

2022 NOTABLE BOOKS FOR A GLOBAL SOCIETY: A Booklist for Grades PK–12 Stories of Hope, Courage, and Discovery



Edited by Sandip Wilson and Mary Ellen Oslick

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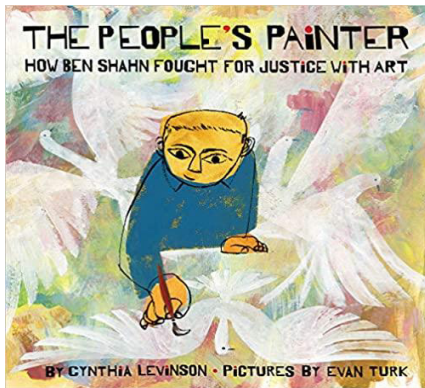
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CELEBRATING DIVERSITY of character, story, life, tension, pain, dreams, and hopes in children's and young adult literature is the goal of the Notable Books for a Global Society (NBGS) Committee. Each year, the topics the members review reveal expanding horizons of books published for children and young adults, demonstrating that a book might reflect readers' experiences, show them they are not alone, or give insight into lives and experiences that are different from theirs.

Since 1996, the committee has presented a collection of books demonstrating multiple perspectives and diverse experiences. Parsons (2016) noted, "When we take seriously our responsibility to find and promote many voices, we are in essence, working toward justice and creating a more peaceful world" (p. 23). Members share this sense of responsibility. In the presentation of the 2009 NBGS books,

Ward (2009) said that literature has multiple values, "one of which is to help readers view the world through different lenses" (p. 26). The committee has continued that legacy. We read stories and nonfiction unfamiliar to readers, in voices they may not have heard before. In our exploration of more than 600 books, members admitted the challenges of making choices to select 25 books for PK–12 readers in multiple genres.

Hadjioannou (2021) has observed that access to books "through the physical presence in children's environments, combined with plentiful opportunities to engage with books" (p. 8), can help them "make meaning of their lives" (p. 9). That access can help them understand the cultures and experiences of others (p. 9). The challenge of access to books in contemporary America reinforces the members' dedication to selecting books that can speak to many readers.



Levinson, Cynthia. (2021). *The People's Painter: How Ben Shahn Fought for Justice With Art* (Evan Turk, Illus.). Abrams Books for Young Readers. 40 pp. GR 2–6. Picturebook/biography.

“The first thing I can remember,” Ben Shahn said, “I drew.” As a child in Lithuania, he drew everything he could, even sketching in his family’s Bible during a paper shortage. As a young immigrant in the United States, he used his art to show injustices he saw around him, such as being bullied at school for being Jewish, and to tell stories of outsiders such as immigrants and prisoners. During the Depression, his photographs “revealed hard lives in troubled times.” His paintings chronicled stories of “people clamoring for their rights,” such as workers demanding fair pay, civil rights activists, and advocates for peace, stories depicted in Turk’s bold illustrations of mixed media that reflect Shahn’s artistic technique. The back matter includes an author’s and illustrator’s note, a timeline of Shahn’s life and events of 1900s American history, and references. *Reviewed by Ann Digiacomio*

Teaching Suggestions

- In the text’s back matter, illustrator Evan Turk writes that Ben Shahn drew people how they felt to him, not necessarily capturing how they looked. Upper elementary students can similarly draw or paint people and places how they feel to them, using techniques similar to those used in the book, such as through exaggeration and distortion to highlight an emotional response or experience.
- Many artists have used their art to call attention to social justice issues. Help students brainstorm how they can use their own art to be change makers and stand up for issues important to them. Using art or photography,

work with students to create a poster project on one of the issues to share with the wider school community.

- Students can view Ben Shahn’s art online at the National Gallery of Art’s website (<https://www.nga.gov/collec-tion/artist-info.3030.html#works>). Encourage students to imagine what the artist was trying to express through different works, and compare and contrast his art to illustrator Evan Turk’s work in the picturebook.

Related Books

- Hinrichs, A. S. D. (2021). *The traveling camera: Lewis Hine and the fight to end child labor* (M. Garland, Illus.). Getty.
- Nichols, D. (2021). *Art of protest: Creating, discovering, and activating art for your revolution* (D. Dagadita, M. Mendoza, O. Twist, Saddo, & D. Beccas, Illus.). Big Picture Press.
- O’Neill, A. (2020). *Jacob Riis’s camera: Bringing light to tenement children* (G. Kelley, Illus.). Calkins Creek/Boyd’s Mills & Kane.
- Rippon, J. (2019). *Rise up: The art of protest*. Charlesbridge.



Higuera, Donna Barba. (2021). *The Last Cuentista*. An Arthur A. Levine Book. 416 pp. GR 7 and up. Science fiction.

What do you bring with you to start over? With a comet coming to destroy Earth, Petra and her family are forced to face this question. They are among the few chosen to travel to a new planet with their combined technological and scientific knowledge. Petra brings her family’s folklore and cuentos (stories). During the several-hundred-year journey, a rogue group called the Collective erases their memories. Petra awakes to a new reality, where everyone else has forgotten the history of life on Earth and the differences that make the human race both flawed and

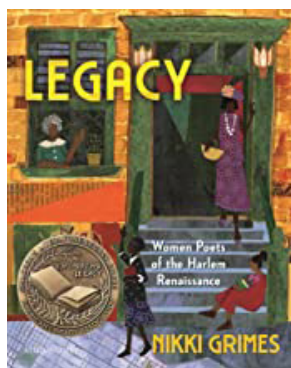
dynamic. As she realizes that she is the only remaining storyteller, she must decide how to escape the Collective and start over on her own. *Reviewed by Mary Ellen Oslick*

Teaching Suggestions

- With students, conduct a discussion about the power of storytelling, which is a common theme throughout the novel. Push students to consider the meanings we can get from folklore and mythology. They can make connections to other texts (e.g., film, television shows, and books).
- View the NASA website regarding exoplanet exploration (<https://exoplanets.nasa.gov/search-for-life/habitable-zone/>). In small groups, students can watch videos about what scientists are looking for in habitable zones in the Milky Way galaxy and examine a list of planets that could support life. Have them discuss their findings.
- Watch the video *How to Recognize a Dystopia* on YouTube (<https://www.youtube.com/watch?v=6a6k-bU88wu0>). Ask students to consider if Petra lives in a dystopian society. They can cite evidence from the book for agreeing or disagreeing.

Related Books

Deonn, T. (2020). *Legendborn*. Margaret K. McElderry Books.
 Onyebuchi, T. (2019). *War girls*. Razorbill.
 Riordan, R. (Ed.). (2021). *The cursed carnival and other calamities: New stories about mythic heroes*. Rick Riordan Presents.



Grimes, Nikki. (2021). *Legacy: Women Poets of the Harlem Renaissance*. Bloomsbury Children's Books. 144 pp. GR 6 and up. Poetry.

This anthology embraces experience conveyed by Black Renaissance women poets, each poem followed by Grimes's

original poem in the Golden Shovel form. She selects a key line of the poem whose words resonate with strength on themes of family, community, and Earth Mother and makes each word in the line the last word in each line of the new poem. The bold artwork of contemporary Black women artists accompanying each of the poems adds momentum to this mosaic of women's voices. Front matter provides historical context and an introduction to the Golden Shovel form. The back matter includes the artists' biographies and references and online resources.

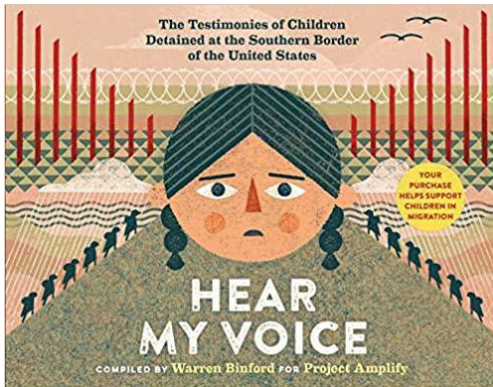
Reviewed by Maria Teresa Manteo

Teaching Suggestions

- Nikki Grimes created poetry from leading or selected lines of existing poems of the poets in her anthology. Have students read poems in the book and select lines that resonate for them. They can work in small groups to select a line from a poem and create poems using the Golden Shovel method.
- Harlem was a destination for African Americans who escaped from the racism in the South. Learn more about conditions that drove the Great Migration at the MoMA website's [One-Way Ticket: Jacob Lawrence's Migration Series](https://www.moma.org/calendar/exhibitions/1495) (<https://www.moma.org/calendar/exhibitions/1495>). Conduct a discussion of the promise and perils of the migration from the U.S. South to the North. Also read Langston Hughes's "One-Way Ticket" online and discuss what made Harlem a place of hope and renewal in African American culture.
- Visit [the Poetry Foundation](https://www.poetryfoundation.org/collections/145704/) (<https://www.poetryfoundation.org/collections/145704/>) for an introduction to the Harlem Renaissance. Compare the list of poets on the site with the poets featured in *Legacy*. Have students read different poems together. Have students consider themes and the use of language and imagery and decide which women poets they would add to the list.

Related Books

Cline-Ransome, L. (2018). *Finding Langston*. Holiday House.
 Grimes, N. (2017). *One last word*. Bloomsbury.
 Shabazz, I. (with Jackson, T. D.). (2021). *The awakening of Malcolm X*. Farrar Straus Giroux.
 Whitney, D. (Ed.). (2021). *You don't have to be everything*. Workman.



Compiled by Warren Binford for Project Amplify. (2021). *Escucha Mi Voz / Hear My Voice: The Testimonies of Children Detained at the Southern Border of the United States* (Cecilia Ruiz et al., Illus.). Workman. 96 pp. GR 3 and up. Nonfiction.

Written in Spanish and English, this picturebook, read in two directions, highlights testimonies of 61 children, ages 5 to 17, who migrated from Honduras, Mexico, El Salvador, Guatemala, and Ecuador to escape violence and poverty, but are detained at the U.S.–Mexico border in Clint, Texas. Their interviews reveal their treatment in the detention centers: “We are kept in a cage. It is very crowded. There is no room to move without stepping over others.” Another child explains, “The guards say, ‘Go back to where you came from. You are pigs. You came here to ruin my country.’” A different contemporary Latinx illustrator provides artwork for each child’s story. The children’s heartbreaking testimonies share hopes for reuniting with family and working hard in school. The back matter includes information on the 15 illustrators. *Reviewed by Julia Hillman*

Teaching Suggestions

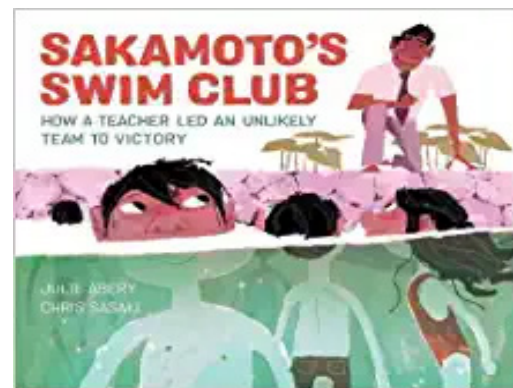
- With the whole class, discuss the terms “migration” and “borders.” Examine borders featured in the book. Use a world map to show and discuss human migration within and across borders. Suggest other borders in the world that experience migration. Highlight the migration patterns of the children and families mentioned in *Hear My Voice*.
- Why do people migrate? Read portions of the book and discuss the question with the whole class. Record students’ responses on chart paper. Research causes of migration from the countries included in the book and

discuss new ideas and understandings that come from the voices in the book.

- Discuss connections between reasons for migration and the pursuit of families’ hopes and dreams. Read the related books and compare the wants, wishes, and hopes of children across stories to your own stories to show the connections among humanity.

Related Books

- Bowles, D. (2021). *My two border towns* (E. Meza, Illus.). Kokila.
- Kuklin, K. (2019). *We are here to stay: Voices of undocumented young adults*. Candlewick.
- Morales, A. (2021). *Areli is a dreamer: A true story* (L. Uribe, Illus.). Random House.
- Perkins, M. (2019). *Between us and Abuela: A family story from the border* (S. Palacios, Illus.). Farrar Straus Giroux.



Abery, Julie. (2021). *Sakamoto’s Swim Club: How a Teacher Led an Unlikely Team to Victory* (Chris Sasaki, Illus.). Kids Can Press. 38 pp. GR PK–2. Picturebook/nonfiction.

From his classroom in Maui in the 1930s, science teacher Soichi Sakamoto observed children of workers in sugar cane fields playing in the cooling irrigation ditches until they were run off by plantation police. Although he wasn’t a strong swimmer, he wanted to help them and decided to teach them to swim using the current of the ditch as resistance, concepts of science, and swimming techniques that he learned. They became such strong swimmers they won competitions. Sakamoto formed a Three-Year Swimming Club, whose members, committed to practice, pursued a dream of swimming in the Olympics. Written as poetry, this nonfiction account of a little-known teacher shows the effects of faith, vision, and commitment. The back

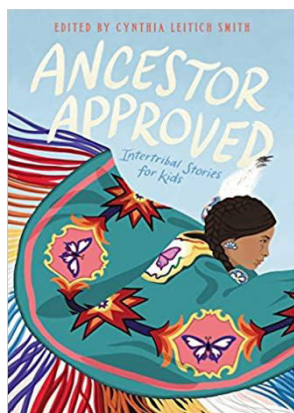
matter includes further information on Sakamoto and the team and references. *Reviewed by Sandip Wilson*

Teaching Suggestions

- Using the references in the back matter, have students research the writers and the articles they wrote about the Swimming Club. Have them discuss what they learn and create a montage of biographies of the different writers and their articles.
- Conduct a discussion of activities students are committed to. After modeling a personal narrative, have students write personal narratives about their activities, creating a collage of narratives for display in the classroom. As an extension, encourage other classes to complete the project and mount a school display.
- The book is written in short rhyming lines. Have students in small groups rehearse selected sections and do a readers' theater, sequencing the readings in a choral montage. One group of students might rehearse reading the back matter as commentators for the readers' theater.

Related Books

- Brown, D. J. (2015). *The boys in the boat: The true story of an American team's epic journey to win gold at the 1936 Olympics*. Viking.
- Riley, S. (2021). *The floating field: How a group of Thai boys built their own soccer field* (N. Quang & K. Lien, Illus.). Millbrook.
- Singh, S. J. (2020). *Fauja Singh keeps going: The true story of the oldest person to ever run a marathon* (B. Kaur, Illus.). Kokila.



Leitich Smith, Cynthia (Ed.). (2021). *Ancestor Approved: Intertribal Stories for Kids*. Heartdrum. 310 pp. GR 3–6. Realistic fiction.

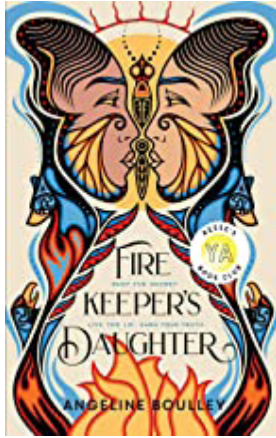
This anthology includes stories shared by 17 Indigenous children (and their families) from Nations in North America who travel to the Earth Mother powwow to celebrate, heal, and inspire. In “Fancy Dancer,” Rory embraces his connection with his Cree ancestry through a new family member. In “Flying Together,” Jessie coaxes her grandpa Lou to dance again after his wife’s passing. In another story, Luksi learns to be a warrior of forgiveness from a Choctaw elder who forgave the boy for stealing her gift card. Mystery, jealousy, and dealing with the unknown appear in stories, leaving readers wanting more. The back matter includes a glossary of words in Tuscarora/Haudenosaunee, Choctaw, Ojibwe, Cherokee, Navajo, Abenaki, and Cree and biographies of the Indigenous contributors. *Reviewed by Julia Hillman*

Teaching Suggestions

- Each week, read one of the short stories from *Ancestor Approved* and create a detailed map charting each character’s journey from their home to Ann Arbor, Michigan. Include a detail about each character such as their name, their tribe, their language, or their hopes.
- Have students research different powwows and take note of what they notice in a journal. As a whole group, discuss the different information everyone gathers.
- Read “What We Know About Glaciers” in *Ancestor Approved* and a related book, *Sharice’s Big Voice*. In a whole-group class discussion, compare Brooke’s and Sharice’s accomplishments and their paths to success.

Related Books

- Bruchac, J. (2021). *Rez dogs*. Dial Books.
- Dauids, S. (with Mays, N. K.). (2021). *Sharice’s big voice: A native kid becomes a Congresswoman* (J. M. Pawls-Steckley, Illus.). HarperCollins.
- Jones, D. S. (2021). *Living ghosts and mischievous monsters: Chilling American Indian stories* (W. Alvitre, Illus.). Scholastic.
- Mallard, K. N. (2019). *Fry bread: A Native-American family story* (J. Martinez-Neal, Illus.). Roaring Brook Press.
- Sorell, T. (2021). *We are still here!: Native American truths everyone should know* (F. Lessac, Illus.). Charlesbridge.



Boulley, Angeline. (2021). *Fire Keeper's Daughter*. Henry Holt. 496 pp. GR 8 and up. Realistic fiction.

Daunis, a biracial, unenrolled tribal member, faces dualities in her heritage, country, family, and friends. She considers her pending acceptance to college, visits her ill and aging grandmother, and reflects on her family. She explains, “We are descendants—rather than enrolled members—of the Sugar Island Ojibwe Tribe” along the U.S.–Canadian border (p. 18). Her father is not listed on her birth certificate, but she regards the Tribe as hers, from the outside looking in (p. 18). After witnessing a heinous crime, she is thrust into an undercover FBI investigation of a new drug and during the investigation learns secrets that cause her to reckon with historical injustices. As a member of the Sault St. Marie Tribe of Chippewa Indians, Boulley uses her voice to explore the influence of inaction and tension between government and tribal authority in this timely coming-of-age story that mirrors adolescent experiences while revealing the consequences of history and modern conflicts in the governance of Indigenous people. *Reviewed by Tracey Hodges*

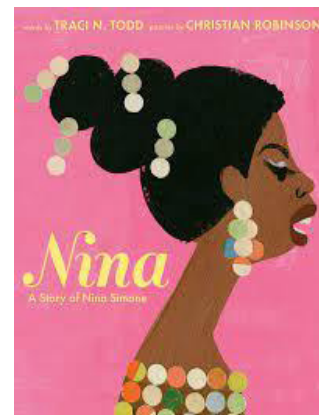
Teaching Suggestions

- View the National Congress of American Indians’ conversation with Angeline Boulley and Louise Erdrich on YouTube (<https://www.youtube.com/watch?v=M0X-uKsdkJ6M>) to allow students to hear the Ojibwe language and learn more about Indigenous culture.
- Have students conduct a WebQuest about the Ojibwe people and allow them to present their research as a poster, podcast, or piece of writing.

- Create a text set about the Ojibwe people, using texts from the Related Books section, as well as others. Provide students time to read and explore the text set and then discuss what they have learned.

Related Books

- Quigley, D. (2021). *Jo Jo Makoons: The used-to-be best friend* (T. Audibert, Illus.). Heartdrum.
- Smith, C. L. (2021). *Ancestor approved: Intertribal stories for kids*. Heartdrum.
- Sorell, T. (2021). *We are still here!: Native American truths everyone should know* (F. Lessac, Illus.). Charlesbridge.



Todd, Traci N. (2021). *Nina: A Story of Nina Simone* (Christian Robinson, Illus.). G.P. Putnam's Sons. 56 pp. GR PK–3. Picturebook/biography.

This biography traces the rise to stardom of Nina Simone, born Eunice Waymon, and chronicles her struggles as a Black artist in the time of Jim Crow segregation laws. After being rejected at the prestigious Curtis Institute, the singer took jobs playing piano in rough New Jersey pubs, adopting her stage name. Audiences flocked to hear her sad and bluesy voice. Her perseverance was rewarded; in 1963, Simone performed at Carnegie Hall, earning a standing ovation. But after Martin Luther King’s assassination, she turned her passion to the cause of social justice, and her voice resounded with “the whole story of Black America for everyone to hear.” Todd’s text is complemented by Robinson’s bold illustrations. The back matter includes biographical detail. *Reviewed by Maria Teresa Manteo*

Teaching Suggestions

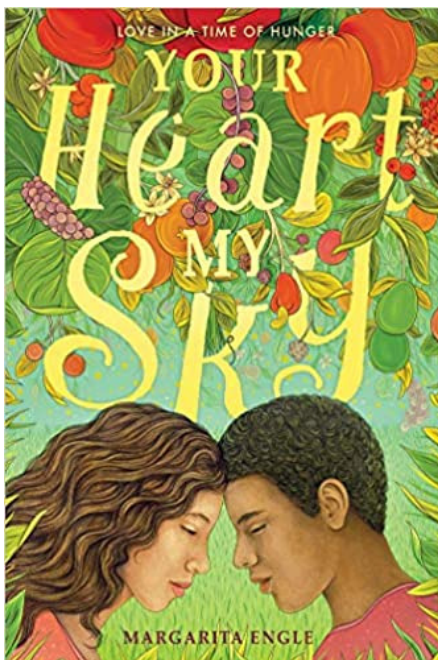
- Have students examine the endpaper and illustrations to find objects that enhance the beauty of the African

American musician. What do these objects say about the singer? Research the events noted in the book and discuss their role in the singer's life promoting social justice.

- The prose is rich in auditory images, which adds to the musical quality of the narrative. Have students find some of these images and illustrate them. Include visual details, such as the use of repetition, color, and pattern, that complement this auditory effect.
- Listen to a sample of Nina Simone's "Ain't Got No, I Got Life" online. Imagine possible situations where each of the lines comes to life. Ask students, "How do the lyrics speak to you?" Sing in a circle, dancing and clapping to the rhythm. Have students write their own songs following the structure of the lyrics.

Related Books

- Brown, M. L., Acevedo, E., & Gatwood, O. (2020). *Woke: A young poet's call to justice* (T. Taylor III, Illus.). Roaring Brook Press.
- De Nichols. (2021). *Art of protest: Creating, discovering, and activating art for your revolution* (D. Dagadita, M. Mendoza, O. Twist, Saddo, & D. Beccas, Illus.). Big Picture Press.
- Kimmelman, L. (2018). *Write on, Irving Berlin* (D. C. Gardner, Illus.). Sleeping Bear Press.
- Levinson, C. (2021). *The people's painter: How Ben Shahn fought for justice with art* (E. Turk, Illus.). Abrams Books.



Engle, Margarita. (2021). *Your Heart, My Sky*. Atheneum. 208 pp. GR 4 and up. Historical fiction novel in verse.

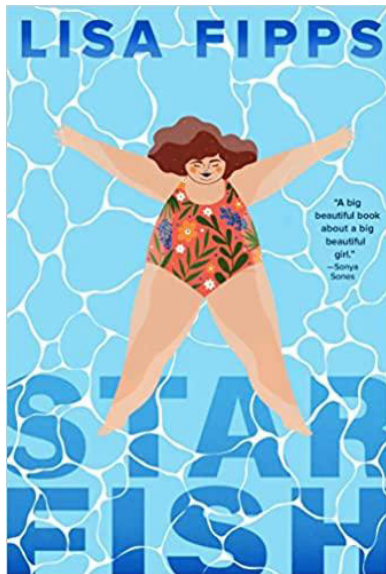
During the 1991 Havana Pan-Am Games, the Cuban government displayed the prosperity of the island country, but many Cubans were left to starve as a result of government hoarding, favored political affiliation, and food shortages. Teens Liana and Amado find each other through a chance encounter in their quests for food. Uniting forces in young love, they devise a plan to escape Cuba in hopes of a better life in the United States, but when the time comes, they must decide whether to risk the water passage of the Florida Straits or stay. Through this story of Cuban history, Engle is a storyteller, poet, and historian of the Cuban experience. Her endnote provides a background of the 1991 Havana Pan-Am Games. *Reviewed by Sharryn Larsen Walker*

Teaching Suggestions

- View a physical map of the Caribbean Sea and the surrounding land. What island nations are in the Caribbean Sea? Look specifically at the Florida Straits. Ask, "Why would those from Cuba choose to cross the Straits to Florida?" How have these crossings influenced the culture of the southern Florida area?
- Real-life newspaper accounts of Cubans crossing the Florida Straits in their attempts to reach the United States are published. Ask pairs of students to read a story found through an Internet search. Have them record their findings in a two-column note sheet. On the left side of the sheet, have them record "What I Noticed." On the right side, have them record "My Thoughts" about what they noticed. When students have completed their notes, have a class discussion and record similarities and differences between the stories of immigration through the Florida Straits.

Related Books

- Behar, R. (2021). *Letters from Cuba*. Nancy Paulsen Books.
- Engle, M. (2010). *The Firefly Letters: A suffragette's journey to Cuba*. Square Fish.
- Gratz, A. (2017). *Refugee*. Scholastic.
- Leatherdale, M. B., & Shakespeare, E. (2017). *Stormy seas: Stories of young boat refugees*. Annick Press.



Fipps, Lisa. *Star Fish*. Nancy Paulsen Books. 249 pp. GR 5–8. Realistic fiction novel in verse.

Ellie, a big beautiful sixth-grade girl, grapples with the challenges of trying to fit in with her peers in her middle school. Her mother and siblings remind Ellie that she needs to change her size, and her mother considers fat-reduction surgery. Ellie learns to starfish while swimming, taking up her space with confidence. With the help of a friend, she finds her voice in facing verbal abuse regarding her weight, and she learns to love herself, standing up for who she is, with the support of her therapist and father. She even finds support from her two best friends. Fipps explains that she utilizes her personal experiences to shed light on the destructive practices of fat-shaming in this novel in verse. *Reviewed by Jeanne Fain*

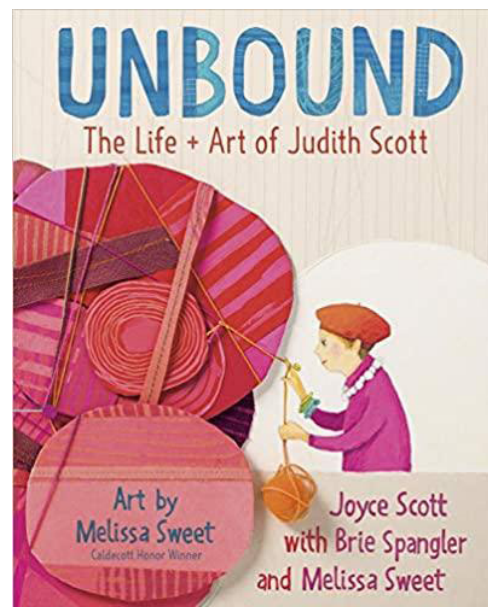
Teaching Suggestions

- Examine and discuss how teenagers are portrayed in the images. What is the range of representation in terms of body image? Discuss the definition of beauty in the media.
- Have students do a quick-write in prose that discusses a moment when they had to overcome a challenge such as bullying or learning to find their voice. They can consider how they might have approached this challenge differently after reading about Ellie.
- Analyze size and standards of beauty in Disney villains. Discuss the issues of standards of beauty in protagonists

(e.g., Cinderella) and antagonists (e.g., Ursula). What differences do students notice? How do these differences influence their thinking about the characters?

Related Books

- Baron, C. (2021). *All of me*. Square Fish.
- Connor, L. (2020). *The truth as told by Mason Buttle*. Katherine Tegen Books.
- LaRocca, R. (2021). *Red, white, and whole*. Quill Tree Books.
- Williams, A. D. (2020). *Genesis begins again*. Atheneum.



Scott, Joyce (with Spangler, Brie, and Sweet, Melissa). (2021). *Unbound: The Life and Art of Judith Scott* (Melissa Sweet, Illus.). Alfred A. Knopf. 48 pp. GR 2 and up. Picturebook/biography.

Twins Judith and Joyce Scott are inseparable during their childhood as they play together, but Judith, who is born deaf with Down syndrome, is sent to an institution where she is denied the right to learn. With beautiful mixed-media illustrations, the biography depicts Joyce's determination to reunite with her sister as an adult. She creates a caring home for Judith and nurtures her creativity, enrolling her in an arts center devoted to serving people with disabilities. Judith flourishes, becoming a talented fiber artist whose unique work is exhibited in museums and galleries. This powerful biography celebrates Judith's strengths as she breaks through limitations imposed on her to inspire others through her art. The back matter includes information on Judith, author's and

illustrator's notes, a timeline, sources, and information on Down syndrome. *Reviewed by Anne Katz*

Teaching Suggestions

- Explore the Creative Growth Art Center website (<https://creativegrowth.org/>), an inclusive art studio where Judith worked five days a week, creating more than 160 sculptures. Learn more about its history (<https://creativegrowth.org/about>) and explore the work of its artists (<https://creativegrowth.org/artists>).
- The back matter includes a timeline of Judith's and Joyce's lives. Have students create a timeline of life events that are important to them; they can include family photos, mementoes and personally meaningful items, and illustrations that remind them of important events.
- In the illustrator's note, Melissa Sweet describes how the "paintings and collages for this book were created with watercolor, colored pencils, and mixed media." She says, "I interpreted Judith's work with found objects, wood, yarn, thread, and twine." Inspired by Judith's work, have students gather materials and supplies to create their own collages or sculptures. They can share their work with a friend and explain its inspiration.

Related Books

- Khalil, A. (2020). *The Arabic quilt: An immigrant story* (A. Semirdzhyan, Illus.). Tilbury House.
- Leung, J. (2020). *Paper son: The inspiring story of Cyrus Wong, immigrant and artist* (C. Sasaki, Illus.). Penguin Random House.
- Levinson, C. (2021). *The people's painter: How Ben Shahn fought for justice with art* (E. Turk, Illus.). Abrams Books for Young Readers.

Trebinčević, Kenan, and Shapiro, Susan. (2021). *World in Between: Based on a True Refugee Story*. Clarion Books. 375 pp. GR 5–8. Realistic fiction.

Kenan, a young Muslim boy, enjoys soccer and friends in his life in Yugoslavia until the Bosnian War suddenly begins. One day, his family watches the news begin reporting about protests and potential disagreements, and the next, they are huddled together in their home, unable to leave the destroyed town. Sharing with unwavering authenticity, Kenan details wartime trauma, seeking refuge in Austria and the United States, and transition-

ing to his new lifestyle. He and his family learn that some people will take advantage of them, but that kind, generous people can also be found everywhere. In his new life, Kenan gets to enjoy soccer, friends, and life with his family in the United States. The author's note states that the book originated from a middle school writing assignment. *Reviewed by Tracey Hodges*

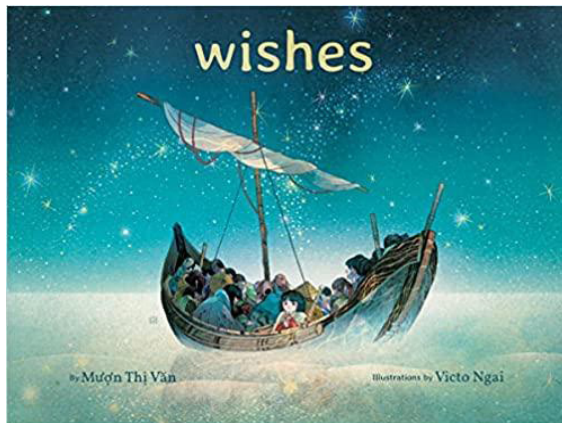
Teaching Suggestions

- Allow students to write a journal about their own experiences with a momentous time in their lives. This journal writing can be integrated with memoir writing as the instructional genre.
- Research the Bosnian War with students. Ask them to create a timeline of events from the book and cross-reference with other sources.
- Create a map detailing locations Kenan and his family traveled and sought refuge. Have students include notes about the language, religions, geographic elements, and other characteristics of each location to compare.

Related Books

- Aleman, D. (2021). *Indivisible*. Little Brown.
- Butler, G. (2021). *Drawn across borders: True stories of human migration*. Candlewick Press.
- Marsh, K. (2018). *Nowhere boy*. MacMillan.
- Yang, K. K. (2021). *From the tops of the trees* (R. Wada, Illus.). Learner Group.





Văn, Mượn Thị. (2021). *Wishes* (Victo Ngai, Illus.). Orchard Books. 40 pp. GR PK–2. Picturebook.

Vibrant illustrations depict a young girl's eventful journey into her immigration story. The young narrator shares her deep despair and grief as she mourns the loss of leaving her home behind. Her family boards a boat that travels treacherous waters. Filled with ambivalence, she learns to leave her past and embrace wishes for her future in this stunning narrative of new journeys. The artist shares the challenges in each illustration, using art to convey the emotions. The back matter includes an extensive note from the author and artist. This realistic fictional story comes from the author's personal experiences when forced to leave Vietnam and leave behind her village. *Reviewed by Jeanne Fain*

Teaching Suggestions

- Have students make a list of future wishes for the young girl in the story. Students can use poetic language to capture the wishes and illustrate them.
- As a class, select a page and analyze the illustration. Look at the use of imagery and color, the positioning of images, and the effects of the illustration on readers. Then, analyze the immigration journey based upon the images. How do the images complement the emotions of the immigrants?
- In her author's note, Văn offers suggestions for supporting refugees. Have students research refugee populations in their area (towns, cities, counties) and what services are available to them. Students may also brainstorm their own ways they can help (e.g., a food drive).

Related Books

- Bowles, D. (2021). *My two border towns* (E. Meza, Illus.). Kokila.
- Morales, A. (2021). *Areli is a dreamer: A true story* (L. Uribe, Illus.). Random House Studio.
- Nguyen, T. L. (2020). *The magic fish*. RH Graphic.
- Phi, B. (2017). *A different pond* (T. Bui, Illus.). Capstone.
- Wang, A. (2021). *Watercress* (J. Chin, Illus.). Neal Porter Books.



Aleman, Daniel. (2021). *Indivisible*. Little Brown. 400 pp. GR 8–11. Realistic fiction.

Mateo works hard, studies hard, and has dreams of being an actor on Broadway, but he lives in fear of ICE and the deportation of his undocumented parents from Mexico. In pondering this possibility, he faces tensions when he sees that many of his classmates do not live with this burden. One day, he returns home from school to find that his parents have been arrested and may be sent back to Mexico, where they have not lived for years. However, he and his sister are American-born, adding complexity to what will happen to the family. This powerful and remarkable novel, authentic and intimate in its exploration of family, sacrifice, hope, and immigration, depicts the daily fears and uncertainties of undocumented families in the United States. *Reviewed by Tracey Hodges*

Teaching Suggestions

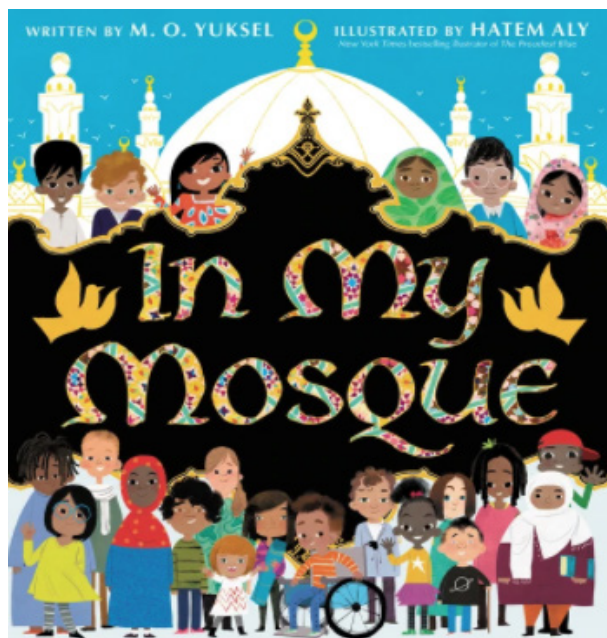
- Performing in theater on Broadway is important to Mateo, and he and his friends get tickets to see *Hamilton*. Have students research this Broadway show or others.

Begin a discussion about what elements of storytelling overlap between *Hamilton* and *Indivisible*.

- Visit the Poetry Foundation's site (<https://www.poetry-foundation.org/learn/children>). Have students in pairs or small groups select a poem, read it, and then discuss how the themes are similar to or different from those they find in *Indivisible*.
- With students, read an interview with the author on Literary Rambles (<http://www.literaryrambles.com/2021/05/debut-author-interview-daniel-aleman.html>). Aleman distinguishes between the legal and political aspects of immigration and the personal and human experiences. Discuss the meaning of rhetorical appeals (ethos, pathos, and logos) with students and model examples. Have students discuss the appeals they see in the novel and how they contribute to the storytelling.

Related Books

- Binford, W. (compiled for Project Amnesty). (2021). *Hear my voice: The testimonies of children detained at the southern border of the United States*. (Cecilia Ruiz et al., Illus.). Workman.
- Cisneros, E. (2019). *Efren divided*. Harper Collins.
- Morales, A. (2021). *Areli is a dreamer: A true story* (L. Uribe, Illus.). Random House Studio.
- Valdivia, P. (2021). *Nosotros means us: A bilingual story / Un cuento bilingue*. Alfred A. Knopf.



Yuksel, M. O. (2021). *In My Mosque* (Hatem Aly, Illus.). HarperCollins. 40 pp. GR K–2. Picturebook.

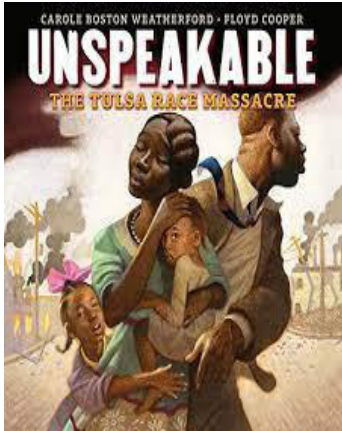
Take a joyful and welcoming tour of mosques around the world in this brightly illustrated picturebook. Serving as an introduction to Islam and the millions of people who gather, pray, and share within these beloved houses of worship, diverse people from around the world are highlighted. The reader can almost hear Muslims from many cultures expressing peace, love, and joy in different accents, just as the narrator's friends pray in churches, temples, and synagogues. In the back matter, Yuksel writes that mosques are hospitable places, and encourages readers to arrange a visit to a mosque, where "peace and blessings [will] be upon you." Also included are a glossary, an author's note, and a list of famous and historic mosques around the world. *Reviewed by Ann Digiacomio*

Teaching Suggestions

- The author identifies the unique mosques illustrated in the book on her website, which includes historically significant mosques in Egypt, China, France, India, and the United States, among several others (<https://www.moyuksel.com/in-my-mosque-resources.html>). Using the author's site and a world map, help students match mosques in the picturebook to their locations around the world. After identifying each mosque's location, help students research which languages are spoken in each of the countries, and discuss how prayer and fellowship may be the same yet different in mosques around the world.
- Students can illustrate or write about their own special places in their community, where they may feel welcome, supported, or loved. Encourage them to include sensory details. Celebrate the stories with the wider school community.

Related Books

- Gonzalez, M. (2017). *Yo soy Muslim: A father's letter to his daughter* (M. Amini, Illus.). Simon & Schuster.
- Penfold, A. (2018). *All are welcome* (S. Kaufman, Illus.). Alfred A. Knopf.
- Rashid, Q. (2021). *Hannah and the Ramadan gift* (A. Jaleel, Illus.). Viking.
- Thompkins-Bigelow, J. (2018). *Mommy's khimar* (E. Glenn, Illus.). Salaam Reads.



Weatherford, Carole Boston. (2021). *Unspeakable: The Tulsa Race Massacre* (Floyd Cooper, Illus.). Carolrhoda. 32 pp. GR 2 and up. Picturebook/nonfiction.

Weatherford begins with, “Once upon a time near Tulsa, Oklahoma...” lived a population of Black Indians, freed slaves, and people fleeing the violence and racism of the South. Railroad tracks divided the Black community of Greenwood from white Tulsa. Prosperity from oil fields generated employment, and growth helped the community thrive, with libraries, a hospital, a post office, schools, and many businesses owned and operated by Black residents. The white community became angered that “African Americans could achieve just as much, if not more than whites.” A disagreement between two teenagers, one Black and one white, gave rise to a white mob who looted and burned Greenwood to the ground. About 300 Black people were killed, hundreds were injured, and over 8,000 people were left homeless. *Reviewed by Osha Lynette Smith*

Teaching Suggestions

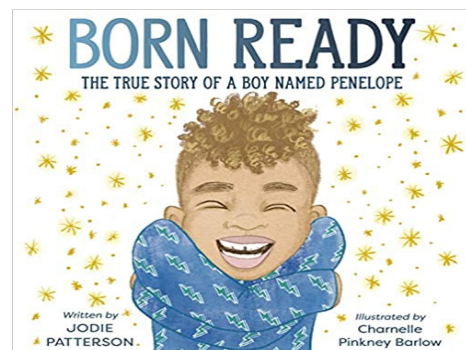
- During a close reading, have students highlight key details of the story to identify the author’s craft. Have them create a timeline with images. Finally, encourage students to write a personal reflection on how the author’s craft impacted the emotions they felt while reading the story.
- Introduce a poetry unit by reading a selection of poetry from *Call Us What We Carry* by Amanda Gorman. Have students brainstorm moments in their lives when something “unspeakable” has happened to them, to someone they knew, or to their environment. Have students write

a poem to reflect on one of those moments. Encourage students to share their poetry in a poetry slam or other open forum.

- Providing clear expectations, have small groups of students discuss what they notice about their world and their experiences in comparison to those depicted in the book. Have students report their points in a T-chart or other presentation. Consider the themes of power, privilege, and bias. This activity may be a personal narrative.

Related Books

- Ball, A. (2021). *Across the tracks: Remembering Greenwood, Black Wall Street, and the Tulsa race massacre*. Abrams ComicArts.
- Latham, J. (2017). *Dreamland burning*. Little Brown.
- Madigan, T. (2021). *The burning: Black Wall Street and the Tulsa race massacre of 1921*. Henry Holt.
- Pink, R. (2021). *Angel of Greenwood*. Feiwel & Friends.



Patterson, Jodie. (2021) *Born Ready: The True Story of a Boy Named Penelope* (Charnelle Pinkney Barlow, Illus.). Crown. 40 pp. GR K–2. Picturebook/biography.

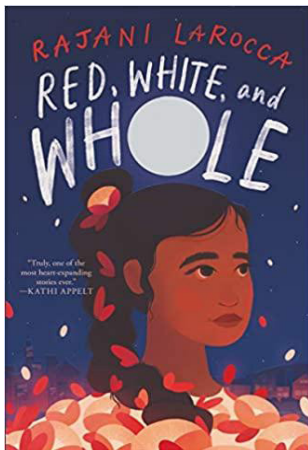
In this colorful picturebook, Penelope tells his own story, and he knows exactly who he is: a young boy who loves karate and pretends to be a ninja. He knows he likes skateboards, high-tops, baggy blue jeans, and button-up shirts. The problem is, everyone else thinks he is a girl because they’re too busy to really see him. When he stomps around, shoving people so he is seen and heard, his mother asks what’s going on. That’s when Penelope musters up the courage to say, “...Mama, I’m a boy.” In explaining who he is, he finds the loving support of his family and community. This empowering story encourages all children to be who they were born to be. *Reviewed by Julia Hillman*

Teaching Suggestions

- Read the related book *Outside, Inside* and discuss the theme of the story. Discuss connections that can be made between *Outside, Inside* and *Born Ready*.
- Read the related book *Calvin* and summarize Penelope's and Calvin's stories and as a class discuss the connections between the two. Then, have students work in pairs to compare the individuals and their stories.
- Read the related book *Be Your Own Best Friend Forever*. Make connections across the books to inspire self-love, empathy, and understanding of differences.

Related Books

- Ford, J. R., & Ford, V. (2021). *Calvin* (K. Harryn, Illus.). G. P. Putnam's Sons.
- Pham, L. (2021). *Outside, inside*. Roaring Brook Press.
- Robinson, G. (2021). *Be your own best friend forever*. 7th Generation.



LaRocca, Rajani. (2021). *Red, White, and Whole*. Quilltree Books. 217 pp. GR 5–8. Realistic fiction.

Cyndi Lauper sang that “girls just want to have fun” in 1983, and middle schooler Reha wholeheartedly agrees. But Reha is weighed down with the burden of being the only Indian American in her school and living up to her immigrant parents’ high and more traditional expectations at home and in their community. In this novel in verse, Reha works to balance the American and Indian complexities of her identity with her friends and parents. When her mother falls ill with leukemia, Reha reflects on how red and white blood cells can work together to heal her mother and what she might do to help. Although the book is not

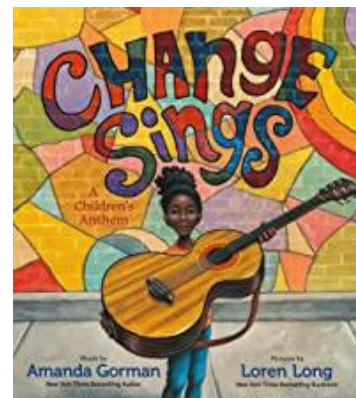
a memoir, LaRocca uses many of her own experiences as an immigrant growing up in the 1980s. *Reviewed by Mary Ellen Oslick*

Teaching Suggestions

- Watch an author interview on YouTube (<https://youtu.be/ptzeK93ucNo>). Discuss how the interview helps readers understand the characters in the book. What are some additional questions students would like to ask?
- 1980s pop culture is important to Reha: “Pop music connects us—all of my friends, everyone I know, Indian and not” (p. 47). Have students look up the lyrics for the song titles used throughout the book; they can then consider why these songs were significant to Reha (and the author).
- Have students construct their own bio-poems after discussing their description on the website Facing History and Ourselves (<https://www.facinghistory.org/resource-library/teaching-strategies/biopoem-identity-poetry>). Students can read their poems to the whole class. Each reader is assigned a “responder.” After the bio-poem is read aloud, the responder comments about something they heard that was particularly interesting or surprising.

Related Books

- Bailar, S. (2021). *Obie is man enough*. Crown Books.
- Faruqi, R. (2021). *Unsettled*. HarperCollins.
- Fipps, L. (2021). *Starfish*. Nancy Paulsen Books.



Gorman, Amanda. (2021). *Change Sings: A Children's Anthem* (Loren Long, Illus.). Viking. 32 pp. GR 1–3. Picturebook.

Join the First Youth Poet Laureate Amanda Gorman and illustrator Loren Long as they invite readers to partici-

pate in the parade of social change and civic engagement. Through the lyrical verse of the anthem and fluidity of the illustrations, readers are shown examples of working in their communities and offering support to others. The active engagement portrayed and the thoughtful illustrations draw readers to collectively march onward while singing the anthem of Gorman's words. Gorman's choice of the couplet poetic form presents a strong, forceful call to engage in one's community through the rhythm of the melody. The anthem closes with an invitation for readers to join in. Although this is a picturebook, the topic of the book is appropriate for all grade levels. *Reviewed by Sharryn Larsen Walker*

Teaching Suggestions

- View Gorman's 2020 inaugural poem, "The Hill We Climb," with the class (<https://www.youtube.com/watch?v=LZ055iLiN4>). Ask students to listen to her reading by analyzing her intonation, fluency, cadence, expressiveness, and attire. Have students discuss reasons for choices she made in the delivery.
- View the Poetry Out Loud website (<https://www.poetryoutloud.org/>) with the class and review the competition criteria for reading with students. As a class, discuss how presentations available on the website illustrate criteria. Ask students how they could use the criteria in their own presentations.
- Suggestions for poems to recite are on the Poetry Out Loud website (<https://www.poetryoutloud.org/>). Have students work in pairs to select and practice the delivery of a poem using what they learned from Gorman's book and the Poetry Out Loud criteria. Suggest they practice one or more of the criteria for reading. Have students recite their poems in person or in a recording.

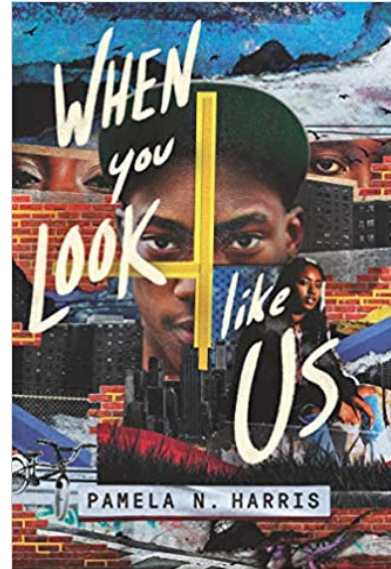
Related Books

Chambers, V., & the Staff of the *New York Times*. (2020). *Finish the fight: The brave and revolutionary women who fought for the right to vote*. Versify.

Hale, C. (2019). *Todos iguales: Un corrido de Lemon Grove / All equal: A ballad of Lemon Grove*. Lee & Low Books.

Klein, N. (2021). *How to change everything*. Atheneum Books.

McDivitt, L. (2021). *A plan for the people: Nelson Mandela's hope for his nation* (C. Palmer, Illus.). Eerdman's.



Harris, Pamela N. *When You Look Like Us*. Quill Tree Press. 368 pp. GR 9–12. Realistic fiction.

Harris chronicles the story of Nicole, a young Black girl from the projects who suddenly goes missing. Thoughts intensify as Nicole's brother, Jay, hangs up when Nicole calls pleading for help. The plot unfolds with pertinent background about Nicole and her drug-dealing boyfriend. The situation becomes disturbing as the Newport News police department does not take Nicole's disappearance seriously and the officer in charge voices stereotypical comments and misperceptions as Jay tries to enlist his help in locating Nicole. While Jay deals with his demons as he imagines the worst, his friend, Riley, supports him on his dangerous quest. Harris gives a realistic look into the life of an inner-city Black youth who knows that "when you look like us," the world thinks whatever trouble you are in was brought on by yourself, and you deserve whatever happens.

Reviewed by Osha Lynette Smith

Teaching Suggestions

- During reading-aloud sessions, have students make predictions about what they think happened to Nicole. Students can argue their predictions and support them in small groups.
- Prepare students to think and write about connections they make between the characters and their communities. Have students work in pairs to share related experiences.

- As students read this novel, ask them to consider the overarching themes they find in the book. Have them list these themes in their reading journals, making sure they include text evidence to support their themes, for later small-group discussion. As a class, discuss the themes and write an argument to support the choice of themes.
- As a culminating project, have students design a CD cover and create a playlist of 10 or more songs that relate to the events in the novel. The titles can be original songs or popular songs that fit the criteria.

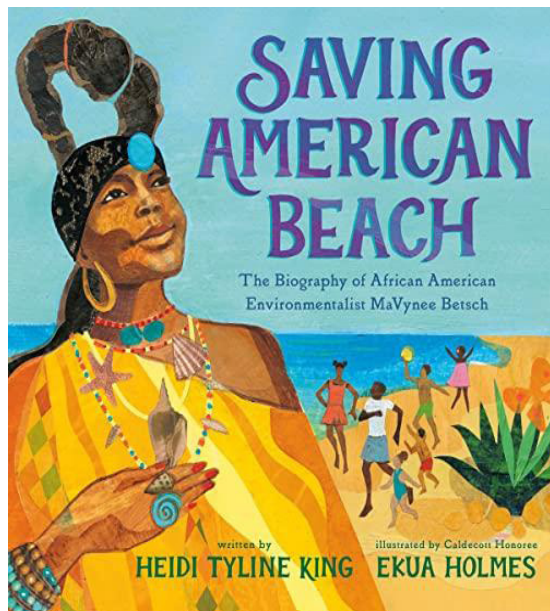
Related Books

Johnson, K. (2020). *This is my America*. Random House.

Moulite, M., & Moulite, M. (2021). *One of the good ones*. Ink-yard Press.

Stone, N. (2020). *Dear Justyce*. Crown.

Thomas, A. (2021). *Concrete rose*. Balzer & Bray.



King, Heidi Tyline. (2021). *Saving American Beach: The Biography of African American Environmentalist MaVynee Betsch* (Ekua Holmes, Illus.). G. P. Putnam's Sons. 40 pp. GR 2 and up. Biography.

MaVynee Betsch's work as an environmentalist was shaped by a childhood spent on beach land her great-grandfather, Abraham Lincoln Lewis, had purchased for African

Americans to enjoy near Jacksonville, Florida. Inspired by the melodies of the ocean and influenced by her grandfather's belief that a beach should be open for everyone to enjoy, Betsch grew up to study music and sing stories as opera singer around the world. This beautifully illustrated biography details Betsch's journey from international opera singer back to American Beach, where she dedicated her life as an activist. Her letter writing, speeches, and marches inspired others and saved American Beach from destruction.
Reviewed by Anne Katz

Teaching Suggestions

- Established in 2014, the A. L. Lewis Museum has information on the legacy of American Beach (<https://americanbeachmuseum.org/origins-and-history/>). In pairs or small groups, have students explore the origins, history, timeline, and photos of American Beach on the website. Have each group report on their findings.
- Explore "American Beach: Then and Now" at the A. L. Lewis Museum website (<https://americanbeachmuseum.org/then-and-now/>) and have students discuss what they learn from exploring resources. Why was preserving this piece of history so important to MaVynee Betsch?
- *School Library Journal* features a conversation between Peri Frances, the niece of MaVynee Betsch, and Heidi Tyline King and Ekua Holmes in which they describe the lesson they want readers to take away from the book. As a class, read the conversation (<https://www.slj.com/?detailStory=a-conversation-with-heidi-tyline-king-and-ekua-holmes-creators-behind-saving-american-beach>) to examine lessons the author and illustrator would like readers to have. What lessons do students take away from this book?

Related Books

Cline-Ransome, L. (2020). *The power of her pen: The story of groundbreaking journalist Ethel L. Payne* (J. Parra, Illus.). Paula Wiseman Books.

Grimes, N. (2021). *Legacy: Women poets of the Harlem Renaissance*. Bloomsbury.

Lindstrom, C. (2020). *We are water protectors* (M. Goade, Illus.). Roaring Brook Press.

Prévot, F. (2015). *Wangari Maathai: The woman who planted millions of trees* (A. Fronty, Illus.). Charlesbridge.



Mbalia, Kwame (Ed.). (2021). *Black Boy Joy*. Delacorte Press. 310 pp. GR 4 and up. Realistic fiction short story collection.

This collection in three parts of 17 stories by celebrated contemporary African American authors begins and ends with Fortitude Jones, who discovers that “joy is the center of everything. Just have to coax it out,” according to his mentor, Mr. G. In this collection of fantasy and realistic fiction, the boys discover themselves in their relationships, and explore their talents, hopes, and disappointments in stories that are funny, poignant, and thought-provoking. In “First-Day Fly” by Jason Reynolds, the character carefully describes his preparations for the first day of school as he reflects on his school life. Stories show how characters find joy where they do not expect it in the small things of their lives. The back matter includes biographies of the 17 contributing authors. *Reviewed by Sandip Wilson*

Teaching Suggestions

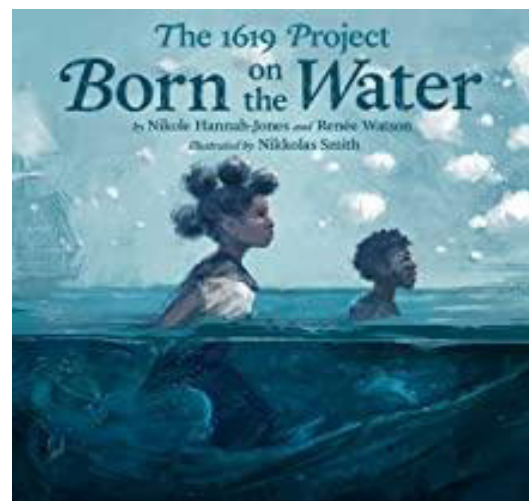
- The short stories are candidates for reading aloud and readers’ theater. After reading them aloud, conduct whole-group discussions and have students select a story to read as readers’ theater. Share guidelines on pointers for readers’ theater from the Literacy Nest (<https://www.theliteracynest.com/2013/12/guidelines-for-performing-readers-theater.html>).
- Select and read a story with students, telling them that they are going to rewrite the ending. Discuss

endings of stories they have read to explore ways authors end stories. Have students work in small groups to rewrite endings.

- While reading a story, show students that sometimes authors will go from one scene to the next leaving out details. Read aloud a story, then a story’s section in which the author goes from one scene to the next. Have students work in pairs to select scenes to narrate the story between those two scenes.

Related Books

- Clayton, D., Jackson, T. D., Stone, N., Thomas, A., Woodfolk, A., & Yoon, N. (2021). *Blackout*. Quill Tree Books.
- Hudson, W., & Hudson, C. W. (Eds.). (2021). *The talk: Conversations about race, love and truth*. Crown.
- Joseph, F. (2020). *The Black friend: On being a better white person*. Candlewick.
- Oh, E. (Ed.). (2017). *Flying lessons and other stories*. Crown.



Hannah-Jones, Nikole, and Watson, Renée. (2021). *Born on the Water: The 1619 Project* (Nikkolas Smith, Illus.). Kokila. 48 pp. GR 2 and up. Picturebook.

A young African American girl feels ashamed by the question “Who are you?” in a school assignment since she does not know her family’s story beyond three generations. Her grandmother gathers the family and shares the painful but uplifting history of her family. The illustrations depict the story in verse, telling of a time in 1619 when ancestors lost their freedom, names, and homes in Africa, kidnapped and transported to

North America on the ship *White Lion*. “Ours is no immigration story,” the girl’s grandmother says, as she describes how people died during the journey and how their lives remained painful for generations, requiring new meanings for Kimbundu words for “love,” “family,” “joy,” and “home.” But Grandma says, “Be proud! You come from strong people who survived and thrived.” *Reviewed by Osha Lynette Smith*

Teaching Suggestions

- Before reading the book, preteach vocabulary needed for comprehension, such as “legacy,” “immigration,” and “equality.” Students can develop meanings of the vocabulary from what they already know, adding information and new vocabulary as they read.
- Create a text set with related books or articles. Have students keep a reading journal for reflections during and after reading. Provide open-ended questions for writing, such as “What do you notice? What questions do you have?” Students can also include illustrations in their journals.
- Since students may not understand that Africa is a continent, have them select a country in Africa to study, after viewing a map of the continent and referring to the related book *Africa, Amazing Africa*. To present their research, have students select an option such as a written or verbal report, illustrations, or an infographic.

Related Books

- Atinuke. (2021). *Africa, amazing Africa* (M. Feddag, Illus.). Candlewick Press.
- Clarke, B. (2021). *When we say Black lives matter*. Candlewick.
- Gorman, A. (2021). *Call us what we carry*. Viking.
- Reynolds, J., & Kendi, I. (2021). *Stamped for kids: Racism, anti-racism and you* (R. Baker, Illus.). Little Brown.

Young, Brian. (2021). *Healer of the Water Monster*. Heartdrum. 362 pp. GR 5–8. Fiction.

Twelve-year-old Nathan visits his Navajo grandmother’s summer place in New Mexico, where he has no Internet to connect with his friends and no running water for a science project he is to conduct, planting traditional and modern corn in the arid earth. During his planting, he meets spirits of the land, a toad in a turquoise necklace, a spider who befriends him, and Pond, the

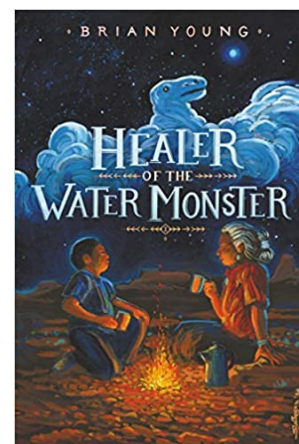
water monster who is growing weak and needs Nathan to save him. Learning that spirits speak only to children, Nathan finds he is chosen to travel to other worlds to save Pond in this coming-of-age novel of family, courage, and finding one’s strength. The back matter includes a glossary of Diné/Navajo terms and sentences included in the novel. *Reviewed by Sandip Wilson*

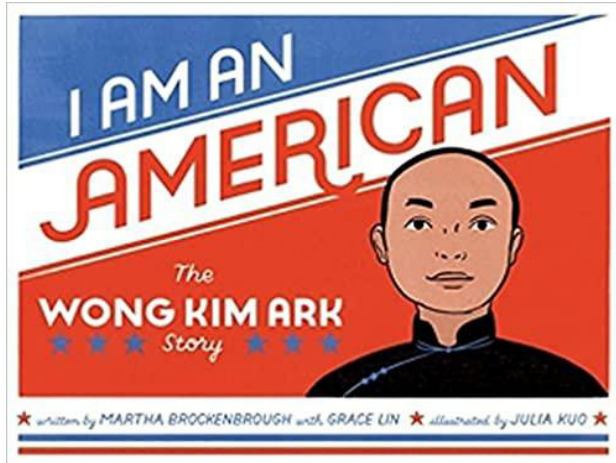
Teaching Suggestions

- Nathan meets divine spirits who help him. Have students write narratives from the points of view of two or more of the spirits to address an issue students face in school. What would the spirits say to advise and guide the students in addressing the issues?
- Nathan’s story might be considered a hero’s quest. Introduce stages of the hero’s quest cycle and have students select sections of the novel to show how Nathan takes the journey and learns about his own strengths and his relationships. Students might illustrate the scenes and organize them in a hero’s quest sequence.
- Have students work in pairs or small groups and read aloud passages of Nathan’s story. Have them draw the passage in sketch to stretch or picture-mapping activities to complete a visual depiction of the scene.

Related Books

- Cisneros, E. (2020). *Efren divided*. Harper.
- Jones, D. S. (2021). *Living ghosts and mischievous monsters: Chilling American Indian stories* (W. Alvitre, Illus.). Scholastic Press.
- Little Badger, D. (2021). *A snake falls to Earth*. Levine Querido.
- Rivera, K. (2021). *Cece Rios and the desert of souls*. Harper.





Brockenbrough, Martha (with Lin, Grace). (2021). *I Am an American: The Wong Kim Ark Story* (Julia Kuo, Illus.). Little Brown. 32 pp. GR 3–5. Picturebook/biography.

Wong Kim Ark was born to Chinese immigrants in San Francisco in 1873, but finding life continued discrimination in the United States, his parents returned to China in 1890. Wong visited them briefly and returned to San Francisco but, missing them, traveled again in 1894. Returning in 1895, Wong was detained, although he had identification papers as prescribed under the 1892 Geary Act. Wong fought his detention, claiming that under the 14th Amendment, he was an American citizen. The 1898 landmark decision in favor of Wong said that since he was born in the United States, he had American birthright. Kuo's striking illustrations in red and black highlight Wong in each illustration. The timeline included in the back matter provides a progression of Wong's life and decisions that affected Chinese immigrants and Chinese American citizens. *Reviewed by Sharryn Larsen Walker*

Teaching Suggestions

- Have students research the exclusionary acts directed toward those of Asian ancestry. Create a class timeline of the acts, discovering when they were enacted, when they were rescinded, and the rationale behind the acts (<https://www.loc.gov/classroom-materials/immigration/chinese/exclusion/>).
- There are many documents available for viewing at the Library of Congress website (<https://www.loc.gov/>). Have students find the documents related to the exclusionary acts there. Ask them to discuss how those acts affected the lives of people of Asian ancestry. They can also discuss the residual effects of the acts as evidenced in contemporary life.
- Research Angel Island, a West Coast immigration entry station (https://www.parks.ca.gov/?page_id=468). Ask, "Why was Angel Island established? What is the history of Angel Island? How was its purpose like and different from the purpose of Ellis Island?"

Related Books

- Bausum, A. (2009). *Denied, detained, deported: Stories from the dark side of American immigration*. National Geographic.
- Chee, T. (2020). *We are not free*. Houghton Mifflin Harcourt.
- Freedman, R. (2014). *Angel Island: Gateway to Gold Mountain*. Clarion.

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PUBLISHERS AND IMPRINTS SUPPORTING THE 2022 NOTABLE BOOKS FOR A GLOBAL SOCIETY

ABRAMS:	Creston Books	Lee & Low Books:	Dial Books for Young Readers	Scholastic:
Abrams Appleseed	Disney:	Children's Book Press	Dutton Books	Graphix
Abrams Books	Disney Hyperion	Cinco Punto Press	G. P. Putnam's Sons	Orchard Books
ABRAMS Books for Young Readers	Rick Riordan Presents	Tu Books	Kokila	PUSH
Abrams ComicArts	Flyaway Books	Lerner Group:	Make Me a World	Scholastic Press
Amulet Books	Greystone Books	Carolrhoda Books	Nancy Paulsen Books	Simon & Schuster:
Getty Publications	Groundwood Books:	Carolrhoda LAB	Penguin	Aladdin
Harry N. Abrams	House of Anansi Press	Millbrook Press	Penguin Workshop	Atheneum Books
Amazon Publishing:	HarperCollins:	Twenty-First Century Books	Philomel Books	Atheneum Books for Young Readers
Amazon Crossing Kids	Balzer + Bray	Zest Books	Razorbill	Beach Lane Books
Annick Press	Greenwillow Books	Levine Querido:	Rise x	Caitlyn Dlouhy Books
Bloomsbury:	Harper	Arthur A. Levine	Viking	Denene Millner Books
Bloomsbury Children's Books	HarperTeen	Little Brown:	Pomelo Books:	Margaret K. McElderry Books
Bloomsbury YA	Heartdrum	Little, Brown Books for Young Readers	Yuzue	Paula Wiseman Books
Boyd's Mills & Kane:	Katherine Tegen Books	Macmillan Publishers:	Random House:	Salaam Reads
Boyd's Mills Press	Quill Tree Books	Farrar, Straus and Giroux	Alfred A. Knopf	Simon & Schuster Books for Young Readers
Calkins Creek	Walden Pond Press	Feiwel & Friends	Crown	Simon Spotlight
Candlewick Press:	HighWater Press	First Second	Crown Books	Sleeping Bear Press
MIT Kids Press	Houghton Mifflin Harcourt:	Godwin Books	Delacorte Press	Wm. B. Eerdmans:
Walker Books	Clarion Books	Henry Holt	Doubleday Books	Eerdmans Books for Young Readers
Capstone:	Etch	Make Your Mark	RH Graphic	Workman
Capstone Editions	HMH Books for Young Readers	Roaring Brook Press	Rodale Kids	
Charlesbridge:	Versify	Penguin Random House:	Schwartz & Wade Books	
Charlesbridge Teen	Kane Miller	Dial Books	Wendy Lamb Books	
Chronicle Books	Kids Can Press:			
	Citizen Kid			