

Carter G. Woodson, Ph.D., was a distinguished African American historian and educator. He was also the author of books for adults and young people that recounted the history of African Americans in the United States. The Carter G. Woodson book awards were originally established in 1974 by the National Council for the Social Studies with the purpose of not only honoring outstanding books, but to encourage the writing, publishing, and reading of quality social science books that appropriately, sensitively, and accurately address topics related to ethnic minorities. The award's creation was the culmination of efforts by the 1973 NCSS Racism and Social Justice Committee, which focused on equity and the educational needs of minority students.

Nominated books of non-fiction, focusing on the experience of one or more racial/ethnic minority groups in the United States, are evaluated by a committee each year. Our criteria are based on five key traits, including respect for ethnic and racial differences and the worth and importance of people presented; a focus on individuals and issues that provide insight into the experiences of racial and ethnic groups; a focus on the interactions among racial/ethnic groups; a balance of positive with negative and an avoidance of “problem-oriented” portrayals of groups; and the absence of patronizing, distorting, or stereotyping in text and illustration.

In past years, we have presented reviews for the previous year's award winners in the May/June issue of *Social Education*. This year, we are presenting reviews for both the past year and the current year so that going forward we can present reviews for the winners of the current year. The Carter G. Woodson Awards Committee hopes that teachers will read and use these exceptional books in the classroom, and expose learners to the ideas presented in each of the stories. Reviews of books selected in 2014 and 2015 are presented below.

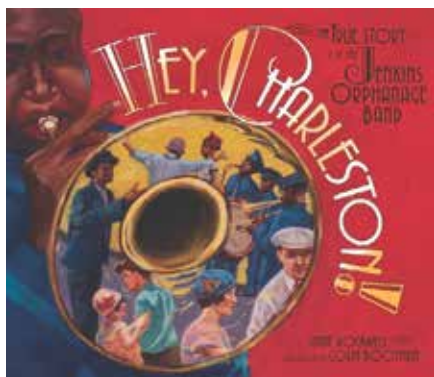
—Anne Roycroft
Chair, Carter G. Woodson Book Awards Committee

2014 Carter G. Woodson Book Awards

Elementary Winner

Hey Charleston! The True Story of the Jenkins Orphanage Band, by Anne Rockwell, illustrated by Colin Bootman. Carolrhoda Books.

Reviewed by Marilyn J. Ward, professor, Department of Education, Carthage College, Kenosha, Wisconsin.



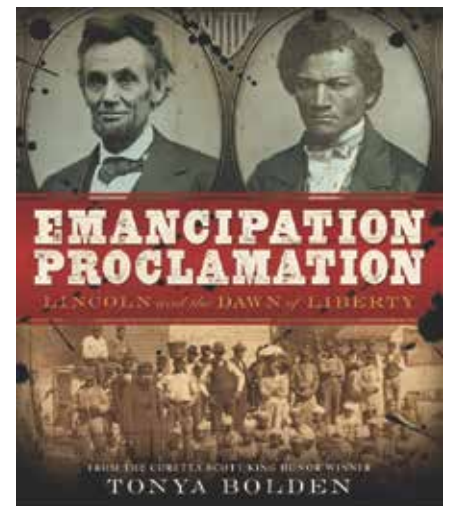
This informative, beautifully illustrated, heart-touching picture book is the story of Reverend Daniel Joseph Jenkins, a former slave who opened an orphanage in Charleston, South Carolina, in 1891. Hundreds of children lived in the orphanage, and Jenkins needed a way to support them. The orphans were fine

singers, and this gave Jenkins an idea. He encouraged people to donate old band instruments, many of which were played by soldiers during the Civil War. He hired the best teachers he could find to teach the children to read music and to play the instruments. Soon, the orphanage had a band. They had their own way of making music and their own rhythm, a rhythm inspired by the African Americans who lived on the South Carolina and Georgia coast. They called their music “rag.” The Jenkins Orphanage Band performed in Paris and London, at Theodore Roosevelt’s inauguration, and before King George V. They earned enough money to support the orphanage, which still exists today. They also introduced America and the world to big-band jazz and sparked that lively dance: the Charleston. The books monumental, full-spread paintings capture the long-gone era and the energy of the musicians and their audiences. An author’s note provides information on jazz music, the global influence of the band, and the Jenkins Institute for Children. A bibliography is also included. ② TIME, CONTINUITY, AND CHANGE; ③ PEOPLE, PLACES, AND ENVIRONMENTS.

Middle Level Winner

Emancipation Proclamation: Lincoln and the Dawn of Liberty, by Tonya Bolden. Abrams Books for Young Readers.

Reviewed by Kristy A. Brugar, assistant professor, Social Studies Education, Jeannine Rainbolt College of Education, University of Oklahoma, Norman, Oklahoma.



Award-winning children’s book author Tonya Bolden takes a unique look at the events that led to the Emancipation Proclamation. The text is organized in

three parts. In Part I: “The Agonizing Prayers of Centuries,” Bolden situates the reader in Boston, Massachusetts, on January 1, 1863, waiting for news of the Emancipation Proclamation. The section outlines events in the history of slavery that led to this historical moment (e.g., legalization of slavery in 1641, Raid on Harpers Ferry). In Part II, “A Fit and Necessary Military Measure,” Bolden presents Lincoln and a social and political overview of the Civil War. In the opening paragraphs of Part III “The Trump of Jubilee,” the reader returns to Boston, 1863, and then moves around the United States to see the impact of the Emancipation Proclamation. Finally, in the Epilogue, Bolden provides her own commentary on Lincoln’s motivations and the Emancipation Proclamation.

Bolden presents this complex story from the perspective of African Americans and abolitionists, enabling readers to read various viewpoints not always presented in textbooks. The running text may be challenging for some, but Bolden makes excellent use of visual material to engage a variety of readers. Throughout the book, engravings, maps, photographs, posters, newspapers/periodicals, and other materials supported by detailed captions are presented to complement the text. Lastly, *Emancipation Proclamation* includes an informative timeline, glossary, and bibliography. Ⓣ TIME, CONTINUITY, AND CHANGE; Ⓠ POWER, AUTHORITY, AND GOVERNANCE.

2015 Carter G. Woodson Book Awards

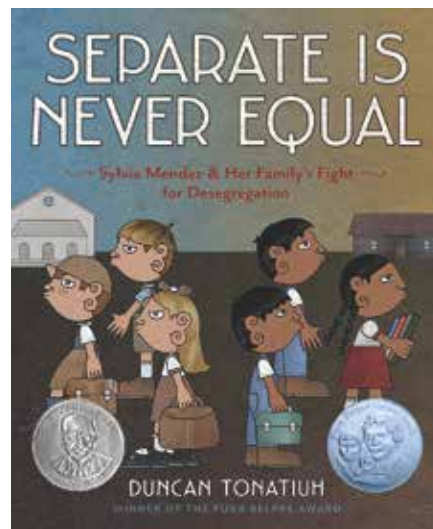
Elementary Winner

Separate Is Never Equal: Sylvia Mendez and Her Family’s Fight for Desegregation, by Duncan Tonatiuh. Abrams Books for Young Readers.

Reviewed by Vickie Weiss, Multiage Teacher, City School, Grand Blanc, Michigan

Separate Is Never Equal: Sylvia Mendez and Her Family’s Fight for Desegregation recounts the story of young Sylvia and

the Mendez Family as they fought the system to end school segregation in California, seven years before *Brown vs. Board of Education*. When Sylvia, an American citizen, hoped to enter the big, beautiful school nearest her new home, the family was told she had to go to the inferior Mexican clapboard shack across town. Through Sylvia’s point of view, we learn of the Mendez family’s determination to fight against *injusticia*... for what was right. Spanish phrases sprinkled throughout the book add to the eloquence of the text. After the first trial, the judge took almost a year to rule in favor of the Mendez family, granting them the right to a free and equal education. When the case was appealed, many ethnic groups joined in support to help achieve the victory.

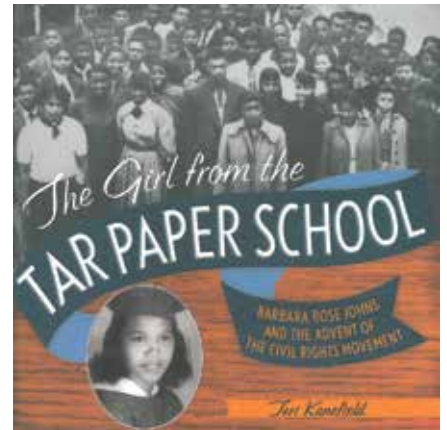


Young readers will enjoy the engaging dialogue as they realize that segregation happened to many ethnic groups. Tonatiuh’s delightful interpretation of ancient Mexican art encourages closer study for young artists. The backmatter includes an author’s note, glossary, bibliography, and a note about the text. This website <http://storycorps.org/listen/sylvia-mendez-and-sandra-mendez-duran/> allows readers to actually hear the voice of Sylvia Mendez and her memory of attending the desegregated school. Ⓣ CULTURE; Ⓠ INDIVIDUAL, GROUPS, AND INSTITUTIONS Ⓠ POWER, AUTHORITY, AND GOVERNANCE; Ⓣ CIVIC IDEALS AND PRACTICES.

Middle Level Winner

The Girl from the Tar Paper School: Barbara Rose Johns and the Advent of the Civil Rights Movement, by Teri Kanefield. Abrams Books for Young Readers.

Reviewed by Kristy A. Brugar, assistant professor, Social Studies Education, Jeannine Rainbolt College of Education, University of Oklahoma, Norman, Oklahoma.



The Girl from the Tar Paper School chronicles the actions of civil rights activist Barbara Rose Johns. In 1951, Johns was a student at R.R. Moton High School in Farmville, Virginia. Moton High School was an all-black school with a student population that was double the size of the building’s capacity; several makeshift wooden shacks covered in tarpaper were built to accommodate the overflow. As Johns and her classmates attended classes in the tarpaper buildings, an all-white high school was built across town. In light of this inequity, Johns organized a student strike for better, equitable school facilities. Johns led fellow students on a ground breaking, nonviolent walkout to the county courthouse to bring attention to the unequal school conditions. When met with resistance, a lawsuit was filed and the case (*Davis v. Prince Edward County*) went to the Supreme Court as one of four cases that made up the landmark *Brown v. Board of Education* ruling.

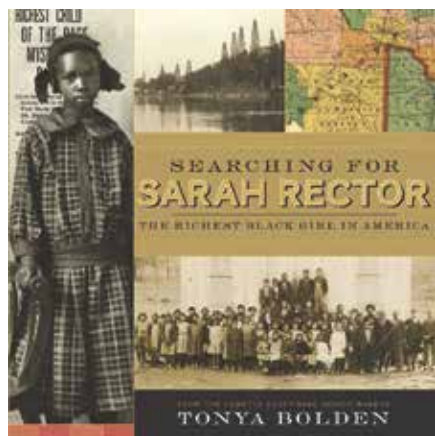
This well-researched story of the civil rights movement is based largely on primary source material includ-

ing documents, interviews, memoirs, photographs, and quotations. In *The Girl from the Tar Paper School*, Teri Kanefield (www.terikanefield.com/Girl-from-the-Tar-Paper-School.html) blends Johns's biography with social history in an engaging narrative. The book includes a valuable civil rights timeline, bibliography, index, and source notes. ② TIME, CONTINUITY, AND CHANGE; ⑤ INDIVIDUAL, GROUPS, AND INSTITUTIONS ⑥ POWER, AUTHORITY, AND GOVERNANCE.

Middle Level Honor

Searching for Sarah Rector: The Richest Black Girl in America, by Tonya Bolden, Abrams Books.

Reviewed by Derrick Kimbrough, assistant principal, Federico Lorca Garcia Elementary School (Chicago Public Schools) Chicago, Illinois.



Filled with captivating primary documents, Tonya Bolden's *Searching for Sarah Rector: The Richest Black Girl in America* provides readers with a riveting, yet whirlwind, look at what happens when the racial divide is tested and tried through the mundane greed of "black gold." The book takes the reader through the life of Sarah, revealing how the appreciation of oil-rich land paves the way for a series of events involving interested parties from all walks of life. Key players include the NAACP, *The Chicago Defender*, the Oklahoma Indiana Territory, and the Tuskegee Institute.

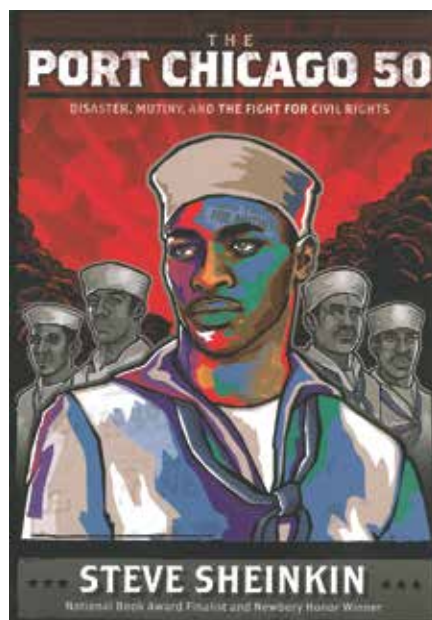
While providing you with a heartfelt

and somewhat puzzling story, Bolden's rich account provides the reader with a historical lesson that takes us on a journey across what we now call the United States of America. Building a viable story for what might have happened to "the wealthiest colored girl in the world," following her disappearance, the book leaves readers enlightened, engaged, and thirsting for more. ① CULTURE; ② TIME, CONTINUITY, AND CHANGE; ③ PEOPLE, PLACES AND ENVIRONMENTS; ④ INDIVIDUAL DEVELOPMENT AND IDENTITY; ⑤ INDIVIDUALS, GROUPS, AND INSTITUTIONS; ⑥ POWER, AUTHORITY, AND GOVERNANCE; ⑦ PRODUCTION, DISTRIBUTION, AND CONSUMPTION.

Secondary Level Winner

The Port Chicago 50: Disaster, Mutiny, and the Fight for Civil Rights, by Steve Sheinkin. Roaring Brook Press.

Reviewed by Marilyn J. Ward, professor, Department of Education, Carthage College, Kenosha, Wisconsin.



On July 17, 1944, an enormous explosion rocked Port Chicago, a strictly segregated U.S. Navy base in the San Francisco Bay, killing 320 servicemen and injuring hundreds more. Surviving African American sailors were ordered to return to the same dangerous work of loading bombs and ammunition onto ships bound for battle in the Pacific. Fifty men refused, unless

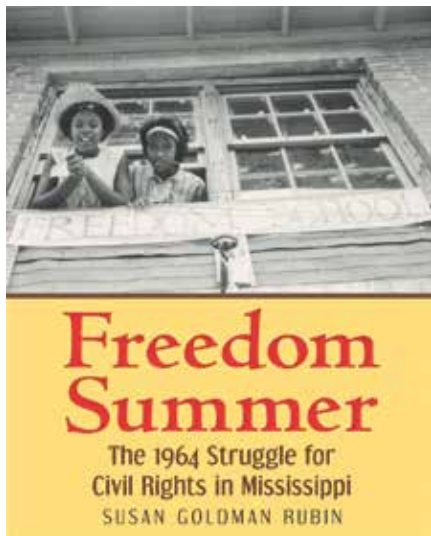
the unsafe and unfair conditions were addressed. These 50, all of them African American, were tried and convicted of mutiny by the U.S. Navy. The guilty verdict still stands today despite repeated attempts to exonerate the sailors. Even civil rights lawyer Thurgood Marshall could not successfully appeal their case. The trial, however, did succeed in bringing to light the unfairness of segregation in the military, and in February 1946, the Navy became the first branch to allow African Americans to participate equally in all assignments and activities. Through extensive research, and a story that reads like fiction, Sheinkin explores the prejudice and extreme injustice in the military during World War II. He carefully lays out the facts of the case and provides interviews with convicted sailors and courtroom testimony. Abundant photographs and a wealth of primary-source material support this compelling nonfiction account of an overlooked episode in civil rights history. The story is told chronologically, with 17 fast-moving, short chapters. An epilogue details the lives of the Port Chicago 50 after they returned home from the war. Back matter includes source notes, works cited, oral histories, documentaries, and U.S. Navy records. ② TIME, CONTINUITY, AND CHANGE; ⑤ INDIVIDUALS, GROUPS, AND INSTITUTIONS; ⑥ POWER, AUTHORITY, AND GOVERNANCE; ⑩ CIVIC IDEALS AND PRACTICES.

Secondary Level Honor

Freedom Summer: The 1964 Struggle for Civil Rights in Mississippi, by Susan Goldman Rubin. Holiday House.

Reviewed by Charles F. Vaughan, NBPT 2004, 2013, teacher, Social Studies Department, A.C. Flora High School, Columbia, South Carolina.

In *Freedom Summer*, we encounter the courageous Fannie Lou Hamer, arrested in 1962 for attempting to register to vote, and recruited by the Student Nonviolent Coordinating Committee to be a leader to empower African Americans through the vote. Over the summer, Northern



college students travelled to Mississippi to organize Freedom Schools in black

communities that would foster social change and promote voter registration. Andrew Goodman and Mickey Schwerner, white college students from New York, and African American volunteer James Chaney from Meridian, Mississippi, are all murdered because of their work. This compelling nonfiction book, told chronologically in short chapters, tells the story of the Freedom Summer, the work of the college volunteers, and the disappearance and murder of Goodman, Schwerner, and Chaney. With outstanding photographs, maps, illustrations, and newspaper images, the rich narrative immerses the reader in the convergence of Northern white college students, determined African Americans,

and sympathetic white allies in Mississippi. Their actions dismantled Jim Crow in Mississippi and served as a catalyst for profound change in the United States. Photographs, maps, newspaper images, an afterword, a timeline, online resources, and a bibliography complement the text.

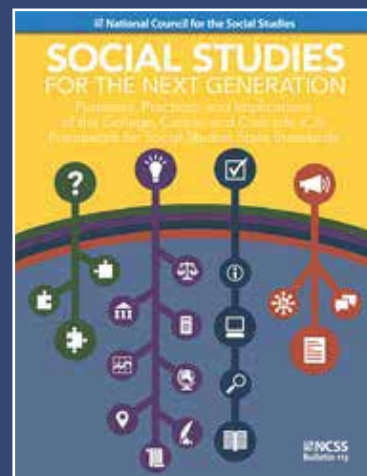
② TIME, CONTINUITY, AND CHANGE; ③ PEOPLE, PLACES, AND ENVIRONMENTS; ④ INDIVIDUAL DEVELOPMENT AND IDENTITY; ⑤ INDIVIDUALS, GROUPS, AND INSTITUTIONS; ⑥ POWER, AUTHORITY, AND GOVERNANCE; ⑩ CIVIC IDEALS AND PRACTICES. ⑪

Social Studies for the Next Generation: The C3 Framework for Social Studies

Social Studies for the Next Generation: Purposes, Practices, and Implications of the College, Career, and Civic Life (C3) Framework for Social Studies State Standards. National Council for the Social Studies.

NCSS Bulletin 113, 144 pp. (including introductory chapters), 2013.

This important book breaks new ground with its inquiry-based framework for enhancing social studies state standards and linking social studies education to the Common Core State Standards for English Language Arts and Literacy in History/Social Studies. The book includes the entire C3 document, "College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History," which was produced by social studies curriculum experts working in collaboration with a Task Force of 15 professional organizations in the field of social studies. It also presents valuable introductory chapters that interpret the Framework, and discuss its context, the central concept of the Inquiry Arc, the connections between C3 and the Common Core standards, the links between C3 and the national social studies standards, and appropriate assessments for C3.



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