

Defending Books:

A Title Index

“. . . It takes a village to raise a child, but it takes only one complaint to raze a curriculum.”

—Reid & Neufeld 1999, p.1

Back in the winter of 1993, I contributed an article, “Defending Books: A Title Index,” to *The ALAN Review*, encouraging teachers to find reviews and write their own rationales for books using ideas from the published ones (Sacco1993). A rationale is defined by Jean Brown and Elaine Stephens (1994) as the articulation of reasons for using a particular literary work, film, or teaching method (1). The sources of book rationales in that 1993 article are presently out of print even though they are still very useful and should not be weeded from teacher or library collections. It appears from examining the reports of book challenges by Charlie Suhor and Millie Davis that books with rationales sent by NCTE are more likely not to be banned than those that do not have rationales although empirical data on this likelihood are not currently available.

Since that 1993 piece of mine, many excellent, newer sources of rationales have come into print of challenged and/or more recently published books. Therefore, I prepared an up-to-date title index (see Appendix A, An Index to Rationales) to the best sources of rationales presently in print to help educators locate rationales and to assist them in writing their own

before the censor appears. The titles that comprise the index are predominately young adult fiction with classics and a few films, plays, poetry books, and nonfiction. For the sake of brevity, the children’s books have not been indexed as well as an additional 700 or more rationales that are available from the National Council of Teachers of English when a challenge occurs. New rationales are frequently added to NCTE’s database. Every teacher and educator should become familiar with the rationales indexed and documents at the NCTE’s Anti-Censorship Center website as well as American Library Associations’ *Intellectual Freedom Manual* (2006). An educator does not have to be an NCTE member to go to NCTE’s

website and fill out the “Report A Censorship Incident Form” to report a censorship problem or call 1-800-369-6283, ext. 3634 to get the excellent assistance of Millie Davis, NCTE Director of Communications and Affiliate Services, if films and videos, teaching methods, or literary works are challenged.

I continue to help as many as twenty teachers each year with censorship challenges, but only one teacher in the past five years was prepared with written rationale. Teachers are well-advised to be proactive as they select the litera-

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ture that enters their classrooms and may also find themselves better prepared to teach. It is imperative, for example, that they have written rationales available to parents and the community for each book taught in a classroom, although no books should be required reading. Students should be able to select their reading from an approved English department book list. The instructional materials should be

Once a book is used in classroom teaching, teachers should collect student work to prove that their educational objectives were achieved. All this information should be put in a file to defend the book if it is challenged.

selected to meet the written educational objectives and philosophy of the English department as well as specific literary criteria stated on an evaluation form. Each member of the English department should read and evaluate each book and sign and date the evaluation form. In point of fact, Don Gallo once recounted the experience of a Connecticut curriculum specialist who successfully defended *Bridge to Terabithia* by using

evaluations forms to prove that teachers judiciously selected the book for classroom teaching.

If a book is selected for use, all available rationales, photocopies of the reviews that recommend the book and entries of the books in recommended bibliographies should be collected. Once a book is used in classroom teaching, teachers should collect student work to prove that their educational objectives were achieved. All this information should be put in a file to defend the book if it is challenged. Additionally, since teachers with censorship problems are vulnerable to being formally reprimanded, educators should insist that their teachers' union put an academic freedom clause in their teaching contracts prohibiting reprimands from being placed in their personnel files if they receive a censorship challenge. Instructional materials policies must be written stating that the complainant must prove in writing that the material challenged is inappropriate to insure intellectual freedom.

Writing Rationales

Ken Donelson (1991) gives his usual wisdom to educators when he suggests that one of the best rationales for writing rationales is that "they force teachers to write and have their writing available to the public." He insists that a good rationale answers the following questions:

- (1) Why would you want to use this work with this class at this time?
- (2) How do you believe this work will meet your announced objectives?
- (3) What problems of style, texture, tone, and theme exist for students in reading this work and how will you meet those problems?
- (4) Assuming that the objectives are met, how will the students be different for having read and discussed this work? (18)

Additionally, there are numerous resources, articles about rationales with forms for teachers to fill in to write rationales and examples to help them write a rationale at NCTE's Anti-Censorship Center.

Recommended Sources of Rationales

The resources that are annotated over the following pages should be purchased and made available to teachers in English departments and/or school libraries not only because they are examples of excellent defenses of books but also because they can be used to get ideas to defend similar works or works by the same author. For example, when I write a letter to defend the use of the offensive "n-word," in school literature, I have found individual essays defending Mark Twain's *The Adventures of Huckleberry Finn* written by Jack M. Kean (1993) and Arlene Harris Mitchell (1993) in Nicholas Karolides, Lee Burrell and John M. Kean's (1993) *Censored Books: Critical Viewpoints* to be very useful. Additionally, there are many valid arguments in these sources that educators can use to defend intellectual freedom. Educators should think of well-written rationales as food for the brain. The various writing styles used in the individual sources to defend books illustrate that there is no one best way to write an effective rationale.

(CD1) *Rationales for Challenged Books, Vol.1.* (CD-ROM). Urbana, IL: The National Council of

Teachers of English and The International Reading Association, 1998. (NCTE, 1111 W. Kenyon Rd., Urbana, IL 61801, No. 38276 members: \$29.95; nonmembers: \$39.95)

(CD2) *Rationales for Challenged Books, Vol.2.* (CD-ROM). Urbana, IL: The National Council of Teachers of English, 2005. (No. 73314 members: \$29.95; nonmembers: \$39.95)

In 1995, NCTE and SLATE devised a plan to collect rationales for educators. I made a presentation to the Standing Committee Against Censorship and SLATE suggesting the necessity of creating a database of rationales and offering the services of Miami University young adult literature students to contribute to the collection. M. Jerry Weiss solicited donations from publishers so the rationales would be available to teachers for a modest price. *Rationales for Challenged Books, Vol. 1* consists of over 200 rationales of over 170 books and film titles appropriate for young adults. All titles are arranged alphabetically. Miami University young adult literature students wrote most of the rationales. Rationales vary in length from three to over twenty pages. There are a few children's books, nonfiction, and films in the collection. Rationales usually contain an introduction that identifies awards won by the book or author; suggestion of youngest age or grade level that the book is appropriate for with an APA citation; summary of the book, theoretical and redeeming values of the book; teaching objectives; lesson plans; why the book is controversial, why the book should not be banned; annotated alternative books, information about the author, and references.

In *Rationales for Challenged Books, Vol. 2*, 112 rationales are arranged alphabetically by title and written by Jocelyn Chadwick's Harvard University School of Education graduate students and Miami University young adult literature students. The collection consists of less-known and well-known young adult titles and classics that may be used in middle and high schools. Each three- to four-page rationale frequently includes intended audience of the work; a brief plot summary, potential objections to the work and advice on how to address such objections; list of reviews of the work and awards, if any, it has received, and usually alternative works are suggested. In addition, valuable resources are provided such as NCTE Guidelines on Censorship & Intellectual Free-

dom, a form for writing your own rationales, and a sample presentation to a school board in defense of a challenged book.

(CB1) Karolides, Nicholas J., Burrell, Lee & Kean, John M. (Eds.). *Censored Books: Critical Viewpoints*. Metuchen, N.J.: Scarecrow Press, 1995. (ISBN 0-8108-4038-3 \$44.50 pap.)

(CB2) Karolides, Nicholas J. (Ed.). *Censored Books II: Critical Viewpoints, 1985-2000*. Lanham, MD: Scarecrow Press, 2002. (Scarecrow Press, 4720 Boston Way, Lanham, MD 20706, ISBN 0-08108-4147-9 \$48.)

Both editions contain scholarly rationales of often challenged poetry, nonfiction, and/or fiction for children and young adults that are frequently taught in schools. The rationales are well-written by acclaimed authors, librarians, and/or scholar teachers and illustrate several ways to write an effective defense of books. There are several rationales written by the authors of the frequently censored books. The brief essays address why the books are challenged and the outcomes and gives specific reasons why the books should not be banned. *Censored Books: Critical Viewpoints* covers controversial books challenged during the years from 1950 to 1985 and is comprised of two parts. Part I consists of essays by noted authors on perspectives on censorship by omission and commission; and Part II is composed of 63 rationales in alphabetical order. *Censored Books II* includes rationales of the most challenged books available to children and young adults from 1985 to 2000 and consists of an excellent foreword by Nat Hentoff and 65 rationales that include five series titles. The rationales are in alphabetical order with an index of authors and titles in one alphabet.

(RCM) Reid, Louann (Ed.). *Rationales for Challenged Materials*. Fort Collins: CO: The Colorado Language Arts, 1987. (Louann Reid, English Department, Colorado State University, Fort Collins, CO 80523-1773 \$8).

The purpose of *Rationales for Challenged Materials* is to help teachers select and defend good books and films for young adults. Educators contributed 25 well-written rationales of books that would appeal to and benefit young adults. Each article contains bibliographic information; intended audience, a summary of the work, relationship of the material to

the educational program, impact on readers; potential problems with the work and ways to address them; references used; and alternative works. Articles about censorship and resources for combating censorship are included. In one article, Reid suggests and annotates the following novels that can be used singly or as pairs or groups to teach young adults about censorship: *Fahrenheit 451*, *The Day They Came to Arrest the Book*, *Memoirs of a Bookbat*, *A Small Civil War*, and *The Last Safe Place on Earth*.

(HLC) Becker, Beverley C. & Stan, Susan M. *Hit List for Children 2: Frequently Challenged Books*. 2nd Ed. Chicago, IL: American Library Association, 2002. (ALA, 50 E. Huron St., Chicago, IL 60611, ISBN 0-8389-0830-6 nonmember \$25, member \$22.50).

(HLYA) Lesesne, Teri S. & Chance, Rosemary. *Hit List for Young Adults 2: Frequently Challenged Books*. Chicago, IL: American Library Association, 2002. (ISBN 0-8389-0835-7 members \$22.50 nonmembers \$25.)

Both of these publications of the ALA's Office for Intellectual Freedom contain rationales of the most commonly challenged books appropriate for young adults and/or children and update the previous out-of-print editions, *Hit List for Children: Frequently Challenged Books* (1996) and *Hit List: Frequently Challenged Books for Young Adults* (1996). *Hit List for Children 2* offers suggestions for protecting 24 books, which includes two series and is arranged in alphabetical order by author. In *Hit List for Young Adults 2* the editors suggest how to protect 20 books and the essays are arranged in alphabetical order by title. Each entry in both books gives full bibliographical information and range in length from 1–4 pages. The essays include a summary of the challenged book with information that defends the use of the book in the curriculum or library; a history of its censorship with results; reviews of the book; articles about the book; background articles; references about the author; and sources recommending the book. An appendix in *Hit List for Children 2* informs the reader what ALA does to help librarians. *Hit List for Young Adults 2* has the following invaluable appendixes: reference works about authors, resources recommending challenged books, selected recent books on intellectual freedom, internet sites of intellectual freedom advocates, internet guides to intellectual freedom, tips for dealing

with censorship and selection, how to write a book rationale by Gloria Pipkin, the Library Bill of Rights, and ALA's statement, *The Freedom to Read*.

(RTYAL) Reid, Louann, & Neufeld, Jamie Hayes (Eds.) *Rationales for Teaching Young Adult Literature*. Portsmouth, NH: Boyton/Cook, 1999. (Heinemann, P. O. Box 6926, Portsmouth, NH 03802-6926, ISBN 1-693056-04-X \$23.)

Contains 22 excellent rationales of worthwhile books for young adults arranged in alphabetical order and recommended for classroom teaching. Each rationale contains bibliographic information, an excerpt from the book, intended audience, summary and relationship of the material to the program, impact on readers, potential problems with the work and ways to address them, references, and alternative works. The thought-provoking introduction and afterword should be read by all in-service and pre-service teachers. Additionally, there is an author index of titles mentioned in the text and an index of rationales by recommended grade level and theme.

In addition, educators have so many other invaluable resources that can be used for defending individual works and/or justifying the use of young adult literature in the classroom such as *From Hinton to Hamlet: Building Bridges Between Young Adult Literature and the Classics* (Hertz and Gallo 2005), *Adolescent Literature as a Complement to the Classics* series (Kaywell 1993-2000), *Reading Their World: the Young Adult Novel in the Classroom* (Monseau and Salvner 2000), *Interpreting Young Adult Literature: Literary Theory in the Secondary Classroom* (Moore 1997), *Teaching Banned Book* (Scales 2001) and *Adolescents in the Search for Meaning: Tapping the Powerful Resource for Stories* (Warner 2006). These excellent resources should be in every English department library.

A chart of previously challenged books and the sources for their rationales follows.

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Computers in Libraries, Emergency Librarian, Preserving Intellectual Freedom, Writers for Young Adults, Vol 3, Ohio Media Spectrum, ERIC: Resources in Education, and Focus: Teaching English Language Arts. *She is a contributor to Rationales for Challenged Books*, Vol. 1 & 2 (CD-ROM) (NCTE).

Works Cited

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Title	CD1	CD2	CB1	CB2	HLC2	HLYA2	RCM	RTYAL
365 Days, Ronald Glasser	X							
About David, Susan Beth Pfeffer	X							
The Adventures of Huckleberry Finn, Mark Twain	X		51-71					
The Adventures of Tom Sawyer, Mark Twain		X		1-9				
After the First Death, Robert Cormier	X							
After the Rain, Norma Fox Mazer	X							
The Afterlife, Gary Soto		X						
Alice (series), Phyllis Reynolds Naylor	X			10-19	31-35			
All Hallows' Eve, Charles Williams	X			20-27				
All-American Boys, Frank Mosca				28-38				
Always Running, Luis J. Rodriguez								
Am I Blue? Coming Out of the Silence, Marion Dane Bauer						1-2		10-19
Angel Face, Norma Klein	X							
Animal Farm, George Orwell	X							
Anne Frank: The Diary of a Young Girl, Anne Frank	X		72-79					
Annie on My Mind, Nancy Garden	X		80-86			3-4	3-4	81-88
Are You There, God? It's Me, Margaret, Judy Blume	X		87-97					
Arizona Kid, Ron Koertge	X							
Armageddon Summer, Jane Yolen & Bruce Coville		X		42-50				
As I Lay Dying, William Faulkner								
Athletic Shorts, Chris Crutcher						6-8		
Baby Be-Bop, Francisca Lia Block						9-10		
Battle of Jericho, Sharon Draper		X						
The Bean Trees, Barbara Kingsolver		X						116-123
Beggar's Ride, Theresa Nelson	X							
Beginner's Love, Norma Klein	X							
Being There, Jerzy Kosinski				51-57				
The Bell Jar, Sylvia Platt		X						
Beloved, Toni Morrison				58-69				
Best Girl, D.B. Smith	X							
Beyond the Chocolate War, Robert Cormier	X		98-108				10-13	
The Bible								
Black Boy, Richard Wright	X			109-116				

<i>Black Ice</i> , Lorene Cary	X								
<i>Black Like Me</i> , John Howard Griffin	X		117-124						
<i>Bless Me, Ultima</i> , Rudolfo Anaya	X		70-79						
<i>Bless the Beasts and Children</i> , Glendon Swarthout	X		125-129						
<i>Blubber</i> , Judy Blume	X	X	87-97		80-86	3-5			
<i>The Bluest Eye</i> , Toni Morrison	X	X	87-94						
<i>Boy Meets Boy</i> , David Levithan	X				95-99	47-48			
<i>The Boy Who Lost His Face</i> , Louis Sachar	X		130-143						
<i>Brave New World</i> , Aldous Huxley	X	X							
<i>A Break with Charity</i> , Ann Rinaldi	X								
<i>The Breakfast of Champions</i> , Kurt Vonnegut	X	X							
<i>Bridge to Terabithia</i> , Katherine Paterson	X	X			100-106	38-40			5-7
<i>Broken Bridge</i> , Philip Pullman	X								
<i>Bucking the Sarge</i> , Christopher Paul Curtis	X								
<i>The Bumblebee Flies Anyway</i> , Robert Cormier	X								
<i>The Canterbury Tales</i> , Geoffrey Chaucer	X		144-158						
<i>Captain Underpants and the Perilous Plot of Professor Poopyants</i> , Dav Pilkey	X								
<i>Carrie</i> , Stephen King	X		107-114						
<i>Catch-22</i> , Kurt Vonnegut	X		167-178						
<i>The Catcher in the Rye</i> , J. D. Salinger	X	X	159-166					11-14	
<i>Catherine Called Birdy</i> , Karen Cushman	X	X							
<i>The Cay</i> , Theodore Taylor	X	X							
<i>Chain Letter</i> , Christopher Pike	X	X							
<i>Cherokee Bat and the Goat Guys</i> , Francesca Lia Block	X								
<i>A Child Called "It,"</i> Dave Pelzer	X	X							
<i>The Chocolate War</i> , Robert Cormier	X	X	179-184					15-18	8-12
<i>Christine</i> , Stephen King	X								
<i>The Clan of the Cave of Bear</i> , Jean Auel	X		115-119						
<i>Class Trip</i> , Bebe Faas Rice	X								
<i>A Clockwork Orange</i> , Anthony Burgess	X	X	185-190						
<i>Cold Mountain</i> , Charles Frazier	X	X							
<i>The Color Purple</i> , Alice Walker	X	X	191-200						13-15
<i>Continental Drift</i> , Russell Banks	X								
<i>Crazy Horse Electric</i> , Chris Crutcher	X								
<i>Crazy Lady</i> , Jane Leslie Conly	X		120-125						47-54

"The Crucible," Arthur Miller						
Cujo, Stephen King	X		201-208	126-137		
Curious Incident of the Dog in the Night-time, Mark Haddon		X				
Curses, Hexes, and Spells, Daniel Cohen		X		138-143		
Dancing Naked, Shelley Hrdlitschka	X					
David and Jonathan, Cynthia Voigt		X				
David v. God, Mary E. Pearson	X			152-158	19-21	
A Day No Pigs Would Die, Robert Peck		X	209-219			
"Death of a Salesman," Arthur Miller	X		87-97			
Deenie, Judy Blume	X		220-225			
Deliverance, James Dickey		X				
The Devil's Arithmetic, Jane Yolen						16-17
The Diary of a Young Girl: The Definitive Edition, Anne Frank	X					
Dixie Storms, Barbara Hall	X					
Dogsong, Gary Paulsen	X					
Don't Look Behind You, Lois Duncan	X					
Double Date, R. L. Stine		X				
Dragonwings, Laurence Yep		X				
Drowning Anna, Sue Mayfield		X				
The Drowning of Stephan Jones, Bette Greene				159-162	22-23	
The Duplicate, William Sleator	X					
Eats: Poems by Arnold Adoff	X					
The Ear, The Eye, and the Arm, Nancy Farmer						63-71
The Eclipse of Moonbeam Dawson, Jean Davies Okimoto		X				
"The Effect of Gamma Rays on Man-In-The-Moon Marigolds," Paul Zindel	X					
The Electric Kool-Aid Acid Test, Tom Wolfe			226-236			
Ethan Frome, Edith Wharton	X					
Ever After, Rachel Vail		X				
The Executioner, Jay Bennett						
The Face on the Milk Carton, Caroline Cooney		X				
Fade, Robert Cormier		X		163-166		
Fahrenheit 451, Ray Bradbury		X				
Fallen Angels, Walter Dean Myers				167-172	24-25	163-170
Family of Strangers, Susan Beth Pfeffer	X					
Family Secrets, Norma Klein	X					

<i>A Farewell to Arms, Ernest Hemingway</i>	X				237-248	
<i>Farewell to Manzanar, Jeanne Wakatsuki Houston</i>		X				
<i>Feed, M. T. Anderson</i>		X				
<i>Fell, M. E. Kerr</i>	X					
<i>Finding My Voice, Marie G. Lee</i>	X					
<i>Flowers for Algernon, Daniel Keyes</i>	X				249-255	
<i>Forever, Judy Blume</i>	X				256-260	26-28
<i>Fountainhead, Ayn Rand</i>		X				
<i>Franny and Zooey, J. D. Salinger</i>		X				
<i>Freak the Mighty, Rodman Philbrick</i>		X				
<i>Frenchtown Summer, Robert Cormier</i>		X				
<i>Gangsta Rap, Benjamin Zepaniah</i>		X				
<i>Gathering Blue, Lois Lowry</i>		X				
<i>Geography Club, Brent Hartinger</i>		X				
<i>Girl, Interrupted, Susanna Kaysen</i>		X				
<i>The Giver, Lois Lowry</i>	X				173-175	26-27
<i>The Giver, Lynn Hall</i>	X					18-20
<i>Go Ask Alice, Anonymous</i>	X				261-267	29-31
<i>The Goats, Brock Cole</i>						7-9
<i>Going After Cacciato, Tim O'Brien</i>		X				
<i>Going for the Big One, P.J. Petersen</i>	X					
<i>The Golden Compass, Philip Pullman</i>		X				
<i>The Good Earth, Pearl S. Buck</i>	X				268-277	
<i>Good Night, Maman, Norma Fox Mazer</i>		X				
<i>Good-bye and Keep Cold, Jenny Davis</i>	X					
<i>Goosebumps (the series), R. L. Stine</i>		X				
<i>The Grapes of Wrath, John Steinbeck</i>	X				176-181	57-58
<i>The Grass Dancer, Susan Power</i>					278-287	
<i>The Grass Harp, Truman Capote</i>		X				
<i>The Great Gilly Hopkins, Katherine Paterson</i>	X					
<i>Grendel, John Gardner</i>	X				182-186	41-43
<i>The Growing Pains of Adrian Mole, Sue Townsend</i>	X				187-191	21-22
<i>The Handmaid's Tale, Margaret Atwood</i>		X				
<i>The Harmony Arms, Ron Koertge</i>		X			199-205	
<i>Harry Potter (series), J. K. Rowling</i>	X					
<i>The Headless Cupid, Zilpha K. Snyder</i>		X			206-212	44-46
					213-224	

<i>Heart of Darkness, Joseph Conrad</i>	X			32-33	
<i>Heartbreak and Roses, Janet Bode & Stan Mack</i>		X			
<i>Hello, I Lied, M. E. Kerr</i>		X			
<i>Here's to You, Rachel Robinson, Judy Blume</i>		X		288-293	
<i>A Hero Ain't Nothing But a Sandwich, Alice Childress</i>		X			
<i>The Hobbitt, J. R. R. Tolkien</i>		X		225-233	
<i>The House of Spirits, Isabel Allende</i>	X				
<i>House of Stairs, William Sleator</i>		X			
<i>The House on Mango Street, Sandra Cisneros</i>		X			
<i>How I Paid for College, Mark Acito</i>		X			
<i>How the Gracia Girls Lost Their Accents, Julie Alvarez</i>		X		234-242	
<i>How to Eat Fried Worms, Thomas Rockwell</i>		X		243-249	
<i>I Am the Cheese, Robert Cormier</i>		X			
<i>I Heard the Owl Call My Name, Margaret Craven</i>		X			
<i>I Know Why the Caged Bird Sings, Maya Angelou</i>		X		299-316	34-36
<i>I Never Promised you a Rose Garden, Joanne Greenberg</i>		X			
<i>If Beale Street Could Talk, James Baldwin</i>		X		294-298	
<i>If I Should Die Before I Wake, Han Nolan</i>		X			171-179
<i>In Country, Bobbie Ann Mason</i>		X			139-145
<i>In the Spirit of Crazy Horse, Peter Matthiessen</i>		X		250-258	
<i>Interstellar Pig, William Sleator</i>		X			
<i>Invisible Man, Ralph Ellison</i>		X			
<i>Invitation to the Game, Monica Hughes</i>		X			
<i>Ironman, Chris Crutcher</i>		X			55-62
<i>It's Not Easy Being Bad, Cynthia Voigt</i>		X			
<i>It's Ok If You Do Not Love Me, Norma Klein</i>		X		322-330	
<i>It's Perfectly Normal, Robie Harris</i>		X		259-263	22-23
<i>Jack, A.M. Homes</i>		X			96-103
<i>Jacob Have I Loved, Katherine Paterson</i>		X			
<i>Joey Pigza Loses Control, Jack Gantos</i>		X		331-337	
<i>Johnny Got His Gun, Dalton Trumbo</i>		X			
<i>The Joy Luck Club, Amy Tan</i>		X			
<i>Jubilee, Margaret Walker</i>		X			
<i>Jubilee Journey, Carolyn Meyer</i>		X			
<i>Julie of the Wolves, Jean Craighead George</i>		X		338-342	269-278 19-20
<i>Kaffir Boy, Mark Mathabane</i>		X		279-284	

<i>Keeping Christina, Sue Ellen Bridgers</i>	X					
<i>Kill the Teacher's Pet, Joseph Locke</i>	X					
<i>Killing Mr. Griffin, Lois Duncan</i>	X	285-289	37-38			
<i>The Kitchen God's Wife, Amy Tan</i>	X					37-46
<i>Lakota Woman, Mary Crow Dog & Richard Erdoes</i>	X	290-295				
<i>The Last Mission, Harry Mazer</i>	X					
<i>The Last Safe Place on Earth, Richard Peck</i>	X					
<i>The Late Great Me, Sandra Scoppetone</i>	X					
<i>Learning How to Fall, Norma Klein</i>	X					
<i>The Learning Tree, Gordon Parks</i>		343-350				
<i>A Lesson Before Dying, Ernest J. Gaines</i>	X	485-489	54-56			72-80
<i>A Light in the Attic, Shel Silverstein</i>	X					23-28
<i>Like Water for Chocolate, Laura Esquivel</i>	X					
<i>The Lion, Witch, and the Wardrobe, C.S. Lewis</i>	X					
<i>Little Altars Everywhere, Rebecca Wells</i>	X					
<i>Long Live the Queen, Ellen Emerson White</i>	X					
<i>The Lord of the Flies, William Golding</i>	X	351-357				
<i>The Lords of Discipline, Pat Conroy</i>	X					
<i>"The Lottery," Shirley Jackson</i>	X	358-362				
<i>Love is Not Enough, Marilyn Levy</i>	X					
<i>The Lovely Bones, Alice Sebold</i>	X					
<i>Lucky, Alice Sebold</i>	X					
<i>Lucy, Jamaica Kincaid</i>	X					
<i>Lyddie, Katherine Paterson</i>	X					
<i>The Man Who Fell In Love with the Moon, Tom Spanbauer</i>						27-29
<i>Manchild in the Promised Land, Claude Brown</i>						
<i>Maniac Magee, Jerry Spinelli</i>	X	363-369				
<i>The Maritain Chronicles, Ray Bradbury</i>	X					
<i>"Master Harold"... and the Boys, Athol Fugard</i>	X					
<i>May I Cross Your Gold River, Paige Dixon</i>	X					
<i>The Merchant of Venice, William Shakespeare</i>		370-378				130-138
<i>Memoirs of a Bookbat, Kathryn Lasky</i>						
<i>The Messenger, Lois Lowry</i>	X					
<i>Mick, Bruce Brooks</i>	X					
<i>The Midwife's Apprentice, Karen Cushman</i>	X					
<i>Montana, 1948, Larry Watson</i>	X					187-196

<i>The Monument</i> , Gary Paulsen	X			27-36
<i>The Moves Make the Man</i> , Bruce Brooks	X			
<i>My Brother Sam Is Dead</i> , James & Christopher Collier	X	305-323	10-12	
<i>My Crooked Family</i> , James Lincoln Collier	X	311-323		
<i>My Darling</i> , My Hamburger, Paul Zindel	X	379-381		
<i>My Losing Season</i> , Pat Conroy	X			
<i>My Posse Don't Do Homework</i> , Lou-Anne Johnson	X			
<i>Native Son</i> , Richard Wright	X	324-332		
<i>Never Cry Wolf</i> , Farley Mowat	X			
<i>Night</i> , Elie Wiesel	X			
<i>Night Kites</i> , M. E. Kerr	X			
<i>Nightjohn</i> , Gary Paulsen	X			
<i>Nightmares: Poems to Trouble Your Sleep</i> , Jack Prelutsky	X	333-343		
<i>Nineteen Eighty-Four</i> , George Orwell	X	382-387		
<i>The Obsession</i> , Jesse Harris	X			
<i>Oedipus Rex</i> , Sophocles	X			
<i>Of Mice and Men</i> , John Steinbeck	X	388-394		
<i>On Fire</i> , Ouida Sebestyen	X			
<i>One Day in the Life of Ivan Denisovich</i> , Alexander Solzhenitsyn	X	395-397		
<i>One Fat Summer</i> , Robert Lipsyte	X			
<i>One Flew Over the Cuckoo's Nest</i> , Ken Kessey	X	398-413		
<i>Ordinary People</i> , Judith Guest	X	414-423		
<i>Othello</i> , Julius Lester	X			
<i>Other Bells for Us to Ring</i> , Robert Cormier	X			
<i>Our Bodies, Ourselves</i> , The Boston Women's Health Collective	X	424-430		146-154
<i>Out of Control</i> , Norma Fox Mazer	X			89-95
<i>Out of the Dust</i> , Karen Hesse	X			
<i>The Outsiders</i> , S. E. Hinton	X			
<i>Pardon Me, You Are Stepping on My Eyeball</i> , Paul Zindel	X	431-441	39-40	
<i>Pay it Forward</i> , Catherine Ryan Hyde	X			
<i>Peace Like a River</i> , Leif Enger	X			
<i>Pedro and Me</i> , Judd Winick	X			
<i>The Perks of Being a Wallflower</i> , Stephen Chbosky	X			41-42
<i>Pet Sematary</i> , Stephen King	X			
<i>The Pigeon</i> , Jay Bennett	X			
<i>The Pigman</i> , Paul Zindel	X	344-350	43-44	

<i>Plainsong</i> , Kent Haruf					X	
<i>The Power of One</i> , Bryce Courtenay					X	
<i>The Prince of Tides</i> , Pat Conroy					X	
<i>Push</i> , Sapphire					X	
<i>Ragtime</i> , E. L. Doctorow						
"A Raisin in the Sun," Lorraine Hansbury				X		
<i>The Rats Saw God</i> , Rob Thomas					X	
<i>Rebecca</i> , Daphne Du Maurier					X	
<i>The Red Badge of Courage</i> , Stephen Crane					X	
<i>The Red Pony</i> , John Steinbeck					X	
<i>Remembering the Good Times</i> , Richard Peck				X		
<i>Revolting Rhymes</i> , Roald Dahl						351-356
<i>Ricochet River</i> , Robin Cody				X		
<i>A Rock and a Hard Place</i> , Anthony Godby Johnson				X		
<i>Romeo and Juliet</i> (film), Franco Zeffirelli				X		30-33
<i>Ruby</i> , Rosa Guy				X		
<i>Run, Shelley</i> , Run, Gertrudeamuels						442-448
<i>Running Loose</i> , Chris Crutcher				X		357-365
<i>The Sacred Circle of the Hula Hoop</i> , Kathy Kennedy Tapp				X		
<i>Sahara Special</i> , Esme' Raji Codell				X		
<i>Saturnalia</i> , Paul Fleischman				X		
<i>The Scarlet Letter</i> , Nathaniel Hawthorne				X		449-455
<i>Scary Stories</i> (series), Alvin Schwartz				X		366-371
<i>Schindler's List</i> (Film), Steven Spielberg				X		49-51
<i>The Secret Life of Bees</i> , Susan Monk Kidd				X		34-36
<i>A Separate Peace</i> , John Knowles				X		
<i>Shade's Children</i> , Garth Nix				X		45-46
<i>The Shadow Brothers</i> , A. E. Cannon				X		
<i>Shattering Glass</i> , Gail Giles				X		
<i>The Shining</i> , Stephen King						107-114
<i>Shizuko's Daughter</i> , Kyoko Mori						155-162
<i>Show Me!</i> William McBride						372-379
<i>Siddhartha</i> , Herman Hesse					X	
<i>Singularity</i> , William Sleator				X		
<i>Sir Gawain and the Loathly Lady</i> , Selina Hastings & J. Wijnagaard						380-386
<i>The Sisterhood of the Traveling Pants</i> , Anne Brashares					X	

<i>Slaughterhouse-Five</i> , Kurt Vonnegut	X	464-470		
<i>Slave Dancer</i> , Paula Fox	X			
<i>Snow Falling on Cedars</i> , David Guterson	X	395-402		
<i>Song of Solomon</i> , Toni Morrison	X	387-394		
<i>Sons and Lovers</i> , D. H. Lawrence	X			
<i>Soul Daddy</i> , Jacqueline Roy	X			
<i>Space Station Seventh Grade</i> , Jerry Spinelli	X		47-48	
<i>Speak</i> , Laurie Halse Anderson	X			124-129
<i>The Spirit House</i> , William Sleator	X			
<i>Spite Fences</i> , Trudy Krisher	X			
<i>Staying Fat for Sarah Byrnes</i> , Chris Crutcher	X			
<i>Steffie Can't Come Out to Play</i> , Fran Arrick	X			
<i>Stranger in a Strange Land</i> , Robert A. Heinlein	X			
<i>Stranger with My Face</i> , Lois Duncan	X			
<i>Stuck in Neutral</i> , Terry Trueman	X			
<i>Summer of Fear</i> , Lois Duncan	X	409-413		
<i>Summer of My German Soldier</i> , Bette Greene	X			
<i>Summer Rules</i> , Robert Lipsyte	X			
<i>Surviving the Applewhites</i> , Stephanie Tolan	X			
<i>Sweet Sixteen and Never</i> , Jeanne Bethancourt	X			
<i>Taming the Star Runner</i> , S. E. Hinton	X			
<i>Tears of a Tiger</i> , Sharon Draper	X			
<i>Tell Us Your Secret</i> , Barbara Cohen	X			
<i>Tenderness</i> , Robert Cormier				37-38
<i>The Terrorist</i> , Caroline B. Cooney			49-50	
<i>That's My Baby</i> , Norma Klein	X			
<i>Their Eyes Were Watching God</i> , Zora Neale Hurston	X			
<i>Then Again Maybe I Won't</i> , Judy Blume	X	471-475		39-41
<i>Tiger Eyes</i> , Judy Blume	X	414-418		104-115
<i>Time Windows</i> , Kathryn Reiss	X			
<i>To Kill a Mockingbird</i> , Harper Lee	X	476-484		
<i>The Truth Trap</i> , Francis A. Miller	X			
<i>Tunes for Bears to Dance To</i> , Robert Cormier	X			
<i>Tunnel Vision</i> , Fran Arrick	X			
<i>Twist of Gold</i> , Michael Morpurgo	X			
<i>The Unfinished Portrait of Jessica</i> , Richard Peck	X			

<i>Up a Road Slowly</i> , Irene Hunt	X				
<i>Up Country</i> , Alden Carter	X				
<i>Up in Seth's Room</i> , Norma Fox Mazer	X				
<i>Ups and Downs of Carl Davis III</i> , Rosa Guy	X				
<i>Valley of the Horses</i> , Joan M. Auel			115-119		
<i>Vampire Almanac</i> , R.C. Welsh	X				
<i>Vision Quest</i> , Terry Davis	X		419-426		
<i>Walk Two Moons</i> , Sharon Creech	X				
<i>The Warmest December</i> , Bernice L. McFadden	X				
<i>Wart, Son of Toad</i> , Alden Carter	X				
<i>The Watcher</i> , James Howe	X				
<i>The Water is Wide</i> , Pat Conroy	X				
<i>Watership Down</i> , Richard Adams	X				
<i>The Watsons Go to Birmingham—1963</i> , Christopher Paul Curtis	X				
<i>A Way of Love</i> , A Way of Life, Frances Hanckel & John Cunningham	X				
<i>We All Fall Down</i> , Robert Cormier	X		427-435		20-26
<i>Weetzie Bat</i> , Francesca Lia Block	X				
<i>The Westing Game</i> , Ellen Raskin	X				
<i>What's Happening to My Body?</i> , Lynda Madaras			436-445		
<i>When Dad Killed Mom</i> , Julius Lester	X				
<i>When She Hollers</i> , Cynthia Voigt					
<i>Where the Sidewalk Ends</i> , Shel Silverstein	X				
<i>Where'd You Get That Gun, Billy?</i> , Fran Arrick	X		485-489		
<i>The White Mercedes</i> , Philip Pullman	X				
<i>Who Killed My Daughter</i> , Lois Duncan	X				
<i>Who's Afraid of Virginia Woolf?</i> , Edward Albee	X				
<i>Winning</i> , Robin Brancato					
<i>The Witches</i> , Roald Dahl			446-451	15-16	
<i>Witness</i> , Karen Hesse	X				
<i>Woman Hollering Creek</i> , Sandra Cisneros	X				
<i>Words by Heart</i> , Ouida Sebestyen	X				
<i>A Wrinkle in Time</i> , Madeline L'Engle	X		452-457	23-25	
<i>Wuthering Heights</i> , Emily Bronte					
<i>The Year of the Gopher</i> , Phyllis Reynolds Naylor	X				
<i>The Year without Michael</i> , Susan Beth Pfeffer	X				42
<i>A Yellow Raft in Blue Water</i> , Michael Dorris			458-465		

This authoritative handbook gives you the information you need to defend challenged books with an informed response and ensure free access to young book lovers. With a profile of each book that includes its plot and characters, related materials and published reviews, awards and prizes, and Web and audiovisual resources, you will be prepared to answer even the toughest attacks. Kids. To read this book, upload an EPUB or FB2 file to Bookmate. How do I upload a book? Search on Google. Impression. Defending the Undefendable performs the service of highlighting, the fullest and starkest terms, the essential nature of the productive services performed by all people in the free market. By taking the most extreme examples and showing how the Smithian principles work even in these cases, the book does far more to demonstrate the workability and morality of the free market than a dozen sober tomes on more respectable industries and activities. Defending Jacob is an American crime-drama novel written by novelist William Landay. The book was published in January 2012 by Random House. It tells the story of a father dealing with the accusation that his 14-year-old son is a murderer. Andy Barber is an assistant district attorney in Newton, Massachusetts. He is investigating the murder of a 14-year-old boy, Ben Rifkin, who was a classmate of his son Jacob. Andy initially suspects Leonard Patz, a known local pedophile, but soon, he is approached