teacher to Teacher: What Kinds of Collaboration Do You Engage in for the Benefit of Your Students?	The Diary of Anne Frank
22	Collaborating like Never Before: Reading and Writing through a Wiki				The Giver Anthem
23				Wiki, Wiki, Wiki-WHAT? Assessing Online Collaborative Writing	A Long Way Gone Letters to a Teacher Absolutely True Diary of a Part-Time Indian
24	Sharing the Fire: Place-Based Learning				First Fish, First People: Salmon Tales of the North Pacific Rim with Columbia Plateau Legends
25				That's Fierce! Collaboration in the English Classroom	The Secret Life of Bees
26	Using Student Collaboration to Foster Progressive Discourse				To Kill a Mockingbird Romeo and Juliet Siddhartha Things Fall Apart The Bookseller of Kabul

	A	B	C	D	E	F
27	Vol 99 No 6		9 Jul, 2010	Logic and Critical Reasoning	EJ in Focus: Teaching Argument for Critical Thinking and Writing: An Introduction	Euthyphro
28					Gateway to Writing Logical Arguments	The Odyssey The Adventures of Huckleberry Finn The Red Kayak Twelve Angry Men Monster The Lone Ranger and Tonto Fistfight in Heaven Things Fall Apart Animal Farm Brave New World The Giver
29					From the Secondary Section: Literature, Logic and Language	Macbeth
30					What it is, What it's not, and What's Related: Exploring Plato's Meno	Wide Sargasso Sea The Sound and the Fury Bless Me, Ultima Meno
31					Using Commonplace Books to Help Students Develop Multiple Perspectives	Bless Me, Ultima
32					General Interest Meeting the Challenge: Beginning English Teachers Reflect on Their First Year	Lord of the Flies To Kill a Mockingbird A Midsummer Night's Dream Julius Caesar
33					Motivating Students' Research Skills and Interests through a Multimodal, Multigenre Research Project	Waiting for the Rain The Miracle Worker Whirligig
34	Vol 100 No 1		14 Sep, 2010	Motivating Students	Motivation Requires a Meaningful Task	A Raisin in the Sun American Born Chinese Silent to the Bone Speak The Color of Water Anthem
35					EJ in Focus: How to Create Nonreaders: Reflections on Motivation, Learning, and Sharing Power	The Taming of the Shrew
36					Creating Motivating Learning Environments: What We Can Learn from Researchers and Students	Romeo and Juliet
37					Motivating Students through Power and Choice	The Crucible
38					Remixing Old and New Literacies = Motivated Students	Twilight
39					Of Mice and Media	Of Mice and Men
40					Exploring Text through Student Discussions: Accountable Talk in the Middle School Classroom	The True Confessions of Charlotte Doyle Hanna's Suitcase Destined to Live: The True Story of a Child in the Holocaust I am a Star: Child of the Holocaust Heroes of the Holocaust: True Stories of Rescues by Teens Behind the Secret Window

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IN THE ENGLISH JOURNAL 45

41				General Interest	I See What You Mean': Using Visuals to Teach Metaphoric Thinking in Reading and Writing	Farewell to Manzanar Heart of Darkness Waterloo Bridge The Slave Ship Alice's Adventures in Wonderland Little Women
42					The Cognitive Vocabulary Approach to Word Learning	Stargirl
43	Vol 100 No 2	14	Nov, 2010	Re-Seeing (Dis)ability	Finding the Will to Individualize Instruction: How My Son Made Me a Better Teacher	To Kill a Mockingbird The Tragedy of Romeo and Juliet
44					EJ in Focus: Re-Seeing (Dis)Ability: Ten Suggestions	Stoner and Spaz Owning It: Stories about Teens with Disabilities The Mighty Freak the Mighty To Kill a Mockingbird Al Capone Does My Shirts From Charlie's Point of View One Flew Over the Cuckoo's Nest Lord of the Flies
45					"The Brain within Its Groove": Language and Struggling Students	Romeo and Juliet
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52					The Outcast Comes In: Grappling with Physical Disability in the Literacy Classroom	The Westing Game
53	Vol 100 No 3	11	Jan, 2011	Green English	EJ in Focus: Green(ing) English: Voices Howling in the Wilderness?	Doctor Faustus Frankenstein Moby Dick The Adventures of Huckleberry Finn Silent Spring Old Man and the Sea The Professor's House
54					Teacher to Teacher: What Literature Related to the Environment and Nature Do you Enjoy Teaching?	Cat's Cradle Prodigal Summer Fire on the Mountain The Island Animal, Vegetable, Miracle The Omnivore's Dilemma Jane Eyre
55					Between Dreams and Beasts: Four Precepts for Green English Teaching	Seedfolks Green Angel
56					Teaching Where We Are: Place-Based Language Arts	Harlem All the Places to Love Signs along the River: Learning to Read the Natural Landscape I'm in Charge of Celebrations

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60	General Interest 2009 YA Honor List - Timely and Timeless				An American Plague: The True and Terrifying Story of the Yellow Fever Epidemic of 1793 Blizzard! The Storm That Changed America The Great Fire A Long Road to Gettysburg A Young Patriot: The American Revolution as Experienced by One Boy Charles and Emma: The Darwins' Leap of Faith Claudette Colvin: Twice toward Justice Fire Going Bovine Marcelo in the Real World The Monstrumologist Punkzilla Wintergirls
61	Vol 100 No 4	11	Mar, 2011	Beyond Grammar: The Richness of English Language	EJ in Focus: Shifting Perspectives about Grammar: Changing What and How We Teach To Kill a Mockingbird
62	The Language of Power: Beyond the Grammar Workbook				Novio Boy
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64	A Cold Manipulation of Language				Breakfast at Tiffany's In Cold Blood
65				De-Centering English: Highlighting the Dynamic Nature of the English Language to Promote Teaching of Code-Switching	Beowulf Canterbury Tales

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68					On the Richness of Grammar as an Analytical Lens in the Integrated Language Arts	The Best Essays of 2001 The Best Essays of 2003 The Best Essays of the Century
69					Beyond Grammar: The Richness of English Language, or the Zero-Tolerance Approach to Rigid Rules	Slouching Towards Bethlehem Burmese Days
70	Vol 100 No 5	12	May, 2011	Advances in Teaching English	Not reading the 800-poung Mockingbird in the Classroom	To Kill a Mockingbird The Great Gatsby The Scarlet Letter The Old Mand and the Sea East of Eden
71					Building Fantasy Worlds Together with Collaborative writing: Creative, Social, and Pedagogical challenges	Silmarillion The Lord of the Rings A Wizard of Earthsea
72					Survivor: Satis House: Creating Classroom Community while Teaching Dickens in a Reality-TV World	Great Expectations
73					Career Portfolios: Whose Traditions Count?	Little Brother Mein Kampf The Perks of Being a Wallflower
74					Seriously Popular: Rethinking 19th-Century American Literature through the Teaching of Popular Fiction	The Scarlet Letter Moby Dick Lampighter Uncle Tom's Cabin

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76	Multimodal Literacies in the Secondary English Classroom				The Christmas Carol
77				The Power of the Listening Ear	Macbeth
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79				A Relationship with Literature	Leaves of Grass Proust Was a Neuroscientist Walt Whitman: A Life Where the Red Fern Grows The Catcher in the Rye Are You There God? It's Me Margaret
80	Vol. 100 No. 6	8 Jul, 2011	Ethics in the English Classroom	Assessing Internal Group Processes in Collaborative Assignments	Hamlet
81				An Ethical Dilemma: Talking about Plagiarism and Academic Integrity in the Digital Age	Romeo and Juliet
82	Reading the Literature of War: A Global Perspective on Ethics				The Red Badge of Courage All my Sons Slaughterhouse Five For Whom the Bell Tolls From the Land of Green Ghosts The Swallows of Kabul They Poured Fire on Us from the Sky Palestine Persepolis
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86	The Living Library of NCTE					A Wrinkle in Time The Lone Ranger and Tonto Fistfight in Heaven The Woman Warrior A Yellow Raft on Blue Water The Color Purple The Chosen How the Garcia Girls Lost their Accents Beloved I Know Why the Caged Bird Sings The Joy Luck Club Monster The House on Mango Street
87					The Literary Changes: From the Book Room to the Discovery of American Literatures and NCTE	The House on Mango Street
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91				"I Can't Believe We Read This Whole Book!" How Reading for Their Own Purposes Affected Struggling Teens	Twilight
92				Making the Classics Matter to Student Digital Literacies and Essential Questions	The Grapes of Wrath through The Picture of Dorian Gray To Kill a Mockingbird Great Expectations The Scarlet Letter The Great Gatsby
93				"Signs of Life" in the High School Classroom: Analyzing Popular Culture to Provide Student Choice in Analytical Writing	The Crucible Jane Eyre Lord of the Flies The Things They Carried Odyssey Pride and Prejudice
94				Purpose beyond Their Years: Students Analyze Future Genres	Into Thin Air Into the Wild Boundaries Maus Persepolis
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103					Informal and Shared: Writing to Create Community	Calvin and Hobbes Guys Write for Guys Read Attack of the Vampire Weenies
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105					Bridgin Gaps and Preserving Memories through Oral History Research and Writing	The Things They Carried

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109				Using Graphic Texts in Secondary Classrooms: A Tale of Endurance	American Born Chinese Comic book version of Treasure Island War of the Worlds Comic book version of the Tragedy of Romeo and Juliet comic book Beowulf graphic novel Dracula The Complete Maus: A Survivor's Tale Watchmen Fullmetal Alchemist Death Note Wuthering Heights Frankenstein
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127				The Quest of Father and Son: Illuminating Character identity, Motivation, and Conflict in Cormac McCarthy's The Road	The Road Beowulf The Hunger Games The Canterbury Tales Sir Gawain and the Green Night	
128	Challenging Characters: Learning to Reach Inward and Outward from Characters Who Face Oppression				The Diary of Anne Frank Dreamland A Child Called It: One Child's Courage to Survive Monster: the Autobiography of an LA Gang Member The Absolutely True Diary of a Part-Time Indian The Hunger Games	
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137				In Defense of Graphic Novels	American Born Chinese Logicomix: An Epic Search for Truth The Manga Guide to Statistics Johnny the Homicidal Maniac Hard Boiled Jonah Hex Hereville: How Mirka Got Her Sword A Midsummer's Night's Dream The Canterbury Tales Sandman Series Epileptic Maus From Hell The Amazing Adventures of Kavalier and Klay Jimmy Corrigan: The Smartest Kid on Earth
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204	Vol 104 No 2	14 Nov, 2014	The Standards Movement: A Recent History	A Call for Subterfuge: Shielding the ELA Classroom from the Restrictive Sway of the Common Core	Achilles in Vietnam Odysseus in America The Things They Carried Macbeth	
205					Opportunity Costs of the Common Core in HS ELA	Hamlet Walden Nature A Walk in the Woods Death of a Salesman The Singularity is Near The Shallows
206					Rewriting the Common Core State Standards for Tomorrow's Literacies	The Tempest
207					Teacher Perspectives and Classroom Changes during the Standards Movement	Outliers: The Story of Success To Kill a Mockingbird
208					Revisiting Dewey in the Age of Common Core: Confessions of an Unwilling Deconstructivist	Macbeth The Autobiography of Malcolm X

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209					How Have We Been Standardized? Let Me Count the Ways	1984
210					Teaching Equity through Gatsby in the Age of CCSS	The Great Gatsby Lies My Teacher Told
211					Coming Full Circle: A Young Teacher's Journey with the Standards Movement	The Odyssey Romeo and Juliet Great Expectations Of Mice and Men Lord of the Flies
212					The 2013 Honor List: Fiction Filled with Real Information	The Nazi Hunters: How a Team of Spies and Survivors Captured the World's Most Notorious Nazi Go: A Kidd's Guide to Graphic Design Imprisoned: The Betrayal of Japanese Americans During WWII Courage Has No Color: The True Story of the Triple Nickle's, America's First Black Paratroopers The President Has Been Shot! The Assassination of John F. Kennedy Boxers & Saints Far Far Away Midwinter Blood Rose Under Fire Better Nate than ever Eleanor & Park The Thing about Luck
213	Vol 104 No 3		9 Jan, 2015	Re-thinking 'Adolescence' to Reimagine English	Precocious Knowledge: Using Banned Books to Engage in a Youth Lens	When I was Puerto Rican Fifty Shades of Grey The Absolutely True Diary of a Part-Time Indian Brave New World The Bluest Eye Aristotle's Masterpiece The Catcher and the Rye Lord of the Flies Homeboyz Salvage the Bones Make Lemonade The Kite Runner Funny Boy Weetzie Bat Feed Bodega Dreams Fallen Angels The Absolutely True Diary of a Part-Time Indian Bless Me, Ultima Persepolis A Long Way Gone What Happened to Lani Garver? Always Running Speak I know Why the Caged Bird Sings The Perks of Being a Wallflower
214					Reading Pop Culture and YAL through the Youth Lens	The Absolutely True Diary of a Part-Time Indian Thirteen Reasons Why Romeo and Juliet
215					Disrupting and Dismantling the Dominant Vision of Youth of Color	Push Monster Always Running: La Vida Loca: Gang Days in LA
216					Social Media and 'Kids Today': A counter-Narrative from a US HS	A Raisin in the Sun
217					Illuminating Discourses of Youth through the Study of First-Person Narration in YAL	The Absolutely True Diary of a Part-Time Indian
218					Using a Youth Lens to Facilitate Literary Interpretation for 'Struggling' Readers	Unwind Every Day The Fault in Our Stars
219					Sex in the English Classroom: Text, Counter Text, and Social Text	Catcher in the Rye New Youth Connections Chicken Soup for the Teen Soul
220	Vol 104 No 4		11 Mar, 2015	Poetry: Rhyme and Reason	Creating Space for Poetry	The Pearl The Red Pony Harry Potter and the Sorcerer's Stone Eclipse Eragon
221					Connecting Students with Shakespeare's Poetry: Digital Creations of Close Reading	Romeo and Juliet West Side Story Julius Caesar
222	Vol 104 No 5		9 May, 2015	Articles	Making Meaning, Visibly: 'Writing' and 'Reading' Image Essays	The Kite Runner

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224	Art as Meaning-Making in a Secondary School English Classroom: A 'Secret Compartment' Book Project on Beloved				Beloved

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225	Vol 104 No 6		8 Jul, 2015	Feature Articles	Cultivating Creativity	The Boundless Stargirl Five Minds for the Future
226					Questioning Questioning: Essential Questions in English Classrooms	The Autobiography of Malcolm X Huckleberry Fin The Merchant of Venice To Kill of Mockingbird
227					Making Metaphor Visible: The Common Core, Poetry, and Visual Literacy	Romeo and Juliet The Great Gatsby The Hunger Games
228					Rewriting Our Teaching Practices in Our Own Voices	The Crucible
229	Vol 105 No 1		10 Sep, 2015	Gifted or Special: Perpetuating the Mismeasure of Students	The Myths and Possibilities of a Cotaught 'Honors' English Class	Life of Pi The Glass Menagerie Macbeth
230					Increasing Access to and Success in Advanced Placement English in Pittsburgh Public Schools	The Scarlet Letter Slaughterhouse 5 The Great Gatsby
231					How Sara Got Her Voice Back: The Importance of Tentativeness	Out of My Mind
232					Manga and the Autistic Mind	A Distant Neighborhood High School of the Dead Kuoko's Basketball Prince Valients Peanuts New Treasure Island With the Light Dragan Ball Maus American Born Chinese Persepolis With the Light: Raising an Autistic Child
233	Vol 105 No 2		15 Nov, 2015	Rethinking Research: Cultivating Inquiry in the English Classroom	EJ in Focus: Rethinking Research: Reading and Writing about the Roots of Gentrification	A Raisin in the Sun Jitney This Side of Home
234					Photos as Witness: Teaching Visual Literacy for Research and Social Action	The Immortal Life of Henrietta Lacks
235					Revolutionizing Inquiry in Urban English Classrooms: Pursuing Voice and Justice through Youth Participatory Action Research	Our America: Life and Death on the South Side of Chicago Zoot Suit
236					Keeping the Mic On: Emboldening Voices through Discussion-Based Inquiry Girl in Translation	Black and White
237					Preparing Our Close Readers for the New Literacies	This Boy's Life
238					Putting Research Center Stage: Performance-Driven Student Inquiry	Othello
239					Using Text Sets to Foster Critical Inquiry	The Giver Freak the Might Out of the Dust
240					Putting Research on Stage: Playwriting in the English Classroom	Footprints Aren't the Only Thing Left Behind in Zimbabwe Jails, Hospitals and Hip Hop
241					The 2014 Honor List: A Medley of Cultures and Characters	Afterworlds Brown Girl Dreaming The Crossover Gabi, A Girl in Pieces I'll Give You the Sun The Impossible Knife of Memory The Port Chicago 50: Disaster, Mutiny, and the Fight for Civil Rights We Were Liars
242	Vol 105 No 3		11 Jan, 2016	Reading, Writing, and Nurturing Caring Relationships through Relationships: Five Simple Rules Centuring on Learners		Jambo Means Hello

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244	Knowing When to Shut Up: Suggestions for Creating a Collaborative Learning Environment				Othello Tuesdays with Morrie The Glass Menagerie I Remember Mama Looking Back Annie John
245				You Are Not a Deficit: Reading Relationships in an Australian New Arrival Program	Tell Me about Your Day Today

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246					Reading To Kill a Mockingbird in Community: Relationships and Renewal	To Kill a Mockingbird
247	Vol 105 No 4		11 Mar, 2016	Reflections and Echoes: Nonfiction in English Classrooms	Nonfiction: A True Story	The Heretic's Daughter The Crucible The Legacy of Luna The Best American Spiritual Writing 2004 The Catcher in the Rye Earth in the Balance Blessed Unrest The Climate of Man E=mc2 The Dancing of Wu Li Masters The Best American Science Writing Speak The Writing Life All Will Be Well The Next Better Place The Road from Coorain Tracks Teacher Man Will in the World Cleopatra
248					Why doesn't anyone know this story?: Integrating Critical Literacy and Informational Reading	Claudette Colvin: Twice toward Justice
249					Using Nonfiction to Enhance Our Teaching of Literature	A Raisin in the Sun
250					Using Service Learning to Teach The Other Wes Moore: The Importance of Teaching Nonfiction as Crit Lit	The Other Wes Moore Lord of the Flies Becoming Maria Kids of Kabul The Breadwinner The Glass Castle Ghosts of War Start Something That Matters
251					Teaching Good Kids in a mAAad World: Using Hip-Hop to Reflect, Reframe, and Respond to Complex Realities	People Wasn't Mad to Burn A Raisin in the Sun Good Kid
252					More than a reading Assignment: Using Nonfiction Texts as Mentor Texts	Savage Inequalities
253					Using Nonfiction to Advocate for Change	Night Fires in the Mirror The Bluest Eye The Perks of Being a Wallflower

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254	From the Scroll to the Screen: Why Letters, Then and Now, Matter				Dear Mrs. Roosevelt: Letters from Children of the Great Depression Cold War Letters: Thomas Merton Letters of a Nation: A Collection of Extraordinary American Letters Always, Rachel: The Letters of Rachel Carson and Dorothy Freeman Letters of the Century: America 1900-1999 Women's Letters: American from the Revolutionary War to the Present Posterity: Letters of Great Americans to Their Children The World's Greatest Letters: From Ancient Greece to the Twentieth Century The Faber Book of Letters: Letters Written in the English Language Thomas Merton: A Life of Letters The Perks of Being a Wildflower Lady Susan 84 Charing Cross Road Letters from Rifka Same Sun Here Flowers for Algernon Carrie The Screwtape Letters Dear Mr. Knightley The Guernsey Liotary and Potato Peel Pie Society Frankenstein We Need to Talk about Kevin Fair and Tender Ladies Dracula The Color Purple
255				Emotional Truth with Fictional Images: Reading and Writing Nonfiction Comics in the Secondary Classroom	Maus Persepolis March: Book One American Born Chinese
256	Vol 105 No 5	10 May, 2016	Imagination, Creativity, and Innovation: Showcasing the A in ELA	Telling Unexpected Stories: Students as Multimodal Artists	The Outsiders Animal Farm The Giver Number the Stars Wonder

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257					Beyond Enhancement: Teaching English through Musical Arts Integration	The Great Gatsby
258	Moving Interpretations: Using Drama-Based Arts Strategies to Deepen Learning from The Diary of a Anne Frank					The Diary of Anne Frank
259					Composing Screenplays: Youth in Detention Centers as Creative Meaning Makers	Purple Hibiscus Half a Yellow Sun Americanah A Raisin in the Sun The Crucible
260	Writing from La Panza!: Exploring Monologue Literacies with Emergent Bilinguals					La Panza Monologues
261	Vol 105 No 6		10 Jul, 2016	Articles	Lessons from History: Teaching with Technology in 100 Years of English Journal	David Copperfield Romeo and Juliet
262	Composing Infographics to Synthesize and Literary Texts Speak					The Crucible Informational
263					Challenging heteronormativity: Raising LGBTQ Awareness in a HS ELA Classroom	Luna Aristotle and Dante Discover the Secrets of the Universe
264	Moving Students toward Acceptance of Englishes					To Kill a Mockingbird 'Other'
265					The Socratic Seminar in the Age of the Common Core: A Search for Text Dependent Discourse	Battle Hymn of the Tiger Mother
266	Classical Rhetoric in Atticus Finch's					To Kill a Mockingbird Speeches
267	Vol 106 No 1		7 Sep, 2016	Native Feminist Texts	EJ in Focus: Introduction to Native Feminist Texts	We are Still Here
268	Leks: Being Anishinaabekwe on the Land is Political					Dancing on Our Turtle's Back
269					Indigenous Women Charting Local and Global Pathways Forward	The Strength of Women, Ahkameyimowak An Arrow in My Heart: A First Woman's Account of Survival from the Streets to the Height of Academia

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271	Vol 106 No 2	14	Nov, 2016	Visible Teaching: Open Doors as Resistance	Cultivating Teacher Agency: How Teachers Persist in the Face of School Mandates	Night
272	Moving English Classrooms toward Critical Possibilities				Fruitvale Station	
273				Radical Hope in English Education: Hewing Open Doors in Stone	No Chairboy: Murder, Violence, and Teenagers on Death Row Romeo and Juliet	
274	Respectfully Rethinking Resistance				The Martian We Were Liars All the Light We Cannot See The Absolutely True Diary of a Part-Time Indian The Hunger Games The Awakening The Crucible Catcher in the Rye Maus Fun Home The Body Black Boy Their Eyes Were Watching God Harlem Hell fighters Brown Girl Dreaming The Secret Life of Bees The Immortal Life of Henrietta Lacks Colored People Staying Fat for Sarah Byrnes Wintergirls Into the Wild The Perks of Being a Wildflower Looking for Alaska Unbroken Seabiscuit Running with Scissors	
275				Visible Teaching (In)visible Teacher: An Educator's Journey as a Muslim Woman	Fajr Fajr, Claim the Dawn	
276	Collaborative Professional Development through a Critique Protocol				Bless Me, Ultima Night Sky, Morning Star	

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277				Special Section on Teaching Adventures of Huckleberry Finn	Huck and Kim: Would Teaches Feel the Same if the Language Were Misogynist	Adventures of Huckleberry Finn Narratives of the life of Frederick Douglass
278					The Irrationality of Antiracist Empathy	Adventures of Huckleberry Finn
279					Is 'Huck Finn' Still Relevant? Revisiting 'The Case for Conflict'	Adventures of Huckleberry Finn To Kill a Mockingbird Narrative of the Life of Frederick Douglass
280					We Dare Not Teach What We Know We Must: The Importance of Difficult Conversations	Adventures of Huckleberry Finn The Adventures of Tom Sawyer
281	Vol 106 No 3	10	Jan, 2017	Reading and Composing Digital Video	Using Short Videos to Enhance Reading and Writing in the ELA Curriculum	All Quiet on the Western Front
282					Telling the Story of America: Digital Storytelling Projects in American Lit	Adventures of Huckleberry Finn Frankenstein The Train Is Leaving for the Waterfall Go for Gould Dog Days My Grandfather Dad and Me Teaching a Man to Fish Wishing to Be Back in 2013
283					New Literacies and Digital Video Poems in a Seventh-Grade Classroom	Daniel's Story
284					Life Moments in Texts: Analyze Multimodal Memoirs of Preservice Teachers	Pride and Prejudice The Scarlet Letter Adventures of Huckleberry Finn The Red Badge of Courage The Grapes of Wrath David Copperfield

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285				Teachers First: Hands-On Professional Development with Digital Writing	Night
	Vol 106 No 4	9 Mar, 2017	Beyond the Dream: Black Textual Expressivities between the World and Me	Beyond the Dream, the Journey: American Novels That Track the Path from Slavery to Freedom	Autobiography (Ben Franklin) The Great Gatsby Of Mice and Men The Death of a Salesman Adventures of Huckleberry Finn Beloved The Known World
286				Revolutionizing the English Classroom through Consciousness, Justice, and Self Awareness	The Bluest Eye
287				Sourcing the Imagination Ta-Nehisi Coates's Work as a Praxis of decolonization	The Great Gatsby
288				Loving Blackness to Death': (Re)Imagining ELA Classrooms in a Time of Racial Chaos	The Crossover The Skin I'm In. First Jump at the Sun Incognegro: A Graphic Mystery A Right to Be Hostile: The Boondocks Treasury
289	Vol 106 No 5	10 May, 2017	Textual Revolution: Reading and Writing the Word and the World	Debating ELA's Economic Mission	Julius Caesar The Grapes of Wrath A Raisin in the Sun The Immortal Life of Henrietta Lacks Oliver Twist Of Mice and Men
290				The 'True Meaning' of Argument: Conflicting Definitions of Argument in the Common Core State Standards	Animal Farm The Old Man and the Sea Black Boy The Boy in the Striped Pajamas
291				Girls Writing Science: Opening Up Access in a Girls' Reading and Writing Group	The Immortal Life of Henrietta Lacks Jane Goodall Lise Metner Rosalind Franklin: The Dark Lady of DNA Grace Hopper and the Invention of the Information age Rocket Girl Madame Curie The Fossil Hunter Chrysalis The Sound of a Wild Snail Eating The Girls of Atomic City Headstrong: 52 Women who Changed Science The Madame Curie Complex Nobel Prize Women in Science Ada's Algorithm Hypatia of Alexandria: Mathematician and Martyr Rita Levi-Montalcini: Nobel Prize Winner Rosalyn Yalow: Nobel Laureate: Her Life and Work in Medicine Barbara McClintock
292				How Students Read: Some Thoughts on Why This Matters	A Room of One's Own A Small Place
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294					Women in or outside of the Canon: Helping High School Students Investigate the Role of Women in 'Literature'	The Great Gatsby Lord of the Flies The Diary of Anne Frank The Outsiders Romeo and Juliet Macbeth Adventures of Huckleberry Finn Julius Caesar To Kill a Mockingbird The Scarlett Letter Of Mice and Men Hamlet Canterbury Tales Jane Eyre
295					Making Sense of Events in Lit through Rewriting Narrative Events	Fences The Things They Carried
296					Teaching Literacy as and through Erasure	Wishes, Lies, and Dreams A Little White Shadow Humument Playing in the Dark: Whiteness and the Literary Imagination



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297				A Principled Revolution in the Teaching of Writing	When the Emperor Was Divine The Tempest Catcher in the Rye Of Mice and Men To Kill a Mockingbird
298	Vol 106 No 6	9 Jul, 2017	General Interest	Art as Text: Seeing beyond the Obvious	Nighthawks
299				Literature Circles for Adolescent Developmental Readers	Boot Camp
300	Vol 107 No 1	10 Sep, 2017	Multicultural and Multivoiced Stories for Adolescents	I Don't Really Know What a Fair Portrayal Is and What a Stereotype Is <sup>11</sup> : Pluralizing Transgender Narratives with YAL	I am J Being Emily Almost Perfect
301				Saying What We Don't Mean	A Midsummer Night's Dream Adventure of Huckleberry Finn Harry Potter and the Sorcerer's Stone Twilight From the Notebook of Melanin Sun Animal Farm The Absolutely True Diary of a Part-Time Indian A Wizard of Earthsea To Kill a Mockingbird The Kayla Chronicles When the Black Girl Sings Brown Girl Dreaming
302				Opportunities for Advocacy: Interrogating Multivoiced YAL's Treatment of Denied Identities	More Happy Than Not The Secret Side of Empty The Lions of Little Rock Seeds of Freedom: The Peaceful Integration of Huntsville, Alabama Sit-In: How Four Friends Stood Up by Sitting Down A Documentary Novel of the Landmark Civil Rights Case Martin's Big Words: The Life of Dr. Martin Luther King Jr. Henry Aaron's Dream The Bone Sparrow The Honest Truth Openly Straight Never Fall Down The Unlikely Hero of Room 13B Highly Illogical Behavior
303				Launching Lessons: Framing Our Approach to Multicultural, Multivoiced YA Lit	Out of Darkness
304				A Postcolonial Primer with Multicultural YA Lit	Heart of Darkness Things Fall Apart The Absolutely True Diary of a Part-Time Indian American Born Chinese Mexican White-Boy The Chocolate War

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305					Connecting across Borders by reading without Walls: Using Non-Prose Narratives to Multiply Multicultural Class Content	The Crossover Brown Girl Dreaming El Deafo The Lightning Dreamer The Good Braider Garvey's Choice Under the Mesquite Dust of Eden How I Discovered Poetry A Time to Dance American Born Chinese Princeless Smile Secret Coders The Shadow Hero
306					Using LGBTQ Graphic Novels to Dispel Myths about Gender and Sexuality in ELA Honor Girl Classrooms	Adrian and the Tree of Secrets
307					Aesthetic Readings of Diverse Global Literary Narratives for Social Justice	The God of Small Things The Ramayana Purple Hibiscus Every Day is for the Thief Things Fall Apart
308					Using Moon at Nine to Broaden Multicultural Perspectives	Moon at Nine

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309	Vol 107 No 2	9 Nov, 2017	Death in the English Classroom	2016 Honor List of Prize-Winning YA Books	Salt to the Sea The Passion of Dolssa The Lie Tree The Sun Is Also a Star Scythe March: Book Three
310				Ethical Concerns of Using Texts Involving Death in the English Classroom	Hunger Games Divergent Miss Peregrine's School for Peculiar Children Fever 1793 Going Bovine
311				Everything's Jake	Flowers for Algernon Lord of the Flies Of Mice and Men Their Eyes Were Watching God I Am Malala Of Beetles and Angels To Kill a Mockingbird Everything's Jake
312				Dealing with and Writing about Death	To the Lighthouse The Souls of Black Folk
313				One Teacher's Experiences: Responding to Death through Language	The Things They Carried
314				Associative Mourning: Learning to Lose through Literature	Pride and Prejudice Hamlet Ceremony As I Lay Dying Extremely Loud and Incredibly Close
315				The Absolutely True Diary of My Accidental (and Successful) Unit Studying Death	The Absolutely True Diary of a Part-Time Indian
316				Teaching Night: Humanizing the Story of the Holocaust	Night
317				Liberatory Grief: The One Truly Serious Pedagogical Problem	Antigone Beowulf Grendel Hamlet Beloved Holler If You Hear Me Evolution of a Revolutionary
318	Vol 107 No 3	15 Jan, 2018	Writing is Power: Helping Students Craft Their Wor(l)ds	Can we blog about this?: Amplifying Student Voice in Secondary Language Arts	To Kill a Mockingbird Romeo and Juliet I Know Why the Caged Bird Sings
319				Emphasizing the Sensuous: Writing for a Richer Life	The Inland Island Wild
320				But in the end, you are all beautiful': Exploring Gender through Digital Composition	Beautiful Music for Ugly Children
321				Maximizing the Heuristic Potential of the Enthymeme	Animal Farm Hamlet The Crucible
322				The Square Cucumber: Restoring Student Autonomy and Confidence	Othello Romeo and Juliet
323				The first essay I'd like to show you...: 1:1 DV for Writing Assessment and Reflection	Of Mice and Men

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324	Vol 107 No 4		10 Mar, 2018	The Essence of Improvement: Leadership in ELA Instruction	Fostering a New Approach to Vocab, 30 Years in the Making	To Kill a Mockingbird
325					Julius Caesar and the 2016 Presidential Election	Julius Caesar
326					Feeding the Soul and Heeding the Echo: Building Education Leaders	The Metamorphoses Inside and Out
327	Vol 107 No 5		10 May, 2018	Embracing Enduring Tensions in English Education	Teaching without Talking (or, Houston, We Have a Tension)	The Grapes of Wrath Romeo and Juliet The Odyssey Macbeth The Once and Future King
328					Tackling Teacher Lack of Knowledge When Reading Cross-Culturally	Harry Potter Lost Moby-Dick Billy Budd

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329				To Correct or Not Correct: Confronting Decisions about African American Students' Use of Language Varieties in the English Classroom	Their Eyes were Watching God
330	Learning and Writing What Matters				The Short Stories of Ernest Hemingway Tarzan of the Apes Sled Dog of Alaska The Sea Wolf To Kill a Mockingbird Peyton Place
331				In Praise of the Unfinished	Leaves of Grass Antigone Twelfth Night Pride and Prejudice Persepolis
332	Vol 107 No 6	15 Jul, 2018	Equity and English: Constructing a Just Future	Creating an Understanding of an Unfamiliar Culture (Islam) through YAL	Tasting the Sky: A Palestinian Childhood If You Could Be Mine All We Have Left Shooting Kabul
333				Harnessing Play for Mutual Humanization in the Classroom	The Crucible
334	What's So Funny about Social Justice?				Black Boy Beloved Fools Crow The Kite Runner I Know Why the Caged Bird Sings Speak Funny in Farsi: A Memoir of Growing Up Iranian in America Lord of the Flies The White Boy Shuffle
335				Blended Learning as a Transformative Pedagogy for Equity	I Know Why the Caged Bird Sings I'll Give You the Sun American Born Chinese
336	We Are Not Dirt': Freirean Counternarratives and Rhetorical Literacies for Student Voice in Schooling				Caramelo
337				On Second Thought: Teaching for Social Justice through Sports Culture	Flood Song
338	Decolonizing ELA: Confronting Privilege and Oppression in Textual Spaces				To Kill a Mockingbird Shadowshaper
339				Even Cinderella is White: (Re)Centering Black Girls' Voices as Literacies of Resistance	I Know Why the Caged Bird Sings Beloved Huckleberry Finn
340	Vol 108 No 1	9 Sep, 2018	Radical Courage	More Than a 'Lather, Wash, Rinse, Repeat' Education	Julius Caesar Fahrenheit 451 Speak Keesha's House
341				When it Comes to HS English, Let's Put Away the Triggers	Hamlet The Great Gatsby Adventures of Huckleberry Finn
342	Finding a Way to Stay: Making a Path for Sustainable Teaching				The Lord of the Flies Fahrenheit 451
343			General Interest	A Playful Approach to Teaching Visual Literacy	The Color of Water The Stranger

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344					Reading Capital: Graphic Novels, Typography, and Literacy	Smile American Born Chinese Anya's Ghost Drama Sisters Ghosts The Baby-Sitter's Club El Deafo Bone The Amulet Babyhouse, Anya's Ghost Big Nate The Adventure's of Captain Underpaints Hereville

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345				The Honor List of 2017 Prize-Winning YA Books: Building Relationships and Developing Identity	American Street Far from the Tree The Hate U Give I am Not Your Perfect Mexican Daughter Long Way Down We Are Okay
346	Vol 108 No 2	9 Nov, 2018	Artifactual Inquiry	Lives on Display: Examining Artifacts of Hope	The Serpent King
347				Whose Ghost Is It, Anyway? Teaching Shakespeare Using Primary Documents	Hamlet The Anatomy of Melancholy The Shakespearean Stage A Nievve, Herbal, or History of Plants The Quintessence of Wit The Spanish Tragedy Of Ghosts and Spirits Walking by Nyght Daemonologie Antidote Against Purgatory A Supplication of the Poore Commons Whereunto Is Added the Supplication of Beggars The Terrors of the Night City of God Summa Theologica The Discovery of Witchcraft Romeo and Juliet
348				What Makes Me Who I Am?' Using Artifacts as Cosmopolitan Invitations	The Comfort of Things
349			General Interest	Ready for College English? Try Study Skills	To Kill a Mockingbird
350				Engaging Banned and Challenged Books through Role-Play Simulation	Thirteen Reasons Why Lord of the Flies The Kite Runner To Kill a Mockingbird Adventures of Huckleberry Finn
351	Vol 108 No 3	10 Jan, 2019	Biography as Curriculum	Sounds Like Truth and Feels Like Courage': Teaching Vulnerability	This Boy's Life
352				On Stage Next: Rookie Teacher Takes a Risk	101 Great American Poems The Spoken Word Revolution: Slam, Hip Hop, and the Poetry of a New Generation
353				(RE)Writing Reality: Using Science Fiction to	Diverse Energies Binti Accessing the Future: A Disability-Themed Anthology of Speculative Fiction Octavia's Brood: Science Fiction Stories from Social Justice Movements Love Beyond Body, Space, and Time: An Indigenous LGBT Sci-Fi Anthology 2015 You Explorer's Adventure Guide
354				Conversations with Myself: Literacy as a Tool of Healing	Parrot in the Oven Conscious
355				Composing Proximity: Teaching Strategic Distance to High School Writers	Fences
356				Voice and Experience: Forming Counter-Narrative Through Personal Poetry	The Color Purple A Streetcar Named Desire
357				Composing the Future: YAL and Speculative Autobiography	Boy Meets Boy Aristotle and Dante Discover the Secrets of the Universe Rats Saw God Gabi, a Girl in Pieces Fan Art The Perks of Being a Wallflower Forgive Me, Leonard Peacock The Great American Whatever Guy in Real Life Monster Simon vs. the Homo Sapiens Agenda
358	Vol 108 No 4	9 Mar, 2019	Exploring Color Hierarchies	Everyday Colorism: Reading in the LA Classroom	In Love and Trouble: Stories of Black Women In Search of Our Mothers' Gardens Fall Secrets Colorism Poems

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359	Aesthetics of Whiteness: Racial Hierarchies in Fitzgerald, Hurston, and Beyond				The Origin of Others The Great Gatsby
360				Spider-Man and Reimagining the Canon for Racial Justice	To Kill a Mockingbird Adventures of Huckleberry Finn Invisible Man Black Boy Shadowshaper Beowulf The Catcher in the Rye
361	Vol 108 No 5	10 May, 2019	Fakery V Facts	Heroin Zombies and Haunting Statistics: Helping Students Reimagine the Research Product	Dreamland: The True Tale of America's Opiate Epidemic
362				Graphic Possibilities in an Era of Fake News	Archie Maus Watchmen V for Vendetta I Kill Giants Trinity: A Graphic History of the First Atomic Bomb
363	General Interest				Romeo and Juliet
364				Can We Do This?: cocreating Curriculum with a Twenty-First-Century Mindset	
				I Never Think of the Girls': Critical Gender Inquiry with Superheroes	Rapunzel's Revenge Calamity Jack The Adventures of Superhero Girl All New Wolverine America: The Life and Times of America Chavez Batgirl: Batgirl of Burnside Black Panther: World of Wakanda Brave Champions: Change the World Delilah Dirk and the Turkish Lieutenant El Deafo Foiled Giants Beware! Hereville: How Mirka Got Her Sword Invincible Jem and the Holograms, Volume 1: Showtime Lumberjanes The Many Adventures of Miranda Mercury Moon Girl and Devil Dinosaur Ms. Marvel Nimona Princess Scott Pilgrim's Precious Little Life Shadow Eyes The Shadow Hero Supergirl: Cosmic Adventures in the 8th Grade
365	Why Read? My Time with Samuel Pepys				Samuel Pepys Madame Bovary Frankenstein To Sir with Love Dodsworth
366	Vol 108 No 6	9 Jul, 2019	General Interest	Teacher Clarity: It's about Purpose, Focus, and Letting Go	Of Mice and Men
367	Cultivating Critical Thought in the Gen-Z of Sharing				To Kill a Mockingbird Culture
368				Students' Conceptions of Deafness While Reading El Deafo	El Deafo
369	Signposts for Navigating the Writing				Crazy Journey
370	Vol 109 No 1	11 Sep, 2019	Creating Community	This Is Not a Drill: The Forecast Calls for Microaggressions	Citizen: An American Lyric
371	I Needed That': An Improvisational Classroom Ethos				Hamlet Rosencrantz and Guildenstern Are Dead
372				Where We're From: Poetry, Placemaking, and Community Identity	A Death in the Family The Hunger Games
373					

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374	Fan Spaces as Third Spaces: Tapping into the Creative Community of Freedom				Animal Farm Odyssey Geekerella	
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375					A Circle of Trust: Creating a Community of Writers	Bird by Bird: Some Instructions on Writing and Life
376					Backchanneling as an Approach to Discussing Literature	The Autobiography of Malcolm X unSpun: Finding Facts in a World of Disinformation
377					It Was Like I Was There': Inspiring Engagement through Virtual Reality	To Kill a Mockingbird
378					The Honor List of 2018 Prize-Winning of Young Adult Books: Following Your Heart and Speaking Your Truth	The Poet X Children of Blood and Bone Dread Nation Hey, Kiddo A Heart in a Body in the World Damsel
379	Vol 109 No 2		10 Nov, 2019	Reading Conversations	Lending a Hand: Cosmopolitan Bodies in The Merchant of Venice	The Merchant of Venice Little Bee
380					Just Listen: Reading Conversations with Incarcerated Youth	No, David! Diary of a Wimpy Kid Junie B. Jones Twisted The First Part Last Monster Snitch, Street Pharm Takedown The Battle of Jericho November Blues Just Another Hero Forged by Fire The Gun The Bully Secrets in the Shadows The Hate U Give The Coldest Winter Ever Criminal Minded Tweak A Child Called It Twilight Red Queen Maximum Ride Naruto Boruto Dragon Ball
381					Resisting Anti-Blackness through Counternarratives	Hush All American Boys The Hate U Give
382					Teaching Students the "what-ifs": Conversations on YA Speculative Fiction	Scythe Thunderhead The Giver The Hunger Games Diverse Energies The Marrow Thieves City of Embers The House of the Scorpion The List Long Division Life as We Knew It Unwind The Toll
383					Theoretical Book Clubs: Social Experiences with Required Reading	Lord of the Flies

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384	I'm Gonna Buy All These Books!': Reality Pedagogy and Literature Circles				The Hate U Give The Color Purple Dear Martin First, They Killed My Father Franz Kafka's The Metamorphosis If You Could Be Mine A Long Way Gone: Memoirs of a Boy Soldier Lord of the Flies The Lovely Bones Marcelo in the Real World No Ashes in the Fire Parable of the Sower Sold Touching Spirit Bear Dear Martin The Absolutely True Diary of a Part-Time Indian
385				Opening the Conversation about Climate Refugees with The Grapes of Wrath	The Grapes of Wrath Lord of the Flies Brave New World The Tempest Refugee
386	General Interest		Equity-Based Writing Assessment as Structured Improvisation		The Great Gatsby Othello

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387					Using Pop Culture to Foster Student Understanding and Engagement	Beowulf Of Mice and Men 1984 Life of Pi The Odyssey The Hobbit Sir Gawain and the Green Knight Frankenstein Ulysses
388	Vol 109 No 3		10 Jan, 2020	Teaching Journeys	The Journey is All	The Canterbury Tales Don Quixote Great Expectations Adventures of Huckleberry Finn Song of Solomon Their Eyes Were Watching God The Glass Castle Educated
389					In Search of Distinct Muses: More Than Thirty Years of Teaching	To Kill a Mockingbird The Odyssey Death of a Salesman Snow Falling on Cedars Into Thin Air The Lost City of Z The Sound and the Fury Macbeth Persepolis The Tempest Of Mice and Men A Tale of Two Cities The Uninhabitable Earth: Life after Warming
390					Journeying Backward to Look Forward: Reflecting on Experiences with Texts	Autobiography of Malcolm X Bless Me, Ultima Narrative of the Life of Frederick Douglass Beloved Borderlands/ La Frontera: The New Mestiza The Wretched of the Earth Antigone Between the World and Me The Kite Runner The Olympians Yummy Hamlet
391					I'm stronger than I thought': Mindful Practices While Reading Things Fall Apart	How To Love All About love Things Fall Apart
392					Revitalizing ELA through Social and Emotional Learning	Leaves of Grass Tuck Everlasting The Fourth Stall The Hunger Games The Lightning Thief The Maze Runner

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393				(Mis)Understanding Culture: Literacy through Lived Experience	The Jumping Tree Rain of Gold The Diary of Anne Frank
394	General Interest			Collaborative Poetry through Ecological Messaging and Authentic Audience	Silent Spring St. Nicholas
395				Challenging Spark, Cliffs, and The Kid Who Sits Next to Me's Notes	Twilight Hunger Games Hamlet Gone Girl Antigone Adventures of Huckleberry Finn
396				Teaching Empathy and Promoting Global Citizenship through Literature	Catcher in the Rye Persepolis Angels in America Uncle Tom's Children Native Son Black Boy

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397					Waking Up to Orwellian Spaces: Conscious Students and Dystopian Texts	1984 The Giver The Hunger Games The Maze Runner Brave New World Animal Farm Anthem Fahrenheit 451 The Handmaid's Tale Little Brother Lord of the Flies Batman: The Dark Knight Returns V for Vendetta
398	Vol 109 No 4	10	Mar, 2020	Comedy and Humor	Humor's Still Important? Recognizing Its Multiple Layers	A Raisin in the Sun
399					Did My Heart Love Till Now?: Transforming Romeo and Juliet and Readers through Choral Reading	Romeo and Juliet Hamlet A Very Large Expanse of Sea The Absolutely True Diary of a Part-Time Indian The House on Mango Street
400	General Interest			Head Fakes, Offensive Schemes, and Counterplays: Why Motivation Matters Football's Longest Winning Streak	Gym Candy When the Game Stands Tall: The Story of the De La Salle Spartans and The Great Gatsby	
401					Amplifying Academic Talk: High-Quality Discussions I the Language of Comfort	We Real Cool: Black Men and Masculinity Their Eyes Were Watching God
402				An 'Epiphany': Exploring Students' Identities through Multimodal Literacies	The Diary of Anne Frank The Absolutely True Diary of a Part-Time Indian Nobody Knows My Name: More Notes of a Native Son	
403					Centering #BlackLivesMatter to Confront Injustice, Inspire Advocacy, and Develop Literacies	All American Boys
404	Vol 109 No 5	10	May, 2020	Mentors and Models	Naming to Claim: Arguments That Cross Genres	Rhythm and Resistance: Teaching Poetry for Social Justice Inside Out and Back Again The Crossover
405					Student-Led Rehearsal Spaces for Collective Meaning in Poetry	The Outsiders The Phantom Tollbooth
406				Collaborating with School Librarians to The Great Gatsby Support Student Researchers		
407					Crossing Bridges with James Moffett	A Lesson Before Dying Possessing the Secret of Joy Far and Beyond The Rape of Fatimah
408	General Interest			Unearthing the Problem: Social Emotional Learning in the High School English Classroom	Galapagos The Shallows Walden	
409					Student Choice in the Culture of Standardized Testing	Light Filters In: Poems Parkland Speaks The Astonishing Color of After The Great Gatsby Eleanor Olyphant Is Completely Fine



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410	Exploring Disability Stereotypes in Canonical Literature					The Sound and the Fury Flowers for Algernon The Sun Also Rises The Hunchback of Notre Dame The Secret Garden Heidi Oedipus Rex Hamlet To Kill a Mockingbird Huckleberry Finn Of Mice and Men Me Before You The Reason I Jump
411	Vol 109 No 6	10	Jul, 2020	General Interest	Using Writing to Foster Teacher/Student Trust	Lord of the Flies 1984
412	Reframing Writing Prompts to Foster Nuanced Arguments: To What Extent?					Death of a Salesman The Crucible
413	Four Models of Literature and Ethics					The Jungle Brown Girl Dreaming
414	Grief, Loss, and Literature: Reading Texts as Social Artifacts					The House on Mango Street The Giver Zoot Suit
415	A Tale of Transformation					To Kill a Mockingbird

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416					Future Perfect: Exploring Artificial Intelligence Through YAL	Metropolis Scythe The Six Dare Mighty Things A Space Odyssey Like War: The Weaponization of Social Media
417					Critical Approaches and Social Justice in the AP Classroom	Between the World and Me Wuthering Heights Their Eyes Were Watching God Sula Things Fall Apart The Handmaid's Tale The Stranger The Road Hamlet The Importance of Being Earnest Heart of Darkness Windward Heights
418					Transformative Teaching and Learning Journeys: Four Voices	Red Glass Tree of Dreams The Queen of Water
419	Vol 110 No	11	Sep, 2020	LGBTQ+	The Times They Keep a-Changin'	Rainbow Boys Forever Keeping You a Secret Geography Club Boy Meets Boy So Hard to Say I'll Give You the Sun We Are Okay Simon vs. the Homo Sapiens Agenda Love, Simon Luna George Symptoms of Being Human You Brought Me the Ocean When the Moon was Ours Not Your Sidekick Juliet Takes a Breath
420					Trans*/School: Across and Beyond Queer-Inclusive Pedagogy	All American Boys The Poet X Two Boys Kissing Aristotle and Dante Discover the Secrets of the Universe Simon vs. Homo Sapiens Agenda
421					Surfacing Queer Stories in the HS Canon	The Great Gatsby Their Eyes Were Watching God Adventures of Huckleberry Finn Song of Solomon The Crucible To Kill a Mockingbird Of Mice and Men Romeo and Juliet
422					Creating a Lifeline: Strategies for LGBTQ+ Inclusive-Affirming Practices across Grades	Ivy Aberdeen's Letter to the World I'll Give You the Sun Pet The Grief Keeper Laura Dean Keeps Breaking Up with Me None of the Above Stella Brings the family Mommy, Momma, and Me This Day in June The Purim Superhero A Thousand Beginnings and Endings Darius the Great Is Not Okay We Are Okay They Both Die at the End The Best Man Drama The Pants Project The Stars Beneath Our Feet The Whispers Hurricane Child Lily and Dunkin After Tupac and D Foster Redwood and Ponytail George Cattywampus Queer There and Everywhere

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423				Reading (Heteronormative) World: Critical Literacy and LGBTQ+ Book Clubs	Monster Speak The Outsiders All American Boys Felix YZ Star-Crossed Lily and Dunkin The Misfits Hurricane Season Gracefully Grayson So Hard to Say Drama Ivy Aberdeen's Letter to the World Hurricane Child The Pants Project Better Nate Than Ever George Queer There and Everywhere: 23 People Who Changed the World The Moon Within Th 57 Bus: A True Story of Two Teenagers and the Crime That Changed Their Lives My Mixed-Up Berry Blue Summer
424	Contemporary and Pre-World War II Queer Communities: An Interdisciplinary Inquiry via Multimodal Texts				The Diary of Anne Frank Night The Book Thief Damned Strong Love: The True Story of Willi G. and Stefan K Branded by the Pink Stonewall Riots: coming Out in the Streets Queer: A Graphic History The Book of Pride: LGBTQ Heroes Who Changed the World Berlin's Third Sex Goodbye to Berlin I Am a Camera Cabaret Bent Coming Out Under Fire: The History of Gay Men and Women in WWII Berlin: Birthplace of a Modern Identity
425				Honor List of 2019 Prize - Winning YAL: Coming of Age-Past, Present and Future	Dig Like a Love Story Lovely War Patron Saints of Nothing Pet Shout
426	Vol 110 No 2	10 Nov, 2020	Writing Bravely	#YoungBlackVoicesMatter: Word Identity, and Agency	The Other Wes Moore Consciousness, Between the World and Me
427			General Interest	Demystifying Rhetoric: Prime Minister's Questions as a Classroom Approach	Twelfth Night
428	I Got This!' Visual Methods as a Restorative Practice				Things Fall Apart American Born Chinese Maus Drowned City: Hurricane Katrina and New Orleans Unflattering
429				Metaphors for Literacy: Making Space for Layered Perspectives about Writing	Great Expectations

