Annotated Bibliography


Alsup and Bush present a collection of pedagogical narratives written by secondary teachers and thoughtful responses to these narratives by experienced teachers and teacher educators. They also include concise summaries of related theory and research and controversies in the field, through annotated bibliographies for continued reading, discussion questions, and suggested learning activities for preservice teachers.

Armstrong, Thomas. *The Multiple Intelligences of Reading and Writing.* Alexandria: ASCD, 2003. Armstrong points out that most teachers consider reading and writing to be part of only the "linguistic intelligence." In this book he shows how involving the other seven intelligences (as noted in Howard Gardner's MI Theory)-logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, and naturalistic-will help students acquire reading and writing skills, especially those students who are not particularly strong in linguistic intelligence.


Beach, Richard. *A Teacher's Introduction to Reader-Response Theories.* Urbana, IL: NCTE, 1993. Richard Beach is a professor of English education at the University of Minnesota. He offers an overview of the wide range of reader-response theories that have transformed the field of literary theory, criticism, and
pedagogy. Beach discusses the relationships between reader and text from textual, experiential, psychological, social, and cultural theoretical perspectives.

Beers, Kylene. *When Kids Can’t Read: What Teachers Can Do*. Portsmouth: Heinemann, 2003. Beers presents her extensive research results on helping place an emphasis on reading instruction in the secondary classroom. She provides useful strategies for before, during and after reading as well as explicit instruction in comprehension, vocabulary, spelling, and fluency.

Bryson, Michael. *The Tyranny of Heaven*. Newark: Delaware UP, 2004. Bryson argues, supported through detailed research, that the God Milton presents in PL and PR is neither "good" nor "God." He contends that Milton uses this portrayal, not to suggest that his character represents God, but to argue strongly that it does not. Bryson's work serves as a link between Neo-Christian critics and Romantic critics.

Crump, Galbraith M., ed. *Approaches to Teaching Milton's Paradise Lost*. New York: MLAA, 1986. This collection is one volume of a series released by The Modern Language Association of America entitled *Approaches to Teaching Masterpieces of World Literature*. This volume, edited by Galbraith Crump, focuses specifically on teaching *Paradise Lost* to modern undergraduate students. It offers lesson suggestions and teaching approaches from a wide variety of contributors. The book is laid out in two parts: materials and approaches.

Daniels, Harvey. *Literature Circles: Voice and Choice in Book Clubs & Reading Groups*. Ontario: Stenhouse, 2002. Harvey Daniels is a leader in field of literacy. This book discusses the importance of accompanying reading with discussion in
order to fully appreciate the text. Daniels explains how literature circles, other
group activities, and even adult book groups facilitate understanding and
enjoyment of all literature.

Durham, Charles W. and Kristin P. McColgan, ed. Spokesperson Milton. Selinsgrove:


Edwards analyzes Paradise Lost from a naturalist perspective. She discusses the
poem's "imaginative and symbolic possibilities for the natural world" as its
representations relate to the sciences of biology and botany. Edwards contends
that Milton presents the natural world, with its plants and animals, as a place alive
with rich meaning. The book is divided into three main sections: one dealing with
a re-reading of the PL, another which focuses on the animals presented in PL, and
the last with attention to the "garden."


Gregg, Gail P. and Pamela S. Carroll, ed. Books and Beyond: Thematic Approaches for

Kaywell, Joan, ed. Adolescent Literature as a Complement to the Classics. 4 vols.
Norwood: Christopher-Gordon, 1993-2000. Kaywell serves as editor for this
multi-volume set of collections which offers suggestions of ways in which
teachers can employ popular young adult literature to aid in teaching literary
classics to adolescents.

Labriola, Albert C. and Edward Sichi, ed. Milton's Legacy in the Arts. London:
Pennsylvania State UP, 1988. Dr. Albert C. Labriola and Dr. Edward Sichi have
collected essays which deal with Milton's vast influence on the various arts. This book is divided into three parts: his influence on illustrations, performing arts, "the philosophy of form." Its central point is Milton's impact on various disciplines.

Lazzari, Marie, ed. *Epics for Students*. Detroit: Gale, 1997. Lazzari has put together a collection for teachers who plan on teaching epics in their classrooms. The book contains analysis of works, similar to *Sparknotes* or *Cliff's Notes*, but done so more with a teacher in mind than a student reader. Each entry also provides historical context for the epics discussed. Lazzari has also included several examples of literary criticism to accompany each selection. Some of the included epics are *Paradise Lost*, *The Iliad*, and *The Odyssey*.

Gregg, Gail P. and Pamela S. Carroll, ed. *Books and Beyond: Thematic Approaches for Teaching Literature in High School*. Norwood: Christopher-Gordon, 1998. University professors Gail P. Gregg and Pamela S. Carroll have collected and edited this work which focuses on teaching literature to high school students through the employment of a variety of thematic approaches. The book is broken down into several broad thematic units, such as "exile" in which *Paradise Lost* is discussed. This book offers teaching suggestions from various teachers who have tried, tested, and modified their approaches to literature studies to allow their students to become highly successful.

Reid, Louann, ed. *Rationales for Teaching Young Adult Literature*. Portland: Calendar Islands, 1999. Reid provides a collection of essays from teachers of English literature which evaluate 22 young adult novels, exploring intended audience,
relationship to the curriculum, potential impact on students, treatment of controversial subjects, and alternative and related works.
