Elizabeth M. Huessy. Change Makers: An Annotated Bibliography of Social Action in Children's and Young Adult Literature. A Master's Paper for the M.S. in L.S degree. April, 2015. 54 pages. Advisor: Sandra Hughes-Hassell

A recent focus in education on the importance of teaching social justice issues necessitates the creation of resources to support teachers and librarians in this work. This annotated bibliography recommends a selection of children's and young adult literature that features social action and social justice in the areas of human and civil rights, labor and community organizing, and the environment and animal welfare. This resource is not comprehensive, rather it highlights a selection of high-quality literature published in the last twenty years that through the genres of realistic fiction, historical fiction, narrative non-fiction and biography, provides models of social action for young people. Through identification with the literary role models in these works, children and teens can begin to understand the myriad forms that social justice can take and be empowered to make change in their own lives. This, then, is a collection of works for exploring the lives of historical change makers, imagining fictional ones, and identifying with the unsung heroes in our midst today.

Headings:

Social Justice

Children's Literature

Young Adult Literature

Education

School Library Booklists

Books & Reading – Social Justice

CHANGE MAKERS: AN ANNOTATED BIBLIOGRAPHY OF SOCIAL ACTION IN CHILDREN'S AND YOUNG ADULT LITERATURE

Elizabeth M. Huessy

A Master's paper submitted to the faculty
of the School of Information and Library Science
of the University of North Carolina at Chapel Hill
in partial fulfillment of the requirements
for the degree of Master of Science in
Library Science.

Chapel Hill, North Carolina

April 2015

Approved by

_____

Sandra Hughes-Hassell

Table of Contents

Introduction 2
Literature Review 3
Methods 10
Conclusions 13
Bibliography and Annotations 15
- Civil and Human Rights 15
- Labor and Community Organizing 31
- The Environment and Animal Welfare 41

References 50

Introduction

The literature that children and teens are exposed to plays a formative role in their lives and performs the important function of broadening their perspectives, leading them to ask questions about their world and furthering their moral and social development (Mar, 2008). Reading involves young people in the process of understanding and finding their place in the societal structures that surround them. Introducing them to issues of social justice is essential from an instructional standpoint, as well as that of personal growth and introspection. Young people should encounter the empowering stories of change makers from the past, but it is equally important to remind them that the struggles of our predecessors are our struggles as well.

Social justice education combines this idea of empowerment with critical thinking, global perspectives and a commitment to social action. In order to engage young people in social action, we need to not only populate the shelves of our libraries with works of literature that connect readers to the social movements and activists of the past and present, but also to incorporate this literature into instruction in meaningful ways. Through identification with the literary role models, and processing the "road maps" provided by these works, children and teens can begin to understand the many forms that social justice can take and be empowered to make change in their own lives.

Literature Review

To examine the ways in which educators can use social action in literature and curricula and empower students to realize their own potential for social change, we must first explore the ways in which reading, itself, is key to social development. For instance, while narrative fiction can be entertaining, that is not its sole purpose. Stories are vehicles for social knowledge, simulating "the social world through abstraction" and allowing for "compelling and efficient transmission of social knowledge" (Oatley, 2008). The power of stories is their compelling nature and through the draw people feel to the story, they open themselves to the models of social interaction that are contained within the story. Readers consciously or subconsciously build upon their social schema by reading.

Reading fiction is of extreme importance in expanding young people's empathy, worldviews and perspectives. However, realistic fiction, specifically, aids readers in making connections to their own lives and potentially taking action to change their own environment. In recent years, research has been conducted on literacy among young African American males, asking how to build upon their assets and empower them through literacy choices. However, the research on how literature can be used to empower marginalized youth can also be used to further our understanding of engaging all students in culturally relevant literature. Cynthia Tyson explored the ways in which realistic fiction, or "fictionalized narratives based on socially significant events" (Tyson, 1999), can raise awareness of social issues among young African American males and elicit connections to the readers' own lives. Tyson found that through open discussion of the issues presented in the literature, students were able to further their understanding of the "responsibilities necessary for social change" (Tyson, 1999). By engaging in

discussions grounded in literature, educators can foster personal growth, confidence and a broadening of perspectives.

Critical pedagogy scholar, Paolo Freire brought the idea of "conscientization," or critical consciousness, to the study of literacy. Conscientization can be described as the presence of mind necessary for readers to be fully aware of the social context of their reading: reading the world around them, as well as the words on the page (Sernak, 2006). The practice of conscientization is yet another way in which reading has the potential to raise our awareness of our own surroundings and how we fit into them. To prepare young people for a place in the adult world, educators, parents and caregivers must move beyond traditional literacy instruction, as these skills are not "sufficient in our diverse and troubled world" (Banks, 2003). Students must be armed with critical literacies that enable them to situate the text they are reading in a global context, as well as extracting their own relation to the text.

In order to build a socially conscious understanding of their world, people must also question the institutions and societal norms that structure that world. Young people from marginalized groups need to "question the answers, not answer the questions, in order to take control of their lives" (Sernak, 2006). This sentiment is echoed in James A. Banks' (2003) assertion that young people must "question the assumptions of institutionalized knowledge and use knowledge to take action that will make the world a just place in which to live and work." The key to this ability to question and heightened social awareness is the development of critical thinking, as well as being able to engage in dialog to explore these issues. Banks also asserts that modern literacy should "focus on global issues and problems, as well as action that can help to resolve them" (2003). By

providing access to literature that engages children and teens in questioning institutions that regulate society, educators can raise awareness of issues that young people will face as they continue to mature. Creating an environment in which they feel they can explore these issues can make a significant difference in their own concept of themselves and their potential for social change.

Social change is a mainstay of social justice education, an educational model that is "democratic and participatory" and whose goal is "full and equal participation of all groups in a society that is mutually shaped to meet their needs" (Bell, 1997, as cited in Hackman, 2005). The teacher's role in social justice education is creating an empowering and active "critical education environment," giving students a voice (Hackman, 2005), as well as encouraging "engaged civic agency" (Oyler, 2012). In participating in social justice education, a student "challenges the status quo" and works to "discover alternative paths for self- and social development" (Del Gandio, 2014). There are many different educational models that address issues of social justice, whether it is referred to as social justice education or social action curriculum or another label, and can incorporate ideas from multicultural teaching models and critical pedagogies.

Bree Picower designed a model of social justice education from six basic elements: "Self Love and Knowledge, Respect for Others, Issues of Social Injustice, Social Movements and Social Change, Awareness Raising, and Social Action" (2012). Each element builds on the next, from creating a respectful classroom community to confronting issues of injustice to exploring how people have fought for change, and finally, taking real social action. In element four, Social Movements and Social Change, teachers provide students with examples of how ordinary people have stood up to

injustice and oppression. While leaders of social movements are important to include in instruction, just as important is "the base upon which such leaders stood (Picower, 2012). Well-known heroes and change makers of various kinds should not be disregarded, but they must still be seen as one member of a movement: nobody works in isolation. Highlighting relatable figures in these movements can give students hope and "tangible models of what it looks like to stand up on the side of justice" (Picower, 2012).

Another model was built from observation of a variety of teachers' community activism projects: Celia Oyler created a definition of social action curriculum which includes "observing that the world has problems, understanding that these problems have root causes, analyzing the current problems and their causes, and joining together with others to create solutions" (2012). Teachers support this curriculum by giving decision-making power to students, providing multiple viewpoints, situating content in larger understandings of history and society, and facilitating social action and community organizing skills (Oyler, 2012). Similarly, Hackman's (2005) five essential components for social justice education touch on themes of global awareness and critical thinking, including "content mastery, tools for critical analysis, tools for social change, tools for personal reflection, and awareness of multicultural group dynamics."

Teaching models for multicultural literature are also relevant here, because they ideally give voices to many different experiences and populations, which social justice education strives to do as well. Banks (2009) describes different approaches to teaching multicultural content progressing from the Contributions Approach, which teaches little but heroes and holidays, to the Additive Approach, which adds some diverse perspectives to the curriculum, to the Transformative Approach, in which educators actually change

the curriculum to meaningfully incorporate these diverse perspectives. The last stage of teaching multicultural content is the Social Action Approach, where students "make decisions on important social issues and take actions to help solve them" (Banks, 2009), reflecting the previous models' goals of social action.

The first stage in Banks' model is the Contributions Approach, which focuses on heroes and holidays, but does little to engage students in critical thinking or diverse perspectives: these narratives could be seen as an "appendage to the main story" (Banks, 2009). However, it is possible to use hero narratives in social justice or multicultural education when these heroes expose systematic problems or "challenge the dominant class and social structure in society" (Banks, 2009). Rather than being framed as fixing one anomalous instance of injustice, these heroes can provide inspiration and models for change through their defiance of institutional inequality. The label of "heroes" proves problematic once again as some students may feel frustration with social justice discussions and curriculum that criticize and diminish national heroes, like the Founding Fathers, by pointing out the systems of oppression they were active in. However, Howard Zinn points out that there are alternatives to this class of national hero: "our country is full of heroic people who are not presidents or military leaders or Wall Street wizards, but who are doing something to keep alive the spirit of resistance to injustice and war" (2000). These change makers are the ordinary people that students can often relate to better than traditionally idealized historical figures. It is also important to "distinguish between individual acts of kindness and conscience and the need for larger systemic change" (Del Gandio, 2014): one of these will expand students' understanding of an

issue, while the other is easy to ignore and does nothing to enhance the student's perspective.

Many models of social justice education emphasize the importance of experiencing each stage of the curriculum, such as creating a respectful classroom environment, building content knowledge, and teaching tools for action. Picower (2012) notes that if, in her model, teachers describe the social changes initiated in the past without moving on to connect these stories to students' lives, "it remains something that only 'other' people do." In addition, stopping at educating young people about global oppression and systemic injustice can lead to students from marginalized populations "[re-experiencing] the frustration of oppression," and the class as a whole encountering general feelings of powerlessness (Hackman, 2005). To counteract this situation, educators must ensure that students possess an understanding of the "direction for the application of that knowledge" in their lives through critical analysis, dialog, or community organizing (Hackman, 2005). Establishing that students understand the actions they can take personally to fight injustice in their own communities is a key element to social justice education.

How can literature facilitate the implementation of these curricula? Scholars have identified types of literature that are essential to include in instruction, because of their facilitation of social justice goals. Alfred Tatum (2008) worked with African American males living in poverty and contended that "literary instruction can serve as a mechanism to shape a more egalitarian, just society by paying attention to the needs of adolescents living in high-poverty communities." Tatum described the idea of an "enabling text," which includes a "social, cultural, political, spiritual or economic focus" (Tatum, 2008).

Enabling texts have four main characteristics in common whose use may be generalized beyond the sphere of young African American males to young people everywhere: they portray a healthy psyche, collective struggles, road maps for action, and a modern awareness of the real world (Tatum, 2008). These characteristics mirror tenets of social justice education, such as self-reflection, global perspectives and models of social action. By engaging with literature that is culturally relevant and "enabling," young people, even reluctant readers, can build literacy skills and "develop their literary voice into social agency to act on their own behalf and on the behalf of others" (Tyson, 1999).

The use of multicultural literature is essential to any library collection or school curriculum, but it is particularly well-suited to use in social justice education, where the exploration of multiple perspectives is crucial. The school library that features "the perspectives of a range of cultures can serve as a form of advocacy on behalf of students from minority backgrounds," offering a sense of belonging and inclusion, as well as giving students from dominant groups a new perspective (Agosto, 2007).

Within multicultural literature are examples of counter-stories, "the stories of those people whose experiences are not often told, including people of color, the poor and members of the LGBTQ community" (Hughes-Hassell, 2013). These narratives are central to social justice education as they make the "oppression and victimization of people of color and indigenous peoples visible" (Hughes-Hassell, 2013). The weight of these narratives is necessary for students to understand, not as individual sad stories, but as evidence of systemic injustice. By reading these stories, students can "develop genuine respect and understanding of socially and politically oppressed peoples" and understand the need for social action to fight these injustices (Martin, 2012).

Humboldt State University Professor Eric Rofes contends that movements and social change "do not happen biologically" and they are not state-led: "there were people themselves who led those changes" (Oyler, 2012) Whether narrative non-fiction, biography, historical fiction or contemporary realistic fiction, reading literature that highlights social movements of the last century and the social action possible today can empower young people and further the development of "thoughtful, committed, and active citizens" (Banks, 2003).

Methods

This bibliography was developed to support social justice education and will include annotated entries for children's and young adult literature on the subject of social justice movements and social action. The product is a teaching resource for educators interested in encouraging social justice, awareness and action through engagement with texts that present models of change making. For the purposes of this bibliography, I am using Oyler's (2012) definition of social action as creative initiatives for change taken in connection with others in a community.

The topics selected for the bibliography include labor movements, civil rights movements, LGBTQ rights movements, indigenous peoples' movements, disability rights movements, environmental movements, and immigrants' rights movements. Examples of specific movements include the Civil Rights Movement, the American Indian Movement, the Green Belt Movement and the Chipko Movement. During the course of my research, my focus expanded from literature addressing specific social justice movements to literature that featured characters engaging in social action of many kinds. The aim in

selecting literature addressing these topics is to link past and present efforts to create change and challenge injustice and to demonstrate the continued relevance and the evolving struggles of these groups. The genres of realistic fiction, historical fiction, narrative non-fiction and biography were chosen as examples of literary genres that might best support the identification with the activists in the stories.

I began my search for relevant titles through book award lists, such as the Jane Addams Children's Book Award, Coretta Scott King Book Award, Lambda Literacy Award, American Indian Youth Literature Award, International Latino Book Awards, Carter G. Woodson Award, Pura Belpré Award, Asian/Pacific American Award for Literature, and the Amelia Bloomer List. I also investigated booklists from groups and publications such as Teaching for Change, Rethinking Schools, Teaching Tolerance, Cooperative Children's Book Center, Rich in Color and more. My first round of selections consisted of looking for titles on the subject of the chosen social movements on awards lists. The second and third rounds of selection focused on booklists from the above organizations and searches of the Children's Literature Comprehensive Database and NoveList for similarly relevant titles. I first used keywords extracted from the names of the social movements, themselves, and words related to social action, such as "protest," "demonstration" and "strike." Then I searched for titles containing the names of key figures in these movements, as well as internationally recognized figures, such the Nobel Peace Prize winners. To narrow down the results, I have limited my selection to books published within the last twenty years, as well as the titles that have received almost exclusively positive reviews. In the non-fiction titles, books on the subject of

social action that took place from the women's rights movement to the present will be included.

The 71 titles I have selected are divided into three categories of social action: civil and human rights (38 titles), labor and community organizing (17 titles), and the environment and animal welfare (16 titles). While some titles feature action that fits into more than one category, a primary category was chosen to simplify the organization of the bibliography. Within these categories, the Highlighted Titles are listed first, but all selections are organized by recommended grade level. Each title's annotation will include Author, Title, Imprint, Recommended Grade Level, Subgenre(s), Recommendation/ Review Sources, Plot Summary, Awards, and Subjects. Highlighted Titles will also include an evaluation of the text and any other recommended resources on the subject. In each of these texts, I will look for relatable characters, a successful portrayal of the action's community base, and models for readers' own activism.

All titles were selected using the literature databases NoveList and Children's Literature Comprehensive Database, which also provided the plot summaries and subject headings. Recommended grade levels were taken from School Library Journal's reviews when available. This is not a comprehensive list of all books that feature social action: I attempted to find quality texts that addressed a wide variety of subjects, giving preference to lesser known events and people within broader movements. While the focus of the list is on narrative non-fiction, biography, historical fiction and realistic fiction, there are some traditional non-fiction titles that are included because of their high quality or because they address an issue as yet unrepresented on the list.

Conclusions

My research into social action in children's and young adult literature has brought to light some gaps in this genre, as well as some trends in new publications. Many of the non-fiction texts in this selection include very detailed end matter: author's notes on the events of the story, photographs, websites to explore, and occasionally, endpapers that add maps or diagrams to the text. As far as the stories' content, a theme among many titles is a focus on intergenerational interactions. Grandparents are often the catalysts for social action in these stories, or were at least supportive of the protagonist's growing awareness of the social injustices that surrounded them, as in books like *The Revolution of Evelyn Serrano* and *That's Not Fair!: Emma Tenayuca's Struggle for Justice*.

Much of the available literature featuring social action takes place in the 1960s and 1970s. While there exist practical reasons for the focus on that time period, rather than more contemporary issues, framing social action as something only acceptable "back then" is problematic. For many of the areas in which gaps have been discovered, some adult resources on the topic can be found, but very little literature for young people exists.

One gap in the literature is in non-fiction on the subject of Asian Pacific Islander activists and their fight for rights in the United States. Certain subjects, such as Japanese Internment or Chinese American experiences of the transcontinental railroad, are now being addressed in children's and young adult literature, but to be able to provide quality instruction on these subjects and others, a greater selection is needed. American Indian populations have also been neglected in popular literature. There is no excuse for major reviewing bodies, as well as popular literature databases omitting titles by native authors

that were acclaimed by *A Broken Flute*, Debbie Reese or other American Indian literature reviewers. Muslim Americans are also underrepresented in the literature and where Muslim characters do appear, they are most often recent immigrants to the country.

Overall, most of the topics related to social action that were outlined in the Methods section are underrepresented in youth literature apart from the Civil Rights Movement. There is a wealth of literature for children and teens about the Civil Rights Movement (the bibliography's Civil and Human Rights category contains twice as many titles as the other two). Importantly, however, texts are moving beyond traditional or more monolithic narratives to include events and people previously ignored in youth literature, such as non-violent civil rights leader Bayard Rustin and civil rights pioneer Claudette Colvin. However, even in this large selection, certain important figures have yet to be introduced to children's and young adult literature. For instance, labor and civil rights leader A. Philip Randolph has an entry in *Hand in Hand: Ten Black Men who Changed America*, but the few young adult titles that focused on his work got mixed reviews. The need for literature for young people that features social action will never be satisfied, however, gaps in the literature are contributing to the misrepresentation of marginalized groups in children's and young adult literature.

Bibliography and Annotations

Civil and Human Rights

Highlighted Titles:

Author: Tonatiuh, Duncan
Title: *Separate is Never Equal: Sylvia Mendez & Her Family's Fight for Desegregation*
Imprint: New York: Abrams Books for Young Readers; 2014; 40p.
Recommended Grade Level: Gr K-5
Subgenre: Biography, Picture Book, Non-fiction
Recommendation/Review Sources: NoveList, School Library Journal Starred Review, Kirkus Starred Review, Publishers Weekly
Plot Summary: Years before the landmark U.S. Supreme Court ruling Brown v. Board of Education, Sylvia Mendez, an eight-year-old girl of Mexican and Puerto Rican heritage, played an instrumental role in Mendez v. Westminster, the landmark desegregation case of 1946 in California.
Awards: Pura Belpré Illustrator Honor Book, School Library Journal Best Nonfiction Books, Robert F. Sibert Information Honor Book 2015, Tomás Rivera Award for Younger Readers 2015
Subjects: California, Discrimination in education, Latino Americans, Integrated schools, Mendez v. Westminster, Segregation, Sylvia Mendez, 1940s
Annotation:
Sylvia's experience may remind readers of Ruby Bridges' story, but Sylvia Mendez' lesser-known tale takes place fifteen years earlier in 1946 California. Tonatiuh succeeds in bringing this important story of educational segregation to life with his folk art style illustrations and relatable characters. The Mendez family fought hard to give their children the education they deserved and were eventually successful in the court case Mendez v. Westminster. The end matter includes photos of Sylvia and her family, a bibliography, glossary, index, and a detailed author's note explaining her story.
In the "About the Text," section, Tonatiuh tells us that the book's dialogue is based on his conversations with Sylvia about her experience and that the Mendez v. Westminster courtroom dialogue is pulled directly from court transcripts. Tonatiuh emphasizes in his note that problems in educational segregation remain, although they take different forms than they did in Sylvia's day. He closes with "I also hope that [readers] will see themselves reflected in Sylvia's story and realize that their voices are valuable and that they too can make meaningful contributions to this country."
Other Resources:
National Public Radio. *Before 'Brown V. Board,' Mendez Fought California's*

Segregated Schools. Retrieved from http://www.npr.org/blogs/codeswitch /2014/05/16/312555636/before-brown-v-board-mendez-fought-californias-segregated-schools

Robbie, S. (2003). *Mendez vs. Westminster: For All the Children/Para Todos los Niños* [Motion Picture]. Sandra Robbie Productions.

School Desegregation for All Children – The Legacy of Méndez v. Westminster. Retrieved from http://blogs.loc.gov/law/2015/02/legacy-of-mendez-v-westminster/

****

Author: Krakow, Kari
Title: *The Harvey Milk Story*
Imprint: Ridley Park, PA: Two Lives Publishing; 2001; 32 p.
Recommended Grade Level: Gr 1-4
Subgenre: Biography, Picture Book, Non-fiction
Recommendation/Review Sources: Children's Literature Comprehensive Database, School Library Journal, Kirkus Reviews, Cooperative Children's Book Center
Plot Summary: The story of Harvey Milk, San Francisco's first openly gay city official.
Awards: Cooperative Children's Book Center Choices 2003
Subjects: Gay politicians, Gay Rights, Harvey Milk, Politicians, San Francisco
Annotation:

A new generation of people was introduced to the story of Harvey Milk with Gus van Sant's 2008 film *Milk* and with that recognition came the need for literature explaining the importance of this man to young people. Krakow's retelling of the story of Milk's life is heartfelt, accessible and is supported by David Gardner's soft illustrations, which give a strong sense of the time periods of Harvey's childhood and later career, while maintaining approachability for young readers. The book addresses issues that faced the gay community in the 1970s, but also notes Milk's broader appeal and his work with African American, Asian American, senior, and disabled communities, as well as other disenfranchised populations. Harvey Milk is portrayed as an ordinary man, one who is likeable and caring, but ultimately someone you could imagine knowing. Despite losing several elections, Milk continued to pursue his goal of creating change in his community and across the country. Krakow deals gently, but powerfully, with Milk's assassination and its aftermath. The last pages of the book are devoted to a compelling epilogue, which offers the Harvey Milk quote "the function of politics is not just to pass laws, but to give hope." The book's focus on this perseverance, his genuine concern for the communities he served and the legacy of hope he leaves behind make this text an excellent introduction to Harvey Milk for elementary school children.

Other Resources:

For older students and teachers:

Aretha, D. (2010). *No Compromise: The Story of Harvey Milk*. Greensboro N.C.: Morgan Reynolds Publishing.

Schmiechen, R. (Producers) & Epstein, R. (Director). (2004). *The Times of Harvey Milk.* [Motion Picture] New York, NY: New Yorker Video.

******

Author: Macy, Sue
Title: *Wheels of Change: How Women Rode the Bicycle to Freedom (With a Few Flat Tires Along the Way)*
Imprint: Washington, D.C.: National Geographic; 2011; 96p
Recommended Grade Level: Gr 5-8
Subgenre: Non-fiction
Recommendation/Review Sources: NoveList, School Library Journal Starred Review, Booklist, VOYA
Plot Summary: Through vintage photographs, advertisements, cartoons, and songs, a lively look at women's history transports young readers to bygone eras to see how women used the bicycle to improve their lives.
Awards: Amelia Bloomer Lists Middle Graders Nonfiction
Subjects: Bicycles, Bicycling for women, Feminism, Social change, Women's rights
Annotation:

Wheels of Change immerses readers in the history of the bicycle and women's rights, grounding them in the era using photos, short bios, poetry, songs, advertisements, newspaper articles, diagrams and early bicycling slang. This format and scope allows for multiple points of entry, as do the interdisciplinary links to fashion, sports, politics and other topics. The introduction describes author's connection to topic, followed by a foreword which connects the historical subject matter to the present by describing World Bicycle Relief, a charity that supports independence and access to school and medical care by donating bikes to young people across the world. This contemporary story emphasizes the incredible ways in which a bicycle can mean independence and empowerment. The book's end matter includes a page of the dual timelines of women's rights history and bicycle history along with list of resources including books, websites and museums for readers to explore the history of both.

Other Resources:

Kellet, J. (2010). *Victorian Cycles- Wheels of Change* [Motion Picture]. Castle Rock, CO: Tundra Media.

LaFrance, A. (2014, June 26). How the Bicycle Paved the Way for Women's Rights. *The Atlantic*. Retrieved from http://www.theatlantic.com/technology/archive/2014/06/the-technology-craze-of-the-1890s-that-forever-changed-womens-rights/373535/

******

Author: Manzano, Sonia
Title: *The Revolution of Evelyn Serrano*
Imprint: New York: Scholastic; 2012; 224 p.
Recommended Grade Level: Gr 6-10
Subgenre: Historical Fiction, Fiction
Recommendation/Review Sources: NoveList, School Library Journal Starred Review, Kirkus Starred Review, Booklist, Publishers Weekly, VOYA

Plot Summary: It is 1969 in Spanish Harlem, and fourteen-year-old Evelyn Serrano is trying hard to break free from her conservative Puerto Rican surroundings, but when her activist grandmother comes to stay and the neighborhood protests start, things get a lot more complicated--and dangerous.
Awards: ALA Notable Children's Books Older Readers, Amelia Bloomer Lists Middle Graders Fiction, Americas Book Award for Children's and Young Adult Literature, Pura Belpré Honor Book
Subjects: 1960s, Coming of age, Family, Grandmothers, Identity, New York City, Protest movements, Puerto Ricans, Puerto Rican Nationalism, Teenage girls, Young Lords
Annotation:

This novel focuses on Puerto Ricans in "El Barrio", New York City in 1969 and their fight for civil rights, introducing readers to the Young Lords movement. Fourteen-year-old Evelyn finds her self in the middle of the action, along with her radical grandmother and seemingly submissive mother, as the Young Lords organize the Garbage Offensive and the occupation of the First Spanish United Methodist Church. The author's own experience of El Barrio, and life there, informs the creation of a story with a very strong sense of place and time. Manzano has written a protagonist with an engaging and believable voice: a teen who is coming to understand her family and her own identity. Evelyn's awareness of her Puerto Rican heritage grows throughout the book, supported by her grandmother, her friends, her community and, eventually, by her mother. The book portrays social action through a teenager's eyes in the most believable way: Evelyn is not always certain, she makes assumptions about people, and can become preoccupied by others' opinions of her. Real life activists make appearances in the story, like poet Pedro Pietri, who reads his poem "Puerto Rican Obituary" about the problems Puerto Ricans face in the United States from both external and internal factors. This text may be the first time that readers hear about the Young Lords or the Ponce Massacre and Manzano takes care to explain her own relationship to the events in the story, as well as her journey towards social awareness in an author's note. Real New York Times articles are used throughout the novel, chronicling the Young Lords demonstrations, and Manzano includes a list of the specific articles in the end matter for readers who want to look them up in the online archives.
Other Resources:

Enck-Wanzer, D. (2010). *The Young Lords : A Reader*. New York, N. Y.: New York University Press.

Teaching Tolerance. *Latino Civil Rights Timeline, 1903 to 2006*. Retrieved from http://www.tolerance.org/latino-civil-rights-timeline

******

Author: Carvell, Marlene
Title: *Who Will Tell My Brother?*
Imprint: New York: Hyperion Books for Children; 2002; 150 p.
Recommended Grade Level: Gr 7 and up
Subgenre: Realistic Fiction, Fiction in Verse, Fiction

Recommendation/Review Sources: NoveList, School Library Journal, Booklist, Kirkus Reviews, American Indians in Children's Literature
Plot Summary: During his lonely crusade to remove offensive mascots from his high school, a Native American teenager learns more about his heritage, his ancestors, and his place in the world.
Awards: International Reading Association Children's Book Award: Intermediate Fiction
Subjects: High school mascots, High schools, Indians of North America, Mohawk Indians, Native American teenage boys, Schools, Teenage boys, Toleration
Annotation:

With the recent return to public awareness of racist mascots in sports, this novel's theme will be familiar to many readers. High School senior Evan is half Mohawk and is coming to terms with his identity, as well as continuing his older brother's fight to remove his school's racist Indian mascot. Carvell was inspired to write this story when her own son launched a campaign to change his school's racist mascot. This real-life inspiration and the layer of authenticity it brings is part of the appeal of the novel: Evan's work to change the school mascot is not met with cheers and support. He faces hate and opposition from students and adults throughout the year as he tries to make changes. The anger he faces from the school board is a harsh, but realistic portrayal of what can happen when young people challenge the norms of their school communities. Even when people at his school agree with him, it takes them a long time to show any courage. By the end of the year, we have seem Evan overcome serious bullying, threats and violence, but he also accepts that his work is not done: "It is a struggle which will continue as long as people see others as different."
Other Resources:

Hartle, M. B. & Shebala, M. (2006). *When Your Hands Are Tied* [Motion Picture]. Pittsburgh, PA: Boccella Productions.

National Congress of American Indians. (2013). Ending the Legacy of Racism in Sports & the Era of Harmful "Indian" Sports Mascots. Retrieved from http://www.ncai.org/resources/ncai-publications/Ending_the_Legacy_of_Racism.pdf

Reese, D. (2013, October 19). *President Obama, Mascots, Children's Literature, and American Indians.* Retrieved from **Error! Hyperlink reference not valid.**

Rosenstein, J. (1997). *In Whose Honor?* [Motion Picture]. Ho-ho-kus, NJ: New Day Films.

Stone, J., Oyserman, D., Markus, H., & Fryberg, S. (2008). Of Warrior Chiefs and Indian Princesses: The Psychological Consequences of American Indian Mascots. *Basic and Applied Social Psychology*, 30(3), 208-218. Retrieved from http://sitemaker.umich.edu/daphna.oyserman/files/frybergmarkusoysermanstone2008.pdf

******

Author: Magoon, Kekla
Title: *The Rock and the River*
Imprint: New York: Aladdin; 2009; 290 p.
Recommended Grade Level: Gr 7-12

Subgenre: Historical Fiction, Fiction
Recommendation/Review Sources: NoveList, School Library Journal, Booklist, Kirkus Reviews, VOYA
Plot Summary: It's 1968, and Chicago teen Sam is torn. He's always looked up to his father, a civil rights leader dedicated to nonviolence. His older brother Stick, however, has left home to join the revolutionary Black Panther Party. At first Sam is skeptical of the Panthers' militant approach to ending racial injustice, but after one of his friends is brutally beaten by the police, Sam starts to question his father's nonviolent beliefs.
Awards: Coretta Scott King John Steptoe Award for New Talent (Authors), ALA Notable Children's Books Older Readers Category, ALSC Notable Children's Books, YALSA Best Books for Young Adults
Subjects: 1960s, African American teenagers, African Americans, Black Panther Party, Brothers, Civil Rights Movement, Fathers and sons, Fourteen-year-old boys, Nonviolence, Police brutality, Racism
Annotation:

Kekla Magoon's novel is a compelling work of historical fiction that pulls the reader into 1968 Chicago and the life of Sam, an African American teenager. However, the book's strength lies in the nuance with which participants in the Civil Right Movement are portrayed. Sam's father is a colleague of Dr. Martin Luther King Jr. and a well-known leader of the Civil Rights Movement in Chicago, but Sam's brother has recently joined the Black Panthers. Sam's navigation of his father's world, his brother's and his own gives the reader a glimpse into the complexities of the Civil Rights Movement. For so many young people, the only version of that period of history they hear is an over-simplified one that focuses on a "safe" portrayal of Dr. Martin Luther King Jr., but Dr. King was not the only civil rights leader and his methods were not the only alternatives to inaction. The purpose and activities of the Black Panther Party are an important part of the history of the Civil Rights Movement. Sanitized versions of history do not foster critical thinking and *The Rock and the River*'s portrayal of finding your way in a world of prejudice and police brutality is increasingly relevant today, as Ferguson has shaken our country and #BlackLivesMatter raises awareness of the violence still being perpetrated in the African American community. Adolescents need to identify and engage with the difficult decisions of their historical counterparts and consider them in relation to their own experiences. *The Rock and the River* can support the development of an understanding of these situations and the nuance of non-violent and active resistance to prejudice.

Other Resources:

Murray, A., & Menkhart, D. (2004). *Putting the Movement Back into Civil Rights Teaching: A Resource Guide for Classrooms and Communities*. Washington, D. C.: Teaching for Change.

Rogell, A. (Producer) & Olsson, G. H. (Director). (2011). *Black Power Mixtape: 1967-1975 : A Documentary in 9 Chapters.* [Motion Picture] New York: IFC Films: Sundance Selects.

<u>*Additional Recommended Titles*</u>:

Author: Pitman, Gayle E.
Title: *This Day in June*
Imprint: Washington, DC: Magination Press; 2014; unpaged
Recommended Grade Level: Gr PreS-2
Subgenre: Picture Book, Fiction
Recommendation/Review Sources: NoveList, Publishers Weekly, School Library Journal
Plot Summary: A picture book illustrating a Pride parade. The endmatter serves as a primer on LGBT history and culture and explains the references made in the story.
Awards: Rainbow List 2015, Stonewall Book Awards Children's and Young Adult Literature Award
Subjects: Bisexuals, Celebrations, Gay men, Gay pride parades, Homosexuality, Lesbians, LGBTQ, Parades, Transgender persons

Author: Johnson, Angela
Title: *A Sweet Smell of Roses*
Imprint: New York: Simon & Schuster Books for Young Readers; 2005; 32 p.
Recommended Grade Level: Gr K-3
Subgenre(s): Picture Book, Historical Fiction
Recommendation/Review Sources: NoveList, School Library Journal, Booklist, Publishers Weekly, Kirkus
Plot Summary: Minnie and her sister hear about a freedom march and leave their home to go to their city's downtown area where they listen to Dr. Martin Luther King and join the march, all the while smelling roses.
Awards: Cooperative Children's Book Center Choices 2006
Subjects: African American children, Children, Civil rights, Civil Rights Movement, Protests, demonstrations, vigils, etc., Sisters

Author: Landowne, Youme
Title: *Selavi, That Is Life: A Haitian Story of Hope*
Imprint: El Paso, Tex.: Cinco Puntos Press; 2004; 40 p.
Recommended Grade Level: Gr K-4
Subgenre: Realistic Fiction, Fiction
Recommendation/Review Sources: NoveList, School Library Journal, Booklist, Publishers Weekly, Kirkus Reviews
Plot Summary: A homeless boy on the streets of Haiti joins other street children, and together they build a home and a radio station where they can care for themselves and for other homeless children.
Awards: ALA Notable Children's Books Middle Readers Category 2005, Jane Addams Children's Book Awards: Books for Younger Children
Subjects: Cooperation, Courage, Friendship, Haiti, Home, Homeless children, Orphans, Orphanages, Persistence, Radio stations, Resourcefulness in children, Solidarity, Survival

Author: Alko, Selina
Title: *The Case for Loving: The Fight for Interracial Marriage*

Imprint: New York: Arthur A. Levine Books, an imprint of Scholastic Inc.; 2015; 40 p.
Recommended Grade Level: Gr 1-5
Subgenre: Biography, Picture Book, Non-fiction
Recommendation/Review Sources: NoveList, School Library Journal, Publishers Weekly, Kirkus Reviews
Plot Summary: A tribute to the example of the Loving family describes how they were arrested in mid-twentieth-century Virginia for violating laws against interracial marriage and argued their case all the way to the Supreme Court, prompting a landmark civil rights triumph.
Awards: N/A
Subjects: Interracial marriage, Mildred Jeter Loving, Richard Perry Loving, United States Supreme Court

Author: Christensen, Bonnie
Title: *The Daring Nellie Bly: America's Star Reporter*
Imprint: New York: Knopf; 2003; unpaged
Recommended Grade Level: Gr 2-5
Subgenre: Biography, Picture Book, Non-fiction
Recommendation/Review Sources: NoveList, School Library Journal
Plot Summary: Introduces the life of Nellie Bly who, as a "stunt reporter" for the New York World newspaper in the late 1800s, championed women's rights and traveled around the world faster than anyone ever had.
Awards: Amelia Bloomer Lists Beginning Readers Nonfiction 2004
Subjects: Nellie Bly, Women, Women journalists, Women's rights

Author: Pinkney, Andrea Davis
Title: *Let It Shine: Stories of Black Women Freedom Fighters*
Imprint: San Diego: Harcourt; 2000; 120 p.
Recommended Grade Level: Gr 2-12
Subgenre: Collective Biography, Non-fiction
Recommendation/Review Sources: NoveList, Publishers Weekly, Kirkus Reviews
Plot Summary: Profiles ten African American women including Rosa Parks, Harriet Tubman, and Shirley Chisholm, whose courageous acts against oppression made them leaders in the battle for civil rights.
Awards: ALA Notable Children's Books 2001, Amelia Bloomer Lists Middle Grades Nonfiction 2002, Carter G. Woodson Book Awards: Middle Level, Coretta Scott King Honor Book (Author) 2001
Subjects: African American women, African Americans, African American women civil rights workers, Shirley Chisholm, Civil rights, Rosa Parks, Race relations, Sojourner Truth, Harriet Tubman, Women's rights

Author: Krensky, Stephen
Title: *The Iron Dragon Never Sleeps*
Imprint: New York: Delacorte; Press 1994; 90 p.
Recommended Grade Level: Gr 3-5
Subgenre: Historical Fiction, Fiction

Recommendation/Review Sources: NoveList, Kirkus Reviews, Booklist, School Library Journal
Plot Summary: In 1867, while staying with her father in a small California mining town, ten-year-old Winnie meets a Chinese boy close to her age and discovers the role of his people in completing the transcontinental railroad.
Awards: N/A
Subjects: 1860s, American Westward Expansion (1803-1899), Chinese Americans, Frontier and pioneer life, Railroads, Transcontinental railroad, Strikes

Author: Myers, Walter Dean
Title: *Ida B. Wells: Let the Truth Be Told*
Imprint: Harpercollins Children's Books; 2008; 40 p.
Recommended Grade Level: Gr 3–6
Subgenre: Biography, Picture Book, Non-fiction
Recommendation/Review Sources: NoveList, School Library Journal Starred Review, Booklist, Kirkus Reviews
Plot Summary: Award-winning author Myers tells the story of legendary civil rights figure Ida B. Wells, who fought to make the lives of African Americans better long before the events of the 20th century.
Awards: N/A
Subjects: African Americans, African-American women civil rights workers, Civil rights workers, Determination, Journalists, Lynching, Ida B. Wells, Women, Women's rights

Author: Pinkney, Andrea Davis
Title: *Sit-in: How Four Friends Stood Up by Sitting Down*
Imprint: New York: Little, Brown Books for Young Readers; 2010; 40 p.
Recommended Grade Level: Gr 3-6
Subgenre: Picture Book, Non-fiction
Recommendation/Review Sources: NoveList, School Library Journal Starred Review, Publishers Weekly, Booklist
Plot Summary: A celebration of the momentous Woolworth's lunch counter sit-in when four college students staged a peaceful protest that became a defining moment in the struggle for racial equality and the growing Civil Rights Movement.
Awards: Carter G. Woodson Book Award Elementary Level, Flora Stieglitz Straus Award, Parents' Choice Awards Nonfiction, Jane Addams Book Award
Subjects: African Americans, Civil rights, Civil Rights Movement, College students, Greensboro, NC, Protests, Sit-ins, 1960

Author: Schwabach, Karen
Title: *The Hope Chest*
Imprint: New York: Random House; 2008; 274 p.
Recommended Grade Level: Gr 4-6
Subgenre: Historical Fiction, Fiction
Recommendation/Review Sources: NoveList, School Library Journal, Kirkus Reviews
Plot Summary: When eleven-year-old Violet runs away from home in 1918 and takes the train to New York City to find her older sister who is a suffragist, she falls in with

people her parents would call "the wrong sort," and ends up in Nashville, Tennessee, where "Suffs" and "Antis" are gathered, awaiting the crucial vote on the nineteenth amendment.
Awards: Amelia Bloomer Lists Middle Grades Fiction
Subjects: 1910s, 19th Amendment, African American girls, Interracial friendship, Racism, Runaways, Sexism, Suffrage, White American girls, Women's rights

Author: Conkling, Winifred
Title: *Sylvia & Aki*
Imprint: Berkeley: Tricycle Press; 2011; 151 p.
Recommended Grade Level: Gr 4-6
Subgenre: Historical Fiction, Fiction
Recommendation/Review Sources: NoveList, School Library Journal, Booklist, Kirkus Reviews
Plot Summary: At the start of World War II, Japanese-American third-grader Aki and her family are sent to an internment camp in Poston, Arizona, while Mexican-American third-grader Sylvia's family leases their Orange County, California, farm and begins a fight to stop school segregation.
Awards: Jane Addams Children's Book Awards: Books for Older Children, Tomas Rivera Mexican American Children's Book Award
Subjects: 1940s, Farm life, Japanese Americans, Japanese Internment, Mexican American, Poston Relocation Center (Ariz.), Race relations, Segregation, Third-grade girls

Author: Banks, Jacqueline Turner
Title: *A Day for Vincent Chin and Me*
Imprint: Boston: Houghton Mifflin; 2001; 119 p.
Recommended Grade Level: Gr 4-6
Subgenre: Realistic Fiction, Fiction
Recommendation/Review Sources: NoveList, School Library Journal, Booklist, Publishers Weekly
Plot Summary: Although Tommy, a Japanese-American sixth-grader, has serious doubts when his mother starts organizing a rally to fight racism, once he and his friends find a cause of their own he gains more understanding of her motives.
Awards: N/A
Subjects: Child social advocates, Community activism, Deaf girls, Japanese Americans, Mothers and sons, Sixth-graders, White Americans

Author: Woodson, Jacqueline
Title: *Brown Girl Dreaming*
Imprint: New York: Nancy Paulsen Books; 2014; 240 p.
Recommended Grade Level: Gr 4-7
Subgenre: Memoir, Poetry, Non-fiction
Recommendation/Review Sources: NoveList, School Library Journal, Kirkus Reviews, Publishers Weekly

Plot Summary: In vivid poems that reflect the joy of finding her voice through writing stories, an award-winning author shares what it was like to grow up in the 1960s and 1970s in both the North and the South.
Awards: ALA Notable Children's Books Middle Readers Category 2015, Coretta Scott King Award (Authors), National Book Awards: Young People's Literature, School Library Journal Best Nonfiction Books 2014
Subjects: African American children, African American women, American women authors, Civil Rights Movement, Growing up, Memoir in verse, Jacqueline Woodson

Author: Hoose, Phillip M.
Title: *It's Our World, Too! Young People Who Are Making a Difference : How They Do It--How YOU Can, Too!*
Imprint: New York: Farrar, Straus and Giroux; 2002; 166 p.
Recommended Grade Level: Gr 4-12
Subgenre: Essay Compilation, Non-fiction
Recommendation/Review Sources: NoveList, Publishers Weekly, Kirkus Reviews, Booklist
Plot Summary: A collection of essays about children who have made notable achievements, arranged in the categories "Taking a Stand," "Reaching Out to Others," "Healing the Earth," and "Creating a Safer Future," accompanied by a handbook for young activists.
Awards: N/A
Subjects: Child volunteers, Community development, Social action, Volunteers

Author: Allen, Paula Gunn
Title: *As Long as the Rivers Flow: The Stories of Nine Native Americans*
Imprint: New York: Scholastic; 1996; 328p.
Recommended Grade Level: Gr 5-8
Subgenre(s): Collective Biography, Non-fiction
Recommendation/Review Sources: Children's Literature Comprehensive Database, School Library Journal, Booklist, Kirkus Starred Review, VOYA, American Indians in Children's Literature
Plot Summary: Collects the stories of nine Native Americans who overcame difficult obstacles to make history, from the famous Apache warrior Geronimo to Wilma Mankiller, the Principal Chief of the Cherokee Nation.
Awards: N/A
Subjects: Arts, Ben Nighthorse Campbell, Geronimo, Indians of North America, Jim Thorpe, Louise Erdrich, Maria Tallchief, Michael Naranjo, Politics, Sports, Weetamoo, Will Rogers, Wilma Mankiller

Author: Pinkney, Andrea Davis
Title: *Hand in Hand: Ten Black Men Who Changed America*
Imprint: New York: Disney/Jump at the Sun Books; 2012; 243 p.
Recommended Grade Level: Gr 5-8
Subgenre: Collective Biography, Non-fiction

Recommendation/Review Sources: NoveList, School Library Journal Starred Review, Publishers Weekly Starred Review, Kirkus Starred Review
Plot Summary: Presents the stories of ten African-American men from different eras in American history, organized chronologically to provide a scope from slavery to the modern day.
Awards: Coretta Scott King Award (Authors)
Subjects: African American men, African Americans, Benjamin Banneker, Frederick Douglass, W.E.B. DuBois, Martin Luther King, Jr., Thurgood Marshall, Barack Obama, A. Philip Randolph, Jackie Robinson, Malcolm X, Social change, Booker T. Washington

Author: Wiles, Deborah
Title: *Revolution*
Imprint: New York: Scholastic Press; 2014; 495 p.
Recommended Grade Level: Gr 5-8
Subgenre(s): Historical Fiction, Fiction
Recommendation/Review Sources: NoveList, School Library Journal Starred Review, Kirkus Starred Review, Publishers Weekly Starred Review, Booklist Starred Review
Plot Summary: Struggling to adapt within her newly blended family in 1964 Mississippi, young Sunny witnesses increasingly scary community agitation when activists from the North arrive in town to help register African Americans to vote.
Awards: National Book Award Finalist 2014, ALA Notable Children's Books Older Readers Category 2015, Golden Kite Award: Fiction, YALSA Best Fiction for Young Adults 2015
Subjects: 1960s, African American boys, Blended families, Civil Rights Movement, Freedom Summer, Mississippi, Twelve-year-old girls, Voter registration, White American girls

Author: Schatz, Kate
Title: *Rad American Women A-Z: Rebels, Trailblazers, and Visionaries Who Shaped Our History . . . and Our Future!*
Imprint: San Francisco, CA: City Lights Books; 2015; 64 p.
Recommended Grade Level: Gr 5 and up
Subgenre(s): Collective Biography, Non-fiction
Recommendation/Review Sources: NoveList, School Library Journal, Kirkus Reviews, Publishers Weekly
Plot Summary: Profiled are 26 American women from the 18th through 21st centuries, who have made—or are still making—history as artists, writers, teachers, lawyers, or athletes. The women come from a variety of economic and ethnic backgrounds and many had to overcome extreme hardships. –School Library Journal
Awards: N/A
Subjects: Arts, Activism, Politics, Women, Women's Rights, Writers

Author: Stotts, Stuart
Title: *We Shall Overcome: A Song That Changed the World*
Imprint: Boston: Clarion Books; 2009; 80 p.
Recommended Grade Level: Gr 5 and up

Subgenre: Non-fiction
Recommendation/Review Sources: NoveList, School Library Journal, Publishers Weekly, Kirkus Reviews
Plot Summary: Traces the history of the inspiring anthem, exploring the influence of traditional African music and Christian hymns in shaping its lyrics and tune and offering insight into the song's role in civil rights, labor, and anti-war movements in America.
Awards: ALA Notable Children's Books Older Readers Category 2011
Subjects: Civil rights movement, Freedom Riders, Music, Protest movements, Protest songs

Author: Edwardson, Debby Dahl
Title: *My Name is Not Easy*
Imprint: New York: Marshall Cavendish; 2011; 256p.
Recommended Grade Level: Gr 6-9
Subgenre: Historical Fiction, Fiction
Recommendation/Review Sources: Children's Literature Comprehensive Database, School Library Journal Starred Review, Publishers Weekly, Booklist, Kirkus Reviews, VOYA, American Indians in Children's Literature
Plot Summary: Alaskans Luke, Chickie, Sonny, Donna, and Amiq relate their experiences in the early 1960s when they are forced to attend a Catholic boarding school where, despite different tribal affiliations, they come to find a sort of family and home.
Awards: National Book Award Finalist, YALSA Best Fiction for Young Adults
Subjects: Identity, Indians of North America, Interpersonal relations, Catholic schools, Boarding schools, Schools, 1960s

Author: Brimner, Larry Dane
Title: *We Are One: The Story of Bayard Rustin*
Imprint: Honesdale, PA: Calkins Creek; 2007; 48 p.
Recommended Grade Level: Gr 6-10
Subgenre: Biography, Non-fiction
Recommendation/Review Sources: NoveList, School Library Journal, Kirkus Reviews, VOYA
Plot Summary: Accompanied by archival photographs, this powerful biography traces the life of nonviolent activist Bayard Rustin who, working alongside many African American leaders, fought against injustice and discrimination.
Awards: Jane Addams Children's Book Awards: Books for Older Children
Subjects: African Americans, Bayard Rustin, Civil Rights Movement, Civil Rights Leaders, Non-violence

Author: Hoose, Phillip M.
Title: *Claudette Colvin: Twice Toward Justice*
Imprint: New York: Melanie Kroupa Books; 2009; 144 p.
Recommended Grade Level: Gr 6 and up
Subgenre: Biography, Non-fiction
Recommendation/Review Sources: NoveList, School Library Journal Starred Review, Publishers Weekly Starred Review, Booklist, Kirkus Reviews, Publishers Weekly

Plot Summary: Presents the life of the Alabama teenager who played an integral but little-known role in the Montgomery bus strike of 1955-1956, once by refusing to give up a bus seat, and again, by becoming a plaintiff in the landmark civil rights case against the bus company.
Awards: National Book Award Young People's Literature, ALA Notable Children's Books Older Readers Category, Amelia Bloomer Lists Middle Grades Nonfiction, Carter G. Woodson Book Award Middle Level, School Library Journal Best Books, YALSA Best Books for Young Adults, Jane Addams Children's Book Award Honor Book, Robert F. Sibert Informational Book Medal Honor Book
Subjects: 1950s, African American civil rights workers, African American teenage girls, African Americans, Civil rights movement, Claudette Colvin, Segregation, Segregation in transportation

Author: Yousafzai, Malala
Title: *I Am Malala: How One Girl Stood Up for Education and Changed the World, Young Readers Edition*
Imprint: New York: Little, Brown and Company; 2014; 230 p.
Recommended Grade Level: Gr 6 and up
Subgenre: Biography, Non-fiction
Recommendation/Review Sources: NoveList, School Library Journal, Publishers Weekly, Kirkus Reviews
Plot Summary: Documents the educational pursuits of the Nobel Peace Prize nominee who became an international symbol of hope and inspiration when she challenged the traditions of her Pakistan community, offering insight into the influential role of her courageous father.
Awards: Amelia Bloomer Lists Middle Graders Nonfiction 2015
Subjects: Children's rights, Courage, Determination, Life change events, Malala Yousafzai, Taliban, Teenage girls, Victims of crimes, Women's rights

Author: Johnson, Troy R.
Title: *Red Power: The Native American Civil Rights Movement*
Imprint: New York, N.Y.: Chelsea House; 2007; 112 p.
Recommended Grade Level: Gr 6 and up
Subgenre(s): Non-fiction
Recommendation/Review Sources: NoveList, Children’s Literature Comprehensive Database, Children’s Literature, American Indians in Children’s Literature
Plot Summary: Examines the rise of the Native American civil rights movement and the subsequent events that led up to the occupation of the village of Wounded Knee, South Dakota by members of the American Indian Movement.
Awards: N/A
Subjects: American Indian Movement, Civil rights, Government relations, Indians of North America, Wounded Knee Massacre 1890, Wounded Knee Rebellion 1973

Author: Alsenas, Linas
Title: *Gay America: Struggle for Equality*

Imprint: New York: Amulet Books; 2008; 160 p.
Recommended Grade Level: Gr 7-10
Subgenre: Narrative Non-fiction, Non-fiction
Recommendation/Review Sources: NoveList, School Library Journal, Kirkus Reviews, VOYA, Booklist
Plot Summary: Milestones of gay and lesbian life in the United States are brought together in the first-ever nonfiction book on the topic published specifically for teens. Profusely illustrated with period photographs, first-person accounts offer insight as each chapter identifies an important era. From the Gay '20s to the Kinsey study, from the McCarthy witch hunts to the Beat generation, from Stonewall to disco, and from AIDS to gay marriage and families, this overview gives a balanced look at how queer men and women have lived, worked, played--and fought to overcome prejudice and discrimination--for the past 125 years.
Awards: Stonewall Book Award, 2010 Honor Book
Subjects: Gay Rights Movement, Gay and lesbian rights, Gay men, Homosexuality, Lesbians, LGBTQ history

Author: Bausum, Ann
Title: *With Courage and Cloth: Winning the Fight for a Woman's Right to Vote*
Imprint: Washington, DC: National Geographic 2004. 112 p.
Recommended Grade Level: Gr 7-12
Subgenre: Non-fiction
Recommendation/Review Sources: NoveList, School Library Journal, Kirkus Reviews
Plot Summary: Chronicles the final years of the struggle for women's voting rights, focusing on the activities of Alice Paul and the National Woman's Party and their part in the successful passage of the 19th Amendment.
Awards: ALA Notable Children's Books Older Readers Category 2005, Amelia Bloomer Lists Middle Grades Nonfiction 2005, Jane Addams Children's Book Awards: Books for Older Children, School Library Journal Best Books 2004, YALSA Best Books for Young Adults 2005
Subjects: Constitutional history, Determination, Lobbying, Alice Paul, Protests, demonstrations, vigils, etc., Sex discrimination, Sex roles, Sexism, Suffrage, Voting, Women, Women's rights,

Author: Levinson, Cynthia
Title: *We've Got a Job: The 1963 Birmingham Children's March*
Imprint: Atlanta: Peachtree Publishers; 2012; 176 p.
Recommended Grade Level: Gr 7 and up
Subgenre: Non-fiction
Recommendation/Review Sources: NoveList, School Library Journal, Publishers Weekly, Kirkus Reviews
Plot Summary: Discusses the events of the 4,000 African American students who marched to jail to secure their freedom in May 1963.
Awards: ALA Notable Children's Books Older Readers Category 2013, Booklist Editors' Choice Books for Youth Older Readers Category 2012, International Reading Association Children's Book Award: Young Adult Nonfiction, Jane Addams Children's

Book Awards: Books for Older Children, Parents' Choice Awards Nonfiction 2012, School Library Journal Best Nonfiction Books 2012
Subjects: 1960s, African American students, African Americans, Civil Rights Movement

Author: Mochizuki, Ken
Title: *Beacon Hill Boys*
Imprint: New York: Scholastic Press; 2002; 208 p.
Recommended Grade Level: Gr 8 and up
Subgenre(s): Historical Fiction, Fiction
Recommendation/Review Sources: NoveList, School Library Journal, Booklist, Publishers Weekly, Kirkus Reviews
Plot Summary: In 1972 in Seattle, a teenager in a Japanese American family struggles for his own identity, along with a group of three friends who share his anger and confusion.
Awards: Asian Pacific American Award for Literature Honor Book
Subjects: 1970s, Boys, Identity, Individuality, Japanese Americans, Seattle, Teenage boys

Author: Lewis, John
Title: *March Book One*
Imprint: Marietta, GA: Top Shelf Productions; 2013; 128 p.
Recommended Grade Level: Gr 8 and up
Subgenre(s): Graphic Novel, Narrative Non-fiction, Non-fiction
Recommendation/Review Sources: NoveList, School Library Journal Starred Review, Publishers Weekly Starred Review, Kirkus Starred Review, Library Journal Starred Review, Booklist Starred Review
Plot Summary: A first-hand account of the author's lifelong struggle for civil and human rights spans his youth in rural Alabama, his life-changing meeting with Martin Luther King, Jr., and the birth of the Nashville Student Movement.
Awards: Coretta Scott King Honor Book, Cooperative Children's Book Center Choices 2014, YALSA Great Graphic Novels for Teens 2014, ALA Notable Children's Books Older Readers Category 2014
Subjects: African Americans, Civil rights, Civil Rights Movement, Martin Luther King Jr., John Lewis, Nonviolence, Politicians, Protests, demonstrations, vigils, etc., Racism, Rural boys, Segregation, Student movements

Author: Miller, Calvin Craig
Title: *No Easy Answers: Bayard Rustin and the Civil Rights Movement*
Imprint: Greensboro, N.C.: Morgan Reynolds Publishing; 2005; 160 p.
Recommended Grade Level: Gr 9 and up
Subgenre: Biography, Non-fiction
Recommendation/Review Sources: NoveList, School Library Journal, VOYA, Booklist
Plot Summary: Looks at the life of Bayard Rustin, an organizer behind the scenes of the civil rights movement whose ideas influenced Martin Luther King, Jr.
Awards: N/A

Subjects: African American civil rights workers, African Americans, Civil Rights Movement, Civil rights workers, Homosexuality, Bayard Rustin

Author: Davis, Joshua
Title: *Spare Parts: Four Undocumented Teenagers, One Ugly Robot, and the Battle for the American Dream*
Imprint: New York: Farrar, Straus, and Giroux; 2014; 240 pages
Recommended Grade Level: Gr 9 and up
Subgenre(s): Adult Books for Young Adults, Narrative Non-fiction, Non-fiction
Recommendation/Review Sources: NoveList, Kirkus Reviews, Library Journal, Publishers Weekly
Plot Summary: Relates how four undocumented Mexican immigrants in Arizona put together an underwater robot from scavenged parts and went on to win the National Underwater Robotics Competition at UC Santa Barbara.
Awards: Booklist Editors' Choice Best Social Sciences Books 2014
Subjects: High School, Immigration, Mexican American boys, MIT, Remotely operated submersibles, Robotics, Undocumented teens

Author: Kwoh, Stewart and Russell C. Leong
Title: *Untold Civil Rights Stories: Asian Americans Speak Out for Justice*
Imprint: Los Angeles: UCLA Asian American Studies Center; 2009; 160p.
Recommended Grade Level: Gr 9 and up
Subgenre(s): Textbook, Non-fiction
Recommendation/Review Sources: Planning to Change the World: A Plan Book for Social Justice Teachers 2014-2015
Plot Summary: *Untold Civil Rights Stories* is the first educational textbook directed to U.S. high school students, high school teachers, and communities and the role of Asian Americans in today's Civil Rights and social justice struggles, before and after 9/11. Profiled in the book are Philip Vera Cruz, Lily Chin, the Ileto family, Beulah Kwoh, K.W. Lee, Fred Korematsu, Faustino Baclig, Amric Singh Rathour, and many others.
Awards: N/A
Subjects: Activism, Asian American, Civil Rights, History, Immigration, Migration, Internment; Law and Politics, Narratives, Race Relations, War and Peace Issues

Labor and Community Organizing

Highlighted Titles:

Author: Cohn, Diana
Title: *Sí, Se Puede! Yes, We Can!*
Imprint: El Paso, Tex.: Cinco Puntos Press; 2002; 32 p.
Recommended Grade Level: Gr PreS-3
Subgenre: Historical fiction, Picture Book, Bilingual, Fiction
Recommendation/Review Sources: NoveList, School Library Journal

Plot Summary: When Carlitos's mother and the other cleaners go on strike for higher wages, Carlitos cannot think of a way to support his mother until he sees her on television making a speech, and then he gets his class to help him make a sign to show his pride.
Awards: N/A
Subjects: 2000, Labor Unions, Marches, Strikes, Justice for Janitors Campaign, Los Angeles, California
Annotation:

Set in 2000, this bilingual book is one of the few picture books that depict strikes and mass protest in this century, which may allow today's students to better identify with the setting. As Carlitos explains to his class that his mother is one of the striking janitors, he finds out that several other students' parents are also involved in the strike and their teacher encourages them to make signs and support the protest. The teacher talks about her own family's immigrant experience and the difficulties they faced, leading to social action to fight for a better way of life (a portrait of Cesar Chavez can be seen in the background of this scene). Colorful protest signs are front and center in this book: the illustrations capturing the movement and sounds of the crowd, while the heart of the story lies in Carlito's love and support of his mother. A section entitled "A Woman of Struggle, a Woman of Hope" highlights the work of Dolores Sanchez in the Los Angeles Justice for Janitors campaign, and is followed by a poem about the campaign by Luis Rodríguez and a section on what unions have done for our country. The story ends on a note of solidarity as Carlito's mother explains that she is going out to protest again, saying "I have a promise I must keep: to be there when other workers need my help."
Other Resources:
For older students and teachers:
Service Employees International Union. *Justice for Janitors- A Look Back and a Look Forward: 24 Years of Organizing Janitors*. Retrieved from http://www.seiu.org/a/justice -for-janitors/justice-for-janitors-20-years-of-organizing.php
UCLA History Department. (2011). *Justice for Janitors History Project*. Retrieved from http://socialjusticehistory.org/projects/justiceforjanitors/

******

Author: Markel, Michelle
Title*: Brave Girl: Clara and the Shirtwaist Makers' Strike of 1909*
Imprint: New York: Balzer + Bray; 2013; 32 p.
Recommended Grade Level: Gr K-3
Subgenre: Biography, Picture Book, Non-fiction
Recommendation/Review Sources: NoveList, School Library Journal Starred Review, Publishers Weekly Starred Review, Kirkus Starred Review
Plot Summary: An illustrated account of immigrant Clara Lemlich's pivotal role in the influential 1909 women laborer's strike describes how she worked grueling hours to acquire an education and support her family before organizing a massive walkout to protest the unfair working conditions in New York's garment district.
Awards: Amelia Bloomer Lists Beginning Readers Nonfiction 2014, Flora Stieglitz Straus Award, Jane Addams Children's Book Awards: Books for Younger Children, School Library Journal Best Nonfiction Books 2013

Subjects: Factories, International Ladies Garment Workers Union, Labor unions, Clara Lemlich, Shirtwaist Makers Strike, New York City, 1909-1910, Strikes, Women, Women garment workers, Working class women

Annotation:

Strips of checks, calendars and labels make up the tall, menacing New York buildings in the dramatic two page spread that shows the long line of factory workers walking out and joining Clara's Lemlich strike. Those who are familiar with Melissa Sweet's mixed media illustrations will find them particularly appropriate here, as seams and fabric run through the story of Clara and the shirtwaist makers. Clara's resilience is a major theme in the story: despite being arrested seventeen times and severely beaten by the police, she always returns to the picket line. Markel uses words like "uncrushable" to describe Clara as she navigates the immigrant experience and the harsh factory conditions, calling her spirit "shatterproof." Despite her immigrant status, gender, youth and small stature, Clara becomes a leader of the shirtwaist makers and the union more broadly. She rouses them with her speeches at meetings and sets an example of action, with others thinking: "If she can do it, we can do it, too." Clara and the factory workers that went on strike won permission to unionize, a shortened workweek and better wages. A "More About the Garment Industry" section gives more details about this period, including the demographic make up of the factory workers and the strikes that spread from New York across the country. The story ends before the infamous Triangle Shirtwaist Makers fire in 1911, which has been addressed in literature for older readers. Markel's book remains upbeat and accessible to young children throughout and it ends by telling the reader that Clara continued to fight for workers' rights.

Other Resources:

American Experience: Clara Lemlich Biography. Retrieved from http://www.pbs.org/wgbh/americanexperience/features/biography/triangle-lemlich/

Haddix, M. P. (2007). *Uprising*. New York: Simon & Schuster Books for Young Readers.

******

Author: DiSalvo, DyAnne

Title: *Grandpa's Corner Store*

Imprint: New York: Harper Collins Publishers; 2000; unpaged.

Recommended Grade Level: Gr K-3

Subgenre: Realistic Fiction, Picture Book, Fiction

Recommendation/Review Sources: NoveList, School Library Journal, Publishers Weekly, Kirkus Reviews

Plot Summary: Grandfather's corner grocery business is threatened by a new supermarket, but his granddaughter, Lucy, organizes the neighbors to convince him to stay.

Awards: N/A

Subjects: Cooperation, Grandfathers, Grocery industry and trade, Neighborhoods, Supermarkets, Community organizing

Annotation:

Even younger elementary school students sometimes remember a store closing in their neighborhood. This empowering story of a local grocery store and the little girl who fights to save it, tells children that "the supermarket is big, but it isn't bigger than a whole neighborhood." This picture book shows the power of community and what a neighborhood can accomplish by working together. The scope of "Grandpa's Corner Store" is small, but it packs a strong message into that small story, which gives agency, not only to the child who sees something she wants to change in the world, but also to the community that unites behind her. Lucy repeats how important her grandfather is to her throughout the story, emphasizing the idea of the people behind each business. The endpapers of the book show a child's map of the neighborhood in the story: the approachability of the artwork makes it a great model for children to draw their own neighborhood maps and reflect on what they know about their own communities. Children will be inspired by Lucy's ability to organize the community around this cause and by "the strength they find as they take pride in where they live" (Publishers Weekly).

Other Resources:

Teaching Tolerance. *Art and Community Activism Lesson Plan*. Retrieved from http://www.tolerance.org/lesson/art-and-community-activism

Teaching Tolerance. *Who Are the Activists in My Community?* Retrieved from http://www.tolerance.org/lesson/who-are-activists-my-community

******

Author: Brown, Monica
Title: *Side by Side: The Story of Dolores Huerta and Cesar Chavez*
Imprint: New York: Rayo; 2010; 32 p.
Recommended Grade Level: Gr 2-5
Subgenre: Biography, Picture Book, Bilingual, Non-fiction
Recommendation/Review Sources: NoveList, School Library Journal, Publishers Weekly, Kirkus Reviews
Plot Summary: Something special happened when Dolores Huerta and Cesar Chavez met. Together, they fought for the rights of countless farmworkers. Side by side, inspiring hope, they changed history.
Awards:
Subjects: 1960s, Cesar Chavez, Dolores Huerta, Labor leaders, Mexican American farm workers, Mexican Americans, Migrant farm workers, United Farm Workers Union
Annotation:

While Cesar Chavez has become recognized as an important figure in picture books, his compatriot Dolores Huerta has received less attention and this book details their powerful collaboration. Their childhoods and young lives are told in parallel, literally "side by side," in both English and Spanish, with each seeing injustice in their surroundings and looking for ways to improve working and living conditions for farmers. Their complementary strengths, Dolores' courage and Cesar's vision, are emphasized and their mutual respect is clear. Readers learn the derivation of the famous "Sí se puede! Yes we can!" chant and watch as the words come true: the labor leaders' actions are charted from the Grape Boycott to the 340 mile march and Chavez's hunger strike. Bright illustrations capture the energy of their work and the story is very approachable for

younger audiences with an easy message about fairness and collaboration. While the story addresses Chavez's death, the following pages are hopeful ones, declaring that as Huerta continues in her work for justice "the spirit of Cesar Chavez is with her, by her side." The "Note for Parents and Teachers" at the end of the book is not only an excellent companion to the picture book's story, giving new and interesting details about the lives of Huerta and Chavez, but also lists websites for readers to explore: www.doloreshuerta.org and www.ufw.org. This note ends with a call to action: "Can we make our world a better place? Dolores says, '*¡Sí se puede!* Yes we can!'"

Other resources:

Americans and United Farm Workers of America. Retrieved from http://memory.loc.gov/ammem/today/aug22.html

For older students and teachers:

César Chávez Day 10-12 Model Curriculum and Resources. Retrieved from http://chavez.cde.ca.gov/ModelCurriculum/Teachers/Lessons_10-12.aspx

UC San Diego Library Farmworker Movement Documentation Project. Retrieved from https://libraries.ucsd.edu/farmworkermovement/

******

Author: Tafolla, Carmen

Title: *That's Not Fair! : Emma Tenayuca's Struggle for Justice No Es Justo! : La Lucha de Emma Tenayuca por la Justicia*

Imprint: San Antonio, Tex.: Wings Press; 2008; 38p.

Recommended Grade Level: Gr 2-6

Subgenre: Biography, Picture Book, Bilingual, Non-fiction

Recommendation/Review Sources: NoveList, School Library Journal

Plot Summary: This book tells the story of how Emma Tenayuca, dismayed by the poverty and injustice she sees around her in Texas in the 1920s and 1930s, tries to help those in need and grows up to become the leader of a successful strike by pecan shellers.

Awards: Amelia Bloomer Lists Beginning Readers Nonfiction 2009

Subjects: Hispanic Americans, Labor leaders, Mexican Americans, Emma Tenayuca, Women, Women labor leaders

Annotation:

This bilingual picture book tells the story of Mexican American labor rights activist Emma Tenayuca with a strong sense of her perspective: even as a child, Emma tries to help those in poverty around her and children reading this book will easily relate to the concept of fairness in her work. In the beginning of the story, a friend of Emma's has gotten behind in school and is struggling to learn to read. The frustration with reading is an issue a lot of children can identify with and Emma's efforts to teach this friend to read show her commitment to helping others. Emma demonstrates multiple forms of social action: encouraging people to question the system that forces families into poverty, teaching a friend to read, voting to create political change and leading marches. Another form of action is shown by an old man that the young Emma and her grandfather encounter in the street: he sings to raise awareness of the plight of the poor and Emma notes that change can come from "a song with the right words to make people understand." The last page is a collection of photos and a biography of Emma Tenayuca,

including the authors' connection to her: the book was co-authored by Tenayuca's niece and one of Tenayuca's friends.

Other Resources:

For older students and teachers:

American Postal Workers Union. (2014). *Emma Tenayuca: Pecan Shellers' Strike Sparked Hispanic Workers' Movement.* Retrieved from http://apwumembers.apwu.org/laborhistory/12-2_tenayuca/emmatenayuca.htm

Poyo, J. *Interview with Emma Tenayuca, 1987*. Retrieved from http://digital.utsa.edu/cdm/ref/collection/p15125coll4/id/1172

******

Author: Sheinkin, Steve
Title: *The Port Chicago 50: Disaster, Mutiny, and the Fight for Civil Rights*
Imprint: New York: Roaring Brook Press; 2013; 208 p.
Recommended Grade Level: Gr 7 and up
Subgenre: Narrative non-fiction, Non-fiction
Recommendation/Review Sources: NoveList, School Library Journal, Kirkus Reviews, Publishers Weekly
Plot Summary: Presents an account of the 1944 civil rights protest involving hundreds of African-American Navy servicemen who were unjustly charged with mutiny for refusing to work in unsafe conditions after the deadly Port Chicago explosion.
Awards: ALA Notable Children's Books Older Readers Category 2015, Boston Globe-Horn Book Awards: Nonfiction, School Library Journal Best Nonfiction Books 2014
Subjects: African American sailors, African Americans, Port Chicago Mutiny Trial, San Francisco, Calif., 1944, Sailors, Trials, Mutiny, United States Navy, Working conditions, World War II
Annotation:

This text chronicles an important, but little known episode in the history of the Civil Rights Movement: in 1944, fifty African American servicemen refused to work in extraordinarily dangerous conditions, were charged with mutiny and threatened with the death penalty for these actions (a permitted penalty during wartime). Because of a recent ammunition accident that killed over 300 people, most of them African American sailors, "most of the men [at Port Chicago] lived in constant fear of a catastrophic explosion." These African American servicemen were being forced to load ammunition without the proper training, while the white servicemen were not put in harms way. Sheinkin's storytelling draws you in, letting "the participants tell the story, masterfully lacing narrative with extensive quotations drawn from oral histories, information from trial transcripts and archival photographs" (Kirkus Reviews). This book gives readers an idea of the widespread racism that permeated the military at the time. Based on 1970s interviews with several of the fifty servicemen, as well as extensive research, Sheinkin has written a compelling and rich account of one of the most stunning examples of racism and segregation in military history. This act of resistance, and other race-related protests in the Navy led to the beginning of the desegregation of the armed forces in 1946. The strength of this book is its commitment to tell the story of these men largely in their own

words, as well as its recognition of their extreme bravery and the courage it took to stand up to the United States Navy and demand their rights.

Other Resources:

Oakland Museum of California. *World War II Homefront Era: 1940s: The Port Chicago Incident*. Retrieved from http://www.museumca.org/picturethis/timeline/world-war-ii-homefront-era-1940s/port-chicago/info

Yamato, D. A. (2008). *The Freedom to Fight*. Retrieved from http://www.pbs.org/wnet/aalives/teachers/freedom_to_fight.html

Additional Recommended Titles:

Author: Christensen, Bonnie
Title: *Woody Guthrie: Poet of the People*
Imprint: New York: Knopf; 2001; 32 p.
Recommended Grade Level: Gr PreS-4
Subgenre: Biography, Picture Book, Non-fiction
Recommendation/Review Sources: NoveList, School Library Journal, Publishers Weekly
Plot Summary: Celebrates the life and career of the folk musician who wrote over 1,000 songs championing the poor, the disenfranchised, labor unions, and America and its people before he was silenced by Huntington's disease.
Awards: ALA Notable Children's Books 2002, New York Times Notable Books Children's Books 2001, Parents' Choice Awards Nonfiction 2002
Subjects: Composers, Depressions, Family problems, Folk music, Folk singers, Woody Guthrie, Musicians, Poor people, Working class

Author: Disalvo, DyAnne
Title: *Uncle Willie and the Soup Kitchen*
Imprint: New York: Morrow Junior Books; 1991; 32 p.
Recommended Grade Level: Gr 1-3
Subgenre: Picture Book, Fiction
Recommendation/Review Sources: NoveList, School Library Journal, Kirkus Reviews
Plot Summary: A boy spends the day with Uncle Willie in the soup kitchen where he works preparing and serving food for hungry people.
Awards: N/A
Subjects: Helpfulness, Homeless persons, Hunger, Soup kitchens, Uncles, Volunteer soup kitchen workers, Community organizing, Volunteering

Author: Mason, Margaret H.
Title: *These Hands*
Imprint: Boston: Houghton Mifflin Harcourt; 2011; 32 p.
Recommended Grade Level: Gr 1-5
Subgenre(s): Picture Book, Fiction
Recommendation/Review Sources: NoveList, School Library Journal, Publishers Weekly, Kirkus Starred Review, Booklist

Plot Summary: An African American man tells his grandson about a time when, despite all the wonderful things his hands could do, they could not touch bread at the Wonder Bread factory. Based on stories of bakery union workers; includes historical note.
Awards: ALA Notable Children's Books Younger Readers Category 2012, Charlotte Zolotow Award 2012
Subjects: 1960s, African Americans, Bakery workers, Civil rights, Civil Rights Movement, Factories, Grandfathers, Lyrical fiction, Memories, Unions

Author: Yoo, Paula
Title: *Twenty-two Cents: Muhammad Yunus and the Village Bank*
Imprint: New York: Lee & Low Books; 2014; 40 p.
Recommended Grade Level: Gr 2-5
Subgenre: Biography, Picture Book, Non-fiction
Recommendation/Review Sources: NoveList, School Library Journal, Publishers Weekly, Kirkus Reviews
Plot Summary: Growing up in Bangladesh, Muhammad Yunus witnessed extreme poverty all around and was determined to eradicate it. Twenty-two Cents is an inspiring story of economic innovation and a celebration of how one person—like one small loan—can make a positive difference in the lives of many.
Awards: Notable Books for a Global Society 2015
Subjects: Bangladesh, Debt, Economics, Grameen Bank, Loans, Loans for women, Poverty, Muhammad Yunus, Nobel Peace Prize Winners

Author: Krull, Kathleen
Title: *Harvesting Hope: The Story of Cesar Chavez*
Imprint: San Diego: Harcourt, inc.; 2003; 48 p.
Recommended Grade Level: Gr 3-6
Subgenre: Biography, Picture Book, Non-fiction
Recommendation/Review Sources: NoveList, School Library Journal, Booklist, Kirkus Reviews, Publishers Weekly
Plot Summary: A biography of Cesar Chavez, from age ten when he and his family lived happily on their Arizona ranch, to age thirty-eight when he led a peaceful protest against California migrant workers' miserable working conditions.
Awards: ALA Notable Children's Books 2004, Jane Addams Children's Book Awards: Books for Younger Children, School Library Journal Best Books 2003, Américas Award Honor Book 2003, Carter G. Woodson Honor Book 2004, Pura Belpré Award Honor Book
Subjects: Cesar Chavez, Labor leaders, Mexican Americans, Migrant workers, Protests, demonstrations, vigils, etc., United Farm Workers Union

Author: Lyon, George Ella
Title: *Which Side Are You On?*
Imprint: El Paso: Cinco Puntos Press; 2011; 40 p.
Recommended Grade Level: Gr 3-6
Subgenre: Picture Book, Non-fiction

Recommendation/Review Sources: NoveList, School Library Journal, Publishers Weekly, Kirkus Reviews
Plot Summary: *Which Side Are You On?* tells the story of a song which was written in 1931 by Florence Reece in a rain of bullets. Florence's husband Sam was a coal miner in Kentucky. Miners went on strike until they could get better pay, safer working conditions, and health care. The company hired thugs to attack the organizers like Sam Reece. Writer George Ella Lyon tells this hair-raising story through the eyes of one of Florence's daughters, a dry-witted pig-tailed gal, whose vantage point is from under the bed with her six brothers and sisters. The thugs' bullets hit the thin doors and windows of the company house, the kids lying low wonder whether they're going to make it out of this alive, wonder exactly if this strike will make their lives better or end them, but their mother keeps scribbling and singing. “We need a song," she tells her kids. That's not at all what they think they need.
Awards: Aesop Prize 2012
Subjects: Kentucky, Labor unions, Miners, Florence Reece, Protest Songs, Which side are you on?

Author: Brown, Don
Title: *Kid Blink Beats the World*
Imprint: Brookfield, Conn.: Roaring Brook Press; 2004; 32 p.
Recommended Grade Level: Gr 3-6
Subgenre: Biography, Picture Book, Non-fiction
Recommendation/Review Sources: NoveList, School Library Journal, Publishers Weekly, Kirkus Reviews
Plot Summary: A story of the newsboys (and girls) who took on the world's most powerful press barons--and won.
Awards: N/A
Subjects: 19th century, Child labor, Child labor exploitation, Newspaper carriers, Newspaper publishers, Newspaper publishing, Newspaper vendors, Newspapers, Strikes

Author: Paterson, Katherine
Title: *Bread and Roses, Too*
Imprint: New York: Clarion Books 2006; 288 p.
Recommended Grade Level: Gr 5-8
Subgenre: Historical Fiction, Fiction
Recommendation/Review Sources: NoveList, School Library Journal Starred Review, Booklist Starred Review, Publishers Weekly, Kirkus Reviews
Plot Summary: Jake and Rosa, two children, form an unlikely friendship as they try to survive and understand the 1912 Bread and Roses strike of mill workers in Lawrence, Massachusetts.
Awards: Booklist Editors' Choice Books for Youth Middle Readers Category 2006, Parents' Choice Awards Historical Fiction 2006
Subjects: 1910s, Child labor, Family relationships, Friendship, Immigrant families, Immigrants, Italian, Labor unions, Labor-management relations, Poverty, Prejudice, Social conflict, Strikes, Textile industry and trade, Textile workers, Women's role, Working class

Author: Winthrop, Elizabeth
Title: *Counting on Grace*
Imprint: New York: Wendy Lamb Books; 2006; 144 p.
Recommended Grade Level: Gr 6-9
Subgenre: Historical Fiction, Fiction
Recommendation/Review Sources: NoveList, School Library Journal Starred Review, Publishers Weekly, Kirkus Reviews, Booklist
Plot Summary: It's 1910 in Pownal, Vermont. At 12 Grace and her best friend Arthur must go to work in the mill, helping their mothers work the looms. Together Grace and Arthur write a secret letter to the Child Labor Board about underage children working in the mill. A few weeks later, Lewis Hine, a famous reformer arrives undercover to gather evidence. Grace meets him and appears in some of his photographs, changing her life forever.
Awards: Jane Addams Children's Book Award, 2007 Honor Book Books for Older Children, Massachusetts Children's Book Award, 2007 Honor Book, Mitten Award 2006 Honor Book
Subjects: 1910s, Child labor, Child labor exploitation, Cotton textile industry and trade, Friendship, Lewis W. Hine, Mill workers, Photographers, Social reformers, Textile mills, Twelve-year-old girls, Work environment, Letter writing

Author: Naomi Shihab Nye
Title: *Going Going*
Imprint: New York: Greenwillow Books; 2005; 232 p.
Recommended Grade Level: Gr 7-10
Subgenre: Realistic Fiction, Fiction
Recommendation/Review Sources: NoveList, School Library Journal, Kirkus Starred Review, Booklist, Publishers Weekly, VOYA
Plot Summary: In San Antonio, Texas, sixteen-year-old Florrie leads her friends and a new boyfriend in a campaign which supports small businesses and protests the effects of chain stores.
Awards: N/A
Subjects: Big business, Chain stores, Community organizing, Corporate acquisitions, Political activists, Preserving landmarks, Small business, Teenage girls, Teenage romance

Author: Nelson, Vaunda Micheaux
Title: *No Crystal Stair*
Imprint: Minneapolis: Carolrhoda Lab; 2012; 208 p.
Recommended Grade Level: Gr 7 and up
Subgenre: Biographical Fiction, Historical Fiction, Fiction
Recommendation/Review Sources: NoveList, School Library Journal, Booklist, Publishers Weekly, Kirkus Reviews
Plot Summary: Told by a banker that he should sell fried chicken rather than books, since "Negroes don't read", Lewis Michaux defies the odds to build Harlem's National

Memorial African Bookstore, an intellectual center and gathering place from 1939 to 1975.
Awards: Boston Globe-Horn Book Awards: Fiction and Poetry, School Library Journal Best Books 2012, YALSA Best Fiction for Young Adults 2013
Subjects: African American men, African Americans, Books and reading, Booksellers, Bookstores, Community Organizing, Harlem, Lewis H. Michaux

The Environment and Animal Welfare

Highlighted Titles:

Author: Johnson, Jen Cullerton
Title: *Seeds of Change: Planting a Path to Peace*
Imprint: New York: Lee & Low Books; 2010; 40 p.
Recommended Grade Level: Gr K-5
Subgenre: Biography, Picture Book, Non-fiction
Recommendation/Review Sources: NoveList, School Library Journal, Kirkus Reviews, Publishers Weekly
Plot Summary: A biography of Kenyan Nobel Peace Prize winner and environmentalist Wangari Maathai, a female scientist who made a stand in the face of opposition to women's rights and her own Greenbelt Movement, an effort to restore Kenya's ecosystem by planting millions of trees.
Awards: Amelia Bloomer Lists Beginning Readers Nonfiction 2011, Coretta Scott King Award: John Steptoe Award for New Talent (Illustrators), Green Earth Book Award Honor Book 2011
Subjects: Environmental movement, Green Belt Movement, Wangari Maathai, Kenya, Nobel Prize winners, Tree planting, Women environmentalists, Women Nobel Prize winners, Women politicians, Women's rights
Annotation:

Several picture book biographies of Wangari Maathai have been published in recent years, however, Johnson's more in-depth description of Maathai's life allows children to gain a deeper understanding of her motivations and how, through commitment to herself and her home, she accomplished change. The "implicit feminism" (Kirkus Reviews) of Maathai's fight for education and empowerment of Kenyan women is an important theme for children to encounter. Sadler's award-winning illustrations compliment the story's focus on place and culture: the "community spirit [Maathai] resuscitates is joyfully celebrated on every spread" (Kirkus Reviews). Children may be drawn to the illustrations first, but Wangari Maathai's story can inspire young people who have seen things in their community that they would like to change. The grassroots nature of Maathai's work makes this story an excellent companion for a discussion of social action or environmentalism: great things can be accomplished with small steps and beginning with small groups.
Other Resources:
Dater, A. & Merton, L. (Director). (2008). *Taking Root: The Vision of Wangari Maathai.*

[Motion Picture] Marlboro, Vermont: Marlboro Productions.
Napoli, D. (2010). *Mama Miti: Wangari Maathai and the Trees of Kenya*. New York: Simon & Schuster Books for Young Readers.
Nivola, C. A. (2008). *Planting the Trees of Kenya : The Story of Wangari Maathai* (1st ed.). New York: Farrar, Straus, and Giroux.

******

Author: French, Susannah T.
Title: *Operation Redwood*
Imprint: New York: Amulet Books; 2009; 368 p.
Recommended Grade Level: Gr 4-7
Subgenre: Realistic Fiction, Fiction
Recommendation/Review Sources: NoveList, School Library Journal, Kirkus Reviews
Plot Summary: In northern California, Julian Carter-Li and his friends old and new fight to save a grove of redwoods from an investment company that plans to cut them down.
Awards: Green Prize for Sustainable Literature: Youth Awards
Subjects: Child heroes, Determination, Ecology, Environmental protection, Friendship, Grandmothers, Greed, Redwood, Resistance to land development, Resistance to tree removal, Trees, Uncles
Annotation:

This book has a lighter tone than others on this list and this may make the book more appealing to some readers, while maintaining its message of social action, collaboration and care for the environment. Julian and his friends are a group diverse in age, cultural background and experience, who work together to save a plot of redwood trees in this novel. The partial epistolary format gives readers something new and the design of the emails themselves are basic enough so as not to feel dated. Conservation organizations and leaders and sustainable farming techniques mentioned in passing, as well as an author's note that gives several pages of history of the redwood tree, lend authenticity to the story. While some plot elements are very simple and Julian's aunt and uncle lack redeeming features, the story's "focus is on the young" (Kirkus Reviews) and the adventures they have in pursuing what is right. The book is not a roadmap in the sense that educators do not want to encourage reading other people's emails and running away from home, rather, it models the determination necessary to make change and the strength in working with people who are passionate about the same things.
Other Resources:

Documentary Chronology of Selected Events in the Development of the American Conservation Movement, 1847-1920. Retrieved from http://memory.loc.gov/ammem/amrvhtml/cnchron3.html
Reimagine RP&E. *Race, Poverty, and the Environment*. Retrieved from http://reimaginerpe.org/rpe

******

Author: Fleischman, Paul

Title: *Seedfolks*
Imprint: New York: Harper Collins; 1997; 69 p.
Recommended Grade Level: Gr 4 and up
Subgenre: Realistic fiction, Fiction
Recommendation/Review Sources: NoveList, School Library Journal, Booklist, Publishers Weekly, Kirkus Reviews, VOYA
Plot Summary: One by one, a number of people of varying ages and backgrounds transform a trash-filled inner-city into a productive and beautiful garden, and in doing so, the gardeners are themselves transformed.
Awards: School Library Journal Best Books 1997, YALSA Best Books for Young Adults 1998, YALSA Quick Picks for Reluctant Young Adult Readers 1998, Jane Addams Children's Book Award Honor Book 1998
Subjects: City life, Community gardening, Empty lots, Gardens, Multiethnic neighborhoods
Annotation:

Each chapter of "Seedfolks" is told from the perspective of a different resident of a Cleveland neighborhood, where they begin to grow a community garden, leaning on the myriad experiences and cultures of each person. A young Vietnamese girl starts the garden and the themes of this story include the experience of immigration for her and others, stereotypes and community assets. We meet people from different generations, races, religions and speaking different languages that are all connected by a dedication to this garden. Short chapters, each one linked to the next, make this a quick read and one that provides many opportunities for discussions of ideas like Chimamanda Adichie's concept of a "single story," incomplete stories that generate stereotypes (Adichie, 2009). Each character has their own perspective that often brings prejudice, suspicion or ignorance, but as the garden grows, and connections are made, the neighbors came to know each other as individuals.

Other Resources:

Adichie, C. (2009, July). *Chimamanda Adichie: The Danger of a Single Story* [Video file]. Retrieved fromhttp://www.ted.com/talks/chimamanda_adichie_the_danger of_a_single_story?language=en

Howard, B. C. *Urban Farming Is Growing a Green Future*. Retrieved from http://environment.nationalgeographic.com/environment/photos/urban-farming/

******

Author: Rohmer, Harriet
Title: *Heroes of the Environment: True Stories of People Who Help Protect Our Planet*
Imprint: San Francisco: Chronicle Books; 2009; 110 p.
Recommended Grade Level: Gr 5-9
Subgenre: Collective Biography, Non-fiction
Recommendation/Review Sources: NoveList, School Library Journal, Kirkus Reviews
Plot Summary: This inspiring book presents the true stories of 12 people, most of them teenagers or younger adults, from across North America who have done great things for the environment**.** Heroes include a teenage girl who figured out how to remove an industrial pollutant from the Ohio River, a Mexican superstar wrestler who works to

protect turtles and whales, and a teenage boy from Rhode Island who helped his community and his state develop effective e-waste recycling programs. Plenty of photographs and illustrations bring each compelling story vividly to life.
Awards: Green Prize for Sustainable Literature: Youth Awards
Subjects: Environmental movement, Environmentalism, Recycling, Conservatism, Urban farming, Sustainable Energy
Annotation:

Introductions to the work of a diverse group of environmental activists, several of whom are teens, come together in this book, detailing work in urban farming, waste recycling, animal and environmental protection and more. Each chapter begins with a cartoon portrait of the activist, followed by a detailed, but easy to understand description of the work they do, including diagrams to explain the science of the work. The heroes rely on their communities and take strength and inspiration from their cultural backgrounds to create change and bring control back into the hands of these communities. Students may be able to relate to some of the questions that prompted their actions: What happens to computers after they breakdown? Alex Lin and a group of his peers created a drop off center to safely dispose of the potentially toxic e-waste from broken electronics in their town. We also meet Debbie Tewa who helped bring solar power to the Hopi reservation where she grew up, giving those communities "control over their own electricity." Endpapers provide a map of the location of each of the twelve heroes across North America with lots of space between each marker to encourage children to imagine their own projects fitting into the broader movement for environmental protection. A final chapter is titled "How you can get involved" and encourages young people to get involved in activities like neighborhood cleanups and to look around them to discover any problems in their communities. The chapter ends by asking, "What is your own environmental vision for the future?" The true strengths of this book lie in the diversity of those featured as heroes and the fact that their stories are of accessible and contemporary action.
Other Resources:

Environmental Protection Agency. (2015, April 21). *Community Service Project Ideas for Students and Educators.* Retrieved from http://www2.epa.gov/students/community-service-project-ideas-students-and-educators

Institute for Humane Education. *Resource Center*. Retrieved from: http://humaneeducation.org/blog/category/resources/types/online-games/

******

Author: Bang, Molly
Title: *Nobody Particular: One Woman's Fight to Save the Bays*
Imprint: New York: Henry Holt and Company; 2000; 46 p.
Recommended Grade Level: Gr 5-11
Subgenre: Biography, Graphic Novel, Non-fiction
Recommendation/Review Sources: Publishers Weekly, Kirkus Reviews, Cooperative Children's Book Center Choices
Plot Summary: Describes a female shrimper's attempt to stop a large chemical company from polluting a bay in East Texas.

Awards: Amelia Bloomer Lists Young Adult Nonfiction 2002
Subjects: Chemical plants, Diane Wilson, Environmental protection, Environmentalism, Female environmentalists, Hazardous waste disposal, Pollution, Shrimpers, Texas, Water
Annotation:

In the first pages of the book, Diane Wilson is handed a newspaper that lists her home county of Calhoun, Texas as the most polluted county in the United States. This begins her journey from "nobody particular- just a shrimper and a momma- no education, no money, no clout" to an influential environmental figure, who stood up to the companies who were dumping hazardous waste into the ocean and won. Black and white panels telling her story jump out from pages of colorful illustrations of the bay. These spreads include information about the organisms that inhabit the bay, "providing a third narrative that describes the fragile yet resilient ecosystem Diane Wilson fought to save" (CCBC Reviews). An author's note updates her story: Wilson began her environmental work on one issue that affected her home community and then continued her advocacy, supporting other communities fighting to eradicate pollution, as well as victims of unsafe work practices.

Other Resources:

Scott, C. M. (Director). (2005). *Texas Gold* [Motion Picture]. United States: Turtle Island Films.

United States Environmental Protection Agency. (2013, September 11). *Activities: "Stop Pointless Personal Pollution."* Retrieved from http://water.epa.gov/learn/resources/midsh/stop.cfm

******

Author: Montgomery, Sy
Title: *Temple Grandin: How the Girl Who Loved Cows Embraced Autism and Changed the World*
Imprint: Boston: Houghton Mifflin Books for Children; 2012; 160 p.
Recommended Grade Level: Gr 6-9
Subgenre: Biography, Non-fiction
Recommendation/Review Sources: NoveList, Kirkus Reviews, School Library Journal, VOYA
Plot Summary: An authorized portrait about Grandin's life with autism and her groundbreaking work as a scientist and designer of cruelty-free livestock facilities describes how she overcame key disabilities through education and the support of her mother.
Awards: ALA Notable Children's Books Older Readers Category 2013, Science Books and Films Prize for Excellence in Science Books
Subjects: Animal industry and trade, Animal scientists, Animal specialists, Animal welfare, Autistic persons, Temple Grandin, Livestock, Women, Women animal specialists, Women scientists
Annotation:

This book follows animal welfare pioneer Temple Grandin from a difficult childhood through her school experience to the start of her career, but also provides a window into her life today, showing the classes she teaches and her continued work in

animal welfare advocacy. Temple Grandin wrote a forward for this book in which she gives advice to kids who have been "labeled with disabilities," emphasizing the importance of finding outlets for "their unique abilities and passions" and counseling them that by "finding friends who like the same activities that you like, you can avoid the bullies." Through photos of Grandin, diagrams of her cruelty-free designs, and a detailed account of her thought process in her work and connection with animals, the reader comes to understand how she is able to accomplish what she does. Grandin has helped restaurant chains and meat-packing plants understand the issues of factory farming and other forms of animal cruelty, encouraging a move toward more humane options. While some readers may have difficulty with some of the realistic details of the meat packing plants where Grandin has done so much work, the details are never gratuitous. The book provides an introduction to autism and its history, but more importantly, the compelling narrative allows the readers to identify with Grandin and her experience. Montgomery has written breaks in the story that provide a scientific perspective on autism and the Selected Bibliography and Resources pages include several books, articles, films and websites that Grandin recommended herself. This book is a great resource as a biography of an important animal welfare activist and a useful introduction to those less familiar with the autism community.

Other Resources:

Grandin, T. (2010, February). *Temple Grandin: The World Needs All Kinds of Minds* [Video file]. Retrieved from http://www.ted.com/talks/temple_grandin_the_world_needs_all_kinds_of_minds

For Older Readers:

Grandin, T. (2013). *The Autistic Brain : Thinking Across the Spectrum*. Boston: Houghton Mifflin Harcourt.

Additional Recommended Titles:

Author: Hopkins, H. Joseph
Title: *The Tree Lady*
Imprint: New York: Beach Lane Books; 2013; 32 p.
Recommended Grade Level: Gr PreK-4
Subgenre: Biography, Picture Book, Non-fiction
Recommendation/Review Sources: NoveList, Publishers Weekly, Kirkus Reviews
Plot Summary: Documents the true story of the nature pioneer and activist who, after becoming the first woman to earn a science degree from the University of California, took a teaching position in the desert region of San Diego and single-handedly launched a movement to transform the area with trees and gardens.
Awards: Amelia Bloomer Lists Beginning Readers Nonfiction 2014, Green Prize for Sustainable Literature: Youth Awards
Subjects: Botanists, Horticulturists, Landscape architects, Kate Olivia Sessions

Author: Atkins, Jeannine
Title: *Aani and the Tree Huggers*
Imprint: New York: Lee & Low Books; 1995; 32 p.

Recommended Grade Level: Gr 2-5
Subgenre: Historical Fiction, Fiction
Recommendation/Review Sources: NoveList, School Library Journal, Cooperative Children's Book Center
Plot Summary: Based on true events in India in the 1970s, young Aani and the other women in her village defend their forest from developers by wrapping their arms around the trees, making it impossible to cut them down.
Awards: N/A
Subjects: 1970s, Chipko Movement, Courage, Real estate developers, Resistance to real estate development, Trees, Villages

Author: Berne, Jennifer
Title: *Manfish*
Imprint: San Francisco: Chronicle Books; 2008; 40 p.
Recommended Grade Level: Gr 2-5
Subgenre: Biography, Picture Book, Non-fiction
Recommendation/Review Sources: NoveList, School Library Journal, Kirkus Reviews
Plot Summary: Before Jacques Cousteau became an internationally known oceanographer and champion of the seas, he was a curious little boy. In this lovely biography, poetic text and gorgeous paintings combine to create a portrait of Jacques Cousteau that is as magical as it is inspiring.
Awards: International Reading Association Children's Book Award: Primary Nonfiction
Subjects: Jacques Cousteau, Diving, Oceanographers, Oceanography

Author: Bouler, Olivia
Title: *Olivia's Birds: Saving the Gulf*
Imprint: New York: Sterling Children's Books; 2011; 32 p.
Recommended Grade Level: Gr 3-5
Subgenre(s): Picture Book, Narrative Non-fiction, Non-fiction
Recommendation/Review Sources: NoveList, School Library Journal, Booklist Starred Review, Publishers Weekly
Plot Summary: An eleven-year-old artist shares her enthusiasm about birds through her own text and illustrations, and suggests ways in which young people can help with the preservation of bird life.
Awards: Parents' Choice Awards Picture Books 2012
Subjects: Art, Audubon Society, Birds, Eleven-year-old, Gulf Coast, Nature conservation, Wildlife

Author: Beard, Darleen Bailey
Title: *Annie Glover Is NOT a Tree Lover*
Imprint: New York: Farrar Straus Giroux; 2009; 120 p.
Recommended Grade Level: Gr 3-6
Subgenre(s): Realistic Fiction, Fiction
Recommendation/Review Sources: NoveList, School Library Journal
Plot Summary: When her grandmother chains herself to the tree across from the school to save it from being cut down, fourth-grader Annie wants to die of humiliation, but when

she discovers the town's history, her attitude changes.
Awards: N/A
Subjects: Community activists, Environmental protection, Fourth grade girls, Grandmothers, Protest movements, Self-discovery, Tree conservation

Author: Roth, Susan L.
Title: *The Mangrove Tree: Planting Trees to Feed Families*
Imprint: New York: Lee & Low Books; 2011; 40 p.
Recommended Grade Level: Gr 3-6
Subgenre: Biography, Picture Book, Non-fiction
Recommendation/Review Sources: NoveList, School Library Journal, Publishers Weekly, Kirkus Reviews
Plot Summary: A cumulative verse, alternating with additional narrative, describes the ecological and social transformation resulting from the work of Dr. Gordon Sato, a Japanese American cell biologist who made saltwater and desert land productive through the planting of mangrove trees in the African country of Eritrea.
Awards: ALA Notable Children's Books Middle Readers Category 2012, Jane Addams Children's Book Awards: Books for Younger Children, Green Earth Book Award 2012, Orbis Pictus Award for Outstanding Nonfiction for Children 2012
Subjects: Mangrove forests, Mangrove swamp ecology, Mangrove swamps, Gordon Sato, Swamp ecology

Author: Spinelli, Jerry
Title: *Wringer*
Imprint: New York: HarperCollins; 1997; 228 p.
Recommended Grade Level: Gr 4-8
Subgenre: Realistic Fiction, Fiction
Recommendation/Review Sources: NoveList, Booklist, School Library Journal
Plot Summary: As Palmer comes of age he must either accept the violence of being a wringer at his Pennsylvania town's annual Pigeon day or find the courage to oppose it.
Awards: ALA Notable Children's Books 1998, Booklist Editors' Choice Books for Youth 1997, School Library Journal Best Books 1997
Subjects: Animal welfare, Boys, Bullying and bullies, Country life, Dilemmas, Initiation rites for boys, Pigeon shooting, Pigeons, Ten-year-old boys

Author: House, Silas
Title: *Same Sun Here*
Imprint: Somerville, Mass.: Candlewick Press 2012; 297 p.
Recommended Grade Level: Gr 5-8
Subgenre: Realistic Fiction, Fiction
Recommendation/Review Sources: NoveList, School Library Journal Starred Review, Booklist, Publishers Weekly Starred Review, Kirkus Reviews
Plot Summary: A twelve-year-old Indian immigrant in New York City and a Kentucky coal miner's son become pen pals, and eventually best friends, through a series of revealing letters exploring such topics as environmental activism, immigration, and racism.

Awards: Parents' Choice Awards Fiction 2012
Subjects: Best friends, Children of coal miners, East Indian Americans, Environmentalists, Immigration and emigration, Letters, Pen pals, Poverty, Prejudice, Racism, Twelve-year-olds

Author: Park, Linda Sue
Title: *A Long Walk to Water: Based on a True Story*
Imprint: New York: Clarion Books; 2009; 128 p.
Recommended Grade Level: Gr 6-9
Subgenre: Realistic fiction, Fiction
Recommendation/Review Sources: NoveList, School Library Journal, Publishers Weekly, Kirkus Reviews, Booklist
Plot Summary: When the Sudanese civil war reaches his village in 1985, eleven-year-old Salva becomes separated from his family and must walk with other Dinka tribe members through southern Sudan, Ethiopia, and Kenya in search of safe haven. Based on the life of Salva Dut, who, after emigrating to America in 1996, began a project to dig water wells in Sudan.
Awards: Jane Addams Children's Book Awards: Books for Older Children
Subjects: 1980s, Boys, Civil war, Dut Salva, Eleven-year-old boys, Natural resources, Refugees, Survival, Water

Author: Hoose, Phillip M.
Title: *The Race to Save the Lord God Bird*
Imprint: New York: Farrar, Straus and Giroux; 2004; 196 p.
Recommended Grade Level: Gr 6 and up
Subgenre(s): Narrative Non-fiction, Non-fiction
Recommendation/Review Sources: NoveList, School Library Journal Starred Review, Publishers Weekly Starred Review, Kirkus Starred Review, VOYA
Plot Summary: Tells the story of the ivory-billed woodpecker's extinction in the United States, describing the encounters between this species and humans, and discussing what these encounters have taught us about preserving endangered creatures.
Awards: ALA Notable Children's Books Older Readers Category 2005, Boston Globe-Horn Book Awards: Nonfiction, Flora Stieglitz Straus Award, Parents' Choice Awards – Nonfiction 2004, YALSA Best Books for Young Adults 2005
Subjects: Bird protection, Birds, Extinction, Humans and birds
Ivory-billed woodpecker, Rare and endangered birds, Wildlife conservation, Woodpeckers

References

Adichie, C. (2009, July). *Chimamanda Adichie: The danger of a single story* [Video file]. Retrieved fromhttp://www.ted.com/talks/chimamanda_adichie_the_danger of_a_single_story?language=en

Agosto, D. E. (2007). Building a multicultural school library: Issues and challenges. *Teacher Librarian, 34*(3), 27-31.

American Indian Youth Literature Award. (2015). Retrieved from http://ailanet.org/activities/american-indian-youth-literature-award/

Asian Pacific American Award for Literature. (2015). Retrieved from www.apalaweb.org/awards/literature-awards/

Banks, J. A. (2003). Teaching literacy for social justice and global citizenship. Language Arts, 81(1), 18-19.

Banks, J. A. (2009). *Teaching strategies for ethnic studies* (8th ed.). Boston: Pearson/Allyn & Bacon.

Boulware, B. J., Monroe, E. E., & Wilcox, B. R. (2013). The 5L instructional design for exploring legacies through biography. *The Reading Teacher, 66*(6), 487-494.

Brunelle, Crystal. (2014, August 20). Social justice and activism in YA lit. *Rich in Color.* Retrieved from http://richincolor.com/2014/08/social-justice-and-activism-in-ya-lit/

Carter Woodson Award. (2015). Retrieved from http://www.socialstudies.org/awards/woodson/winners

Children's Literature Comprehensive Database (CLCD). (2015). Access provided by the University of North Carolina at Chapel Hill. Retrieved from http://www.clcd.com.libproxy.lib.unc.edu/

Cooperative Children's Book Center (CCBC). (2015). *Books for children and young adults.* Retrieved from https://ccbc.education.wisc.edu/books/

Coretta Scott King Award. (2015). Retrieved from http://www.ala.org/emiert/cskbookawards

Del Gandio, J. (2014). *Educating for action : strategies to ignite social justice*. Gabriola Island, BC, Canada: New Society Publishers.

Hackman, H. W. (2005). Five essential components for social justice education. *Equity & Excellence in Education, 38*(2), 103-109.

Hughes-Hassell, S. (2013). Multicultural young adult literature as a form of counter-storytelling. *The Library Quarterly: Information, Community, Policy, 83*(3), 212-228.

Jane Addams Children's Book Award. (2015). Retrieved from http://www.janeaddamspeace.org/jacba/

Lambda Literacy Award. (2015). Retrieved from http://www.lambdaliterary.org/awards/

Mack, T. & Picower, B. (2014). *Planning to change the world: A plan book for social justice teachers 2014-2015*. New York: New York Collective of Radical Educators and Education for Liberation Network.

Mar, R. & Oatley, K. The Function of fiction is the abstraction and simulation of social experience. *Perspectives on Psychological Science*, 3(3),173-192.

Martin, L. A., Smolen, L. A., Oswald, R. A., & Milam, J. L. (2012). Preparing students for global citizenship in the twenty-first century: Integrating social justice through global literature. *The Social Studies,* 103(4), 158-164.

NoveList, provided by EbscoHost. (2015). Access provided by the University of North Carolina at Chapel Hill.

Oyler, C. (2012). *Actions speak louder than words: Community activism as curriculum*. New York: Routledge.

Picower, B. (2012). Using their words: Six elements of social justice curriculum design for the elementary classroom. *International Journal of Multicultural Education, 14*(1), 1-17.

Pura Belpré Award. (2015). Retrieved from http://www.ala.org/alsc/awardsgrants/bookmedia/belpremedal

Reese, Debbie. American Indians in Children's Literature (AICL). (2015). Retrieved from http://americanindiansinchildrensliterature.blogspot.com/

Seale, D. (2005). *A broken flute : The Native experience in books for children*. Walnut Creek, CA: AltaMira Press.

Sernak, K. (2006). School reform and Freire's methodology of Conscientization. *IEJLL: International Electronic Journal For Leadership In Learning,* 10(25).

School Library Journal (SLJ). (2015). Retrieved from http://www.schoollibraryjournal.com/

Tatum, A. (2008). Toward a more anatomically complete model of literacy instruction: A focus on African American male adolescents and texts. *Harvard Educational Review*, 78(1), 155–180

Teaching for Change. (2015). *Recommended teaching resources*. Retrieved from http://www.tfcbooks.org/best-recommended/booklist

Tyson, C. A. (1999). "Shut my mouth wide open": Realistic fiction and social action. *Theory Into Practice*, 38(3), 155-59.

Waters, S. D. (1999). Children's literature: A valuable resource for the social studies classroom. *Canadian Social Studies*, *33*(3), 80-83.

Zinn Education Project. (2015). Retrieved from http://zinnedproject.org/

Zinn, H. (2000). Unsung heroes. *Progressive*, *64*(6),16.