

NOTABLE BOOKS

A Booklist for Grades PreK-12



Renita Schmidt, Chair, Fran Wilson, Co-Chair, Kelly Finan, Nancy Bo Flood, Tami Morton, Sandip LeeAnne Wilson, Deborah Wooten, Mary Ellen Oslick, Junko Sakoi

The Notable Books for a Global Society (NBGS) Committee chooses 25 books published during the previous year to represent the best books for children that reflect diversity in a broad sense and celebrate a wide variety of voices and perspectives. The year 2017 has been an important one for women so it seems right and just that many of the newly awarded books on the 2018 Notable Books for a Global Society also highlight the prominence of women around the world. We are happy to take a feminist theoretical stance this year for we feel it's important to remind readers of all ages that feminism is about equality and the ability to make the right choices.

In this collection, you will find books about refugee families, Native Americans, Muslims, transgender youth, and more. We want to celebrate the ways of living and loving represented in these high-quality texts to rethink the importance of how we act and relate to one another. Lather (1991) suggests, turning critical thought towards emancipatory action can help us generate ways of knowing that will “take us beyond ourselves” (p. xviii). As we read these books, we realized Freire’s (2000) notion of praxis or philosophy becoming practical (p. 11). We are currently a committee of all women reading and thinking together for this award, and we find ourselves yearning for ever more praxis in the literature we read. The #MeToo movement also draws attention to what women have endured and how strong we must continue to be. This award collection brings these thoughts together.

We hope you find ways to use these award winners in classrooms, libraries, and home settings. For when anyone reads quality children’s literature like the NBGS award winners, we believe they will experience pleasure, satisfaction, and tension. The 2017 NBGS award collection offers characters of many different ethnicities, sexualities, genders, and religions. This award seeks to identify quality books that will endure over time and provide content that invites reflection, critical analysis, and response. We liken this notion of reading to bell hooks’s (1994) ideas about school – a place to forget ourselves and, through new ideas, reinvent ourselves (paraphrased from p. 3). We hope these books will help everyone who reads them do just that.

2018 NOTABLE BOOKS FOR A GLOBAL SOCIETY SELECTIONS

Alexander, Kwame, (With Chris Colderley & Marjory Wentworth). (2017). *Out of wonder: Poems celebrating poets*. Illus. by Ekua Holmes. Somerville, MA: Candlewick Press. 56 pp. GR 3 and up. Poetry.

Kwame Alexander believes that experiencing other poets’ works can ignite our own wonderment. Along with co-authors, he reverently ushers us into that world with poems written in honor of twenty famous poets’ works, bringing us a fresh collection to savor. Poets such as Langston Hughes, Walter Dean Myers, Emily Dickinson, Pablo Neruda, Gwendolyn Brooks, and Maya Angelou are included in the anthology. Illustrator Ekua Holmes captures the robust imagery of the poems with bold mixed-media collages. Brief biographies of the celebrated authors are included in the back matter, offering a more intimate connection with each poet. This book is a great way to introduce students to twenty famous poets and their unique poetic formats, figurative language, themes, and topics.

TEACHING IDEAS

- Selecting a poet from the collection to explore will help students cultivate relationships with authors’ lives and works. For example, after reading “The Music of the Earth celebrating,” a poem by Marjory Wentworth honoring Pablo Neruda, read the picture book biography *Pablo Neruda: Poet of the People* (Brown, 2011) and biographical chapter book written in prose, *The Dreamer* (Munoz Ryan, 2012). Neruda wrote his poems in green ink to symbolically illustrate his love of nature. As an activity have students, working individually or in groups, write poems commemorating Neruda’s life and works and select a color(s) to write and illustrate their poems and have students explain why they selected the symbolic color(s) to write their works. This type of activity can be easily adapted with the other poets in book.
- The title *Out of Wonder* comes from a quote by Lucille Clifton, “poems come out of wonder, not out of

knowing.” Below are a few examples of activities to use with the word “wonder” with your students.

- o Read the preface of the book aloud with students and ask if *Out of Wonder* was or was not a good choice for the title of the book. Discuss why the act of wondering is important?
- o Create a word web with the word “wonder”. Start with the base word “wonder” and branch out into forms of the word such as wonderfulness, wonderfully, wonderland, wonderment, wonderworks, and wondering. Have students select words from this “wonder word bank” and create their own writings about what they wonder about using the various forms of the word.

RELATED TEXTS:

Erskine, K. (2017). *The incredible magic of being*. New York, NY: Scholastic Press.

Hughs, L. & Miyares, D. (2017). *That is my dream*. New York, NY: Alfred A. Knopf.

Slater, Dashka. (2017). *The antlered ship*. New York, NY: Beach Lane Books.

Snively, S. (Ed.). (2016). *Poetry for kids: Emily Dickinson*. Lake Forest, CA: MoonDance Press.

SUBMITTED BY DEB WOOTEN

Applegate, Katherine. (2017). *Wishtree*. Illus. by Charles Santoso. New York, NY: Feiwel & Friends. 224 pp. GR 3 and up. Fiction.

Red, a talking 216-year-old oak tree, is home to a host of animals in a diverse neighborhood while serving as a wishing fountain for many generations. A Muslim family is unfortunately not welcomed into the community, and the cruel word “Leave” – a message directed to the immigrants—is carved into Red’s bark. That message and Red’s exposed roots result in pending doom for the tree. A plan devised by this wise optimistic tree develops into a bond of friendship that reflects inclusive understanding and an invitation to the Muslim family. Red is also saved from being destroyed and the mission to give and offer a harbor of hope for the community continues to live.

TEACHING IDEAS

- Before reading the book, make certain to read and discuss the prefaced poem “Be Different to Trees” by Mary Carolyn Davies. Record students’ responses on chart paper. After you finish the book, reread the poem and discuss it again. Record the responses on another sheet of chart paper and compare the two reactions to the poem. Have students work in

small groups and draw responsive illustrations and write creative poems after the discussions.

- In an interview in *Publishers Weekly*, Katherine Applegate states that she dedicates *Wishtree* to newcomers and welcomers. What do you believe that means? Her discussion of the novel is found at <https://www.publishersweekly.com/pw/by-topic/childrens/childrens-authors/article/74511-four-questions-for-katherine-applegate.html>
- Brainstorm ways to be a welcomer and ways in which you can make that happen in your school and community.
- Applegate purposefully selects a red oak tree as the *Wishtree* in the book mainly because it is a popular tree that has a long life span. Trees are important in our ecosystem and are the largest living things in the world. Learning more about the science of trees will deepen students’ appreciation for the story. One valuable resource is *Tell Me, Tree: All About Trees for Kids* by Gail Gibbons (2002).

RELATED TEXTS

Gottesfeld, J. (2016). *Tree in the courtyard*. New York, NY: Knopf Books for Young Readers.

Osborne, Linda. (2016). *This land is our land: A history of American immigration*. Abrams

SUBMITTED BY DEB WOOTEN

Behar, Ruth. (2017). *Lucky broken girl*. New York, NY: Nancy Paulsen Books. 256 pp. GR 5 and up. Novel.

Ruthie is a young, Cuban-Jewish immigrant in 1960s New York whose world is upended after a tragic car accident with her family. Confined to bed in a body cast, she comes to realize through interactions with her family, friends, and teacher that even though she is broken, she is lucky. Based on her own childhood experiences, the author writes through her own lenses of both a cultural anthropologist and poet. Ruthie shares with readers her world of learning English as a second language, negotiating family relationships and friendships along lines of ethnicity, religion, class, and gender, and finally, her journey to physical and emotional recovery.

TEACHING SUGGESTIONS

- Ruthie found inspiration in the work of Frida Kahlo. Have students explore the life and works of Frida Kahlo by either sharing the website: <https://www.fridakahlo.org/> or reading *Viva Frida* by Yuyi Morales.
- Ruthie and her family left Cuba during the 1960s. Start a discussion about the main post-revolution periods of Cuban migration to the United States using the resource: <https://www.migrationpolicy.org>

org/article/cuban-migration-postrevolution-exodus-ebbs-and-flows. The article states that Cubans were transformed from “welcome exiles” in the 1960s to “illegal migrants” in the 1990s; students can brainstorm what might make an immigrant welcome or unwelcome.

- *My Brigadista Year* by Katherine Paterson is another historical novel about a young Cuban teenager in the 1960s who volunteers for Castro’s national literacy campaign and travels to the countryside to teach farmers to read. This novel could be part of a text set to give students a multidimensional understanding of Cuba during this time period. Students can compare the protagonist, Lora, and her experiences in Cuba with what is read about Ruthie and her family.
- A major theme in this book is gratitude and research has shown that gratitude plays an important role in adults’ well-being and success. Have students practice gratitude: https://greatergood.berkeley.edu/article/item/seven_ways_to_foster_gratitude_in_kids.

RELATED TEXTS:

- Engle, M. (2017). *All the way to Havana*. New York, NY: Henry Holt and Co.
- Morales, Y. (2014). *Viva Frida*. New York, NY: Roaring Book Press.
- Paterson, K. (2017). *My brigadista year*. Somerville, MA: Candlewick Press.
- Woodson, J. (2014). *Brown girl dreaming*. New York, NY: Nancy Paulsen Books.

SUBMITTED BY MARY ELLEN OSCLICK

Britt, Paige., Qualls, Sean., & Alko, Selina. (2017). *Why am I me?* New York, NY: Scholastic. 40 pp. GR 1 and up. Fiction.

The story begins with two young children, strangers to each other, who cross paths at a train station. A boy with light brown skin holds a skateboard and a book under his arm. A light-skinned girl carries a guitar on her back. While they wait for a train to take them home, they form identical questions about identity at almost the same moment. The boy looks at the girl and thinks, “Why am I me... and not you?” (p. 1). Inside the train, the girl looks at the boy and wonders, “Why are you, you... and not me?” (p. 4). The two children’s profound and poetic questions invite readers to explore their own identities. Illustrations play a significant role in this book. People of different races, ethnicities, genders, and ages, ranging from babies, children and young people to elders in an urban setting illustrate society’s multiculturalism. People wait for trains at the platform, play sports, walk the dog, and dance to music at a festival. It invites readers of all ages to explore and discuss issues related to race, ethnicity, gender, religion, and family.

TEACHING SUGGESTIONS

- What is identity? Explore this concept with students and come up with a definition.
- Using Cultural X-ray (https://www.coe.arizona.edu/sites/coe/files/short-cultural_xrays.pdf), have students explore their own identities. Analyze how race, religion, family and other factors influence the identity. The following questions might be addressed.
 - o Who am I?
 - o What is important to me?
 - o What do I look like?
- Have students create self-portraits including objects, symbols, and imagery that represent their identity. Share how each object in the self-portraits relates to their personal identities.

RELATED TEXTS

- Hall, M. (2015). *Red: A crayon’s story*. New York, NY: Harper Collins.
- hooks, b. (2004). *Skin again*. New York, NY: Hyperion.
- Kostecki-Shaw, J. S. (2011). *Same, same but different*. New York, NY: Henry Holt & Company.
- Palacio, R. J. (2017). *We’re all wonders*. New York, NY: Penguin Books.

SUBMITTED BY JUNKO SAKOI

Bundy, Tamara. (2017). *Walking with Miss Millie*. New York, NY: Nancy Paulsen Books. 240 pp. GR 5 and up. Novel.

Alice and Miss Millie form a powerful friendship as they stroll together through Rainbow, GA in the 1960s with Clarence, the dog. During their daily walks, they interact with a variety of people from the town (bullies and phonies) and they disclose their heartaches of family and societal struggles. Alice, a young adolescent, shares her family story of having a deaf brother, a grandmother battling dementia, and moving to the small town after her parents have separated. Miss Millie, an elderly African-American woman, reveals her own family’s sorrow in dealing with past segregation and current prejudices in the South. Their friendship eases Alice’s transition into her new home, while giving Miss Millie an audience for her legacy.

TEACHING SUGGESTIONS

- Share the Brain Pop video regarding Jim Crow laws: <https://www.brainpop.com/socialstudies/ushistory/jimcrow/>. Ask students to connect Miss Millie’s anecdotes about her family to Jim Crow laws.
- Have students choose another character in the book

(e.g., Alice’s brother or mother) and write/perform an interior monologue. How does the character feel about Alice and/or Miss Millie? Why? What other factors shape the perception that Alice or Miss Mille has about that character?

- In Karen English’s review of the book on amazon.com, she writes that the “ending is satisfying though sobering.” Brainstorm alternative endings as a class and have students share how they think the book should have ended through improvisational drama in small groups.
- Clarence, the dog, plays an important role in the book by bringing characters together. Ask students to consider the significance of therapy dogs and list the ways they can help humans: <http://www.akc.org/events/title-recognition-program/therapy/>.

RELATED TEXTS

- DiCamillo, K. (2001). *Because of Winn Dixie*. Somerville, MA: Candlewick Press.
- Draper, S. (2016). *Stella by starlight*. New York, NY: Atheneum Books.
- Kobald, I. (2015). *My two blankets*. Boston, MA: Houghton Mifflin Harcourt.

SUBMITTED BY MARY ELLEN OSLUCK

Charleyboy, Lisa and Mary Beth Leatherdale, editors. (2017). *#NotYourPrincess: Voices of Native American women*. Toronto, Ontario: Annick Press. 112 pages. Gr. 9 and up. Non-fiction.

In this eclectic collection of poems, essays, interviews, and art, the powerful voices of Indigenous women across North America speak out about the experience of being a Native woman. Women ask for change. Women – young and old - demand to no longer remain invisible or to be seen as a stereotype of neither the romantic princess nor the victimized “savage.” The scrapbook format is unique, designed to engage a teen audience with the immediacy and intimacy of words and images. Powerful voices of a variety of Indigenous women from across North America demand to be heard and to create change in both individual perspectives and political policies.

TEACHING SUGGESTIONS

- What is important and different about reading poems or books written by people “in their own voices?” Have students find another collection of poems or short stories written by First Nation or American Indian authors “in their own voices.” Or students could choose a collection of voices from another country. Discuss how the cadence and sound of voices differ. What about the types of metaphors that are used? The selection of topics or themes?
 - o Discuss: What is it important for all people to have a voice and tell their own stories?

- o What happens when someone does not “have a voice?”

- Have a poetry slam. Students can choose to read a favorite poem from this collection – as a solo or as a small group. Students create their own poetry, using any of the poems as a template and then choose one of their poems to perform as part of a poetry party.

RELATED TEXTS

- Charleyboy, L. and Leatherdale, M. B. (Eds.). (2015). *Urban tribes: Native Americans in the city*. New York, NY: Annick Press.
- Ellis, D. (2013). *Looks like daylight: Voices of indigenous kids*. Toronto, Ontario: Groundwood Books/ House of Anansi Press.
- McLaughlin, T. P. (Ed.) (2012). *Walking on earth and touching the sky*. New York, NY: Abrams.
- Sherman, A. (2000). *One-stick Song*. Brooklyn, NY: Hanging Loose Press.

SUBMITTED BY NANCY BO FLOOD

Crowder, M. (2017). *An uninterrupted view of the sky: A novel*. New York, NY: Penguin Group/Philomel. 289 pp. GR 6 and up. Historical Fiction.

Francisco’s father, a taxi driver, is falsely arrested in 1999, Cochabamba, Bolivia. Without money to pay for a lawyer, the impoverished family has no resources and when their mother abandons them, Francisco and his sister, Pilar, live in the overcrowded prison with their father. Francisco, dedicated to playing soccer, wants to be admitted to university and become educated like his mother but argues with his father who wants his children to return to his home and live with their grandparents. Francisco and Pilar leave the prison each day for school and struggle to earn enough money to ensure payment for the safety of a cell with a locking door as their father fends off violent prisoners and earns a little money on the inside. Based on experiences as a volunteer for a non-profit facility in Bolivia in the late 1990s Crowder shows the effects of the corruption and injustice on many people that resulted from a law passed to curb the drug trade.

Teaching Suggestions

- The law, 1008, referenced in the novel was an agreement between the Bolivian government and the United States. With students conduct research into sources providing information on the law to learn multiple perspectives related its purpose and effects. As a group project write a narrative that integrates the sources.
- The geography of Bolivia figures in the novel. With students conduct research into the relationship between work, education, family life and the places mentioned in the book such as the Altiplano, Francisco’s father’s homeland, and cities such as Oruro and Potosí. Discuss the influence of place on people’s lives, culture, and the choices they make.

- Francisco's father is a poet who has stopped writing and has forsaken his talent and passion. Have students talk in pairs about the talents they do not use and as a group brainstorm ways students can use their secret talents.
- The novel is written from Francisco's point of view. With students write a chapter from the novel from the point of view of another character such as his mother or father, or his sister.

RELATED TEXTS

- Abirached, Z. (2012). *A game for swallows: To die, to leave, to return*. Minneapolis, MN: Lerner/Graphic Universe.
- Nielsen, J. A. (2015). *A night divided*. New York, NY: Scholastic.
- Pileggi, L. (2013). *Prisoner 88*. Watertown, MA: Charlesbridge.
- Sheth, K. (2010). *Boys without names*. New York, NY: HarperCollins/Balzer & Bray.

SUBMITTED BY SANDIP WILSON

- Del Rizzo, Suzanne. (2017). *My beautiful birds*. Toronto: Pajama Press Inc. 32 pp. GR 1 and Up. Picture book.

Bombs explode near Sami's neighborhood. He and his family join the line of people fleeing Syria for safety in a refugee camp. Sami worries about his pet pigeons that had to be left behind. At the camp, people begin to make new lives for themselves and a school is opened. Sami is withdrawn and only watches as other children play. He tries painting a picture of his birds but the heartache of his loss causes him to swipe black paint across it and tear it to shreds. It is only after a dove, a rose finch, and a canary fly into the camp to Sami's outstretched arms that he feels hope of peace. Beautiful clay dimensional illustrations help tell this story of healing.

TEACHING SUGGESTIONS

- View the trailer to introduce the book and the concepts of refugee and refugee camp. <https://www.youtube.com/watch?v=266XK6aD9ls>
- Learn about the inspiration for the book by viewing this interview with the author. <http://deborahkalb-books.blogspot.com/2017/05/q-with-suzanne-del-rizzo.html> and reading this blog post to learn about the author's writing craft: <https://twowritingteachers.org/2017/05/15/delrizzo/>
- Discuss how creating art can help cope with difficult times. Have children make paintings with the same prompt the author gave to a group of children to use for her endpages: "How would you feel if you were forced to flee your home and leave everything you know and love behind and live in a refugee camp?" <http://www.letstalkpicturebooks.com/2017/04/letstalk-illustrators-22-suzanne-del.html>
- Develop students' understanding of the plight of ref-

ugees by reading and discussing multiple books on the topic.

RELATED TEXTS

- Charara, H. (2016). *The three Lucys*. New York, NY: Lee & Low.
- Kuntz, D. (2017). *Lost and found cat: The true story of Kunkush's incredible journey*. New York, NY: Crown.
- Ruurs, M. (2016). *Stepping stones: A refugee family's journey*. Custer, WA: Orca Book Publishers.
- Sanna, F. (2016). *The journey*. London, England: Flying Eye Books.

SUBMITTED BY FRAN WILSON

- DeMont, Belle. (2017). *I love my purse* (Illustrated by Sonja Wimmer). Berkley: Annick Press. 32 pages. GR K and up. Picture book.

Initially, people discouraged Charlie from wearing the red purse his grandmother gave him. First his father, then the crossing guard, and then kids at school questioned his choice and subsequently told him that boys don't carry purses. To this Charlie replied, "but I love my purse." As they witness his joy in being himself and wearing his purse, they are encouraged to push against social conformity by wearing or doing something they love. With themes of self-expression, self-esteem, and nonconformity, the book is ideal for a conversation on individuality.

TEACHING SUGGESTIONS

- Show the students the cover of the book. Read the title to the students. Ask them to make predictions about the topic. Write their ideas down. After reading the book, revisit their prediction and ask them to investigate their assumptions. Why did they make these assumptions? What evidence was in the book that confirmed or disproved.
- Ask students to define conformity and individuality. This can be supplemented with a dictionary definition. Then use the book to discuss how each character responded to society's desire for them to conform and their expression of their individuality. Allow students to share their own experiences, allowing opportunities to tap into background knowledge and engage student voices.
- In small groups, have the students create a list of words that describe how the characters felt before and after they resisted social convention and wore or behaved as individuals. Compare the list to notice the words that were repeated and which ones are most affirming. Discuss how one feels when not being true to oneself.

RELATED TEXTS

- Baldacchino, C. (2014). *Morris Micklewhite and the tangerine dress*. Toronto, ON: Groundwood Books.
- Shraya, V. (2016). *The Boy and the bindi*. Vancouver, BC: Arsenal Pulp Press.

SUBMITTED BY LARETTA HENDERSON

Eggars, D. (2017). *Her right foot*. San Francisco, CA: Chronicle Books. 104 pp. GR 1 and up. Nonfiction.

Most American students have heard of the Statue of Liberty. Older students might even know why she is important and that she is a symbol of the United States of America. But do your students know about her right foot? Do they know why her right foot looks like it is ready to take off at any moment? Eggars uses comic anticipation in this page-turning picture book to hook the reader into wanting more. Students learn facts such as why Lady Liberty has seven spikes on her crown, but more importantly, students dig deep into why she was created to look as though she is ready to move. Extremely relevant is the discussion of what we stand for as Americans today, and what we want in our future. Eggars gives readers chills and a sense of pride in America. This book leaves every reader yearning to know more about American History as well as filled with hope for the future.

TEACHING SUGGESTIONS

- This book gives an in-depth look at one American Symbol. Divide students up into teams and have students research other American Symbols (The Flag, The Star-Spangled Banner, The White House, etc). Use Eggars' book as a mentor text and encourage students to dig deep and learn more about why certain symbols are so important to America.
- Eggars gives readers insight into what went into building and transporting The Statue of Liberty. Bring STEM and Maker-Space into the Reading Curriculum by having students construct a model of the Statue of Liberty using information that they learned from Eggars' book, as well as additional architectural research.
- Use diary accounts to explore what it was like for children entering the United States 100 years ago and today. Use the website: <http://teacher.scholastic.com/activities/immigration/> to locate actual accounts and take a virtual field trip of Ellis Island.

RELATED TEXTS

- Myers, W.D. (2015). *We are America: A tribute from the heart*. New York, NY: Harper Collins Publishers, Inc.
- Osborne, L. B. (2016). *This land is our land: A history of American immigration*. New York, NY: Abrams Books for Young Readers.
- Rappaport, D. (2008). *Lady Liberty*. Somerville, MA: Candlewick Press.
- Ringgold, F. (2016) *We came to America*. New York, NY: Alfred A. Knopf.

SUBMITTED BY KELLY FINAN

Florence, Melanie. (2017). *Stolen words*. Illus. Gabrielle Grimard. Toronto: Second Story Press. 24 pp. GR. 1 and Up. Picture book.

How can words be lost? After school, a young girl shows the dream catcher that she made to her grandfather and asks him to say "grandfather" in the Cree language. She discovers the sadness in his eyes as he explains that he no longer remembers. This tender story of healing shares her search to help her grandfather regain this language that had been prohibited and forgotten when he was sent to a residential school as a young boy.

TEACHING SUGGESTIONS

- Discuss the concept of a residential school.
- Recognize the point of view of those children taken to residential schools. How would it feel to have to learn a new language, dress the same as everyone else, and not be allowed to speak one's native language?
- Learn about the Cree language and culture at this site: http://www.bigorin.org/cree_kids.htm
- Read aloud *You Hold Me Up* and share the efforts to bring about healing for the children placed in residential schools.

RELATED TEXTS

- Campbell, N. I. (2005). *Shi-shi-etko*. Berkeley, CA: Groundwood Books.
- Jordan-Fenton, C. (2013). *When I was eight*. Toronto, ON: Annick Press.
- Robertson, D. A. (2016). *When we were alone*. Winnipeg, MB: Highwater Press.
- Smith, M. G. (2017). *You hold me up*. Victoria, BC: Orca Book Publishers.

SUBMITTED BY FRAN WILSON

Goldskyn, Jacques. (2017) *Letters to a Prisoner*. Berkeley, CA: Owlkids Books Inc. 32 pp. Picture book Gr. K and up. Fiction.

What wonderful irony! This exquisite, wordless picture book shows a story of the power of words. The reader first sees a father and child protesting. The parent is arrested, jailed, and placed in solitary confinement. But letters from his child and then from others allow the prisoner's soul to soar and escape confinement.

The author attributes his inspiration to Amnesty International's Write for Rights that encourages everyone and anyone to write letters to people unjustly imprisoned around the world. Symbolism as part of the "wordless – meanings" is used strategically throughout the book and is a wonderful teaching tool about literary concepts. *Letters to a Prisoner* is a gentle and hopeful human rights book for kids that inspires participation in Write for Rights so readers can choose to act on one's awareness of injustices and do something – write a letter.

TEACHING SUGGESTIONS

POLITICAL PRISONERS

- What is civil disobedience? Have students discuss the various reasons people are arrested for political reasons, such as demonstrating, marching, writing essays critical of the government. Discuss examples in our country, both historically and currently, of protestors, even children, being arrested because of “civil disobedience?” This book, *Letters to a Prisoner*, was inspired by Amnesty International’s global Write for Right campaign and supported by PEN America. Learn about this program at <https://pen.org/you-are-not-alone-2017>
- When a parent or family member is imprisoned, why is communication by letters important? Read about the Spark of Life program that connects Jewish prisoners with their families and communities www.aleph-institute.org/prison-programs.html
- Discuss: why are letters important to people who are “strangers,” such as writing to soldiers deployed or people who are imprisoned?

LETTERS TO SOLDIERS AND VETERANS

- As a class project, students can reach out to deployed soldiers or wounded veterans in hospitals. Locate the nearest military base or veterans’ association. Contact their information office. If students have family members or know someone who is deployed, the class could choose to write to that person. Together as a class brainstorm ideas for these letters. With their letters students could include a favorite paperback book as a gift. Before writing, ask students to think about what if someone in their family was deployed or imprisoned? What would be the many feelings one would have? What would be appropriate to write in a letter to someone you have never met?

RELATED TEXTS

- Birtha, B. (2017). *Far apart, close in heart: Being a family when a loved one is incarcerated*. Parkridge, IL: Albert Whitman.
- Danticat, E. (2015) *Mama’s nightingale: A tale of immigration and separation*. New York, NY: Penguin.
- Grady, C. Write to me: *Letters from Japanese American children to the librarian they left behind*. Watertown, ME: Charlesbridge.
- Lanthier, J. (2012). *Stamp collector*. Markham, ON: Fitzhenry & Whiteside.

SUBMITTED BY NANCY BO FLOOD

Gonzalez, Mark. (2017). *Yo soy Muslim: A father’s letter to his daughter*. Illus. Mehrdokht Amini. New York, NY: Simon & Schuster Books for Young Readers. 32 pp. GR PK and up. Picture book.

This lyrical picture book inspires all readers to celebrate the intricacies of identity: “No matter what they say, know you are wondrous” (n.p.). Gonzalez specifically highlights the variations within the Muslim community as seen in the illustrations of settings (e.g., urban and rural) and characters (e.g., traditional and modern), as well as references to Mayan and Muslim ancestors. Instead of acting as a primer for those unfamiliar with the Islam, the story is more focused on affirming the multiple facets of the daughter’s individuality in particular and other multicultural children in general. Parents and teachers can use this book to encourage children to embrace their identities with pleasure and pride

TEACHING SUGGESTIONS

- Use the Realia teaching strategy while reading aloud this text. (<https://www.tolerance.org/classroom-resources/teaching-strategies/exploring-texts-through-read-alouds/realia>) Students can first brainstorm possible objects that they associate with their own identities to be used as manipulatives during the read aloud.
- Use maps or infographics to examine the global Muslim population: <http://www.pewforum.org> and <http://www.pewresearch.org>
- Have students create a biopoem using this template from ReadWriteThink: http://www.readwritethink.org/files/resources/lesson_images/lesson398/biopoem.pdf. Allow students to share and discuss differences and commonalities.

RELATED TEXTS

- Harris, J. (2017). *Salam Alaikum: A message of peace*. New York, NY: Simon & Schuster Books for Young Readers.
- Khan, H. (2015). *Golden domes and silver lanterns: A Muslim book of colors*. San Francisco, CA: Chronicle Books.
- Obama, B. (2010). *Of thee I sing: A letter to my daughters*. New York, NY: Alfred A. Knopf.

SUBMITTED BY MARY ELLEN OSCLICK

Gratz, Alan. (2017). *Refugee*. New York, NY: Scholastic. 352 pp. Gr. 5 and up. Historical and Contemporary Fiction.

Setting his stories in different countries and time periods, Gratz tells compelling tales of three refugee children’s forced journeys, as they search for peace and a place to live in safety. The story is told in alternating chapters from Josef living in 1938 Nazi Germany, to Isabel living in Fidel Castro’s 1994 Cuba, to Mahmoud in 2015 Syria and then repeating the sequence. The three main characters are fictional, but their stories are based on true events. Josef, Isabel, and Mahmoud are separated by decades, cultures, and continents, yet each connects with the others—facing the horrors of war and political oppression, separation from families and friends, fear of unknown and unfamiliar territory, and a flight from their homeland as refugees seeking a new home. This book invites

readers to develop an understanding of refugee experiences across decades. In addition, exploration of international political upheavals and their effect on people's daily lives helps raise readers' awareness of their roles as global citizens.

TEACHING SUGGESTIONS

- Stop and talk with students during reading, and develop a timeline of the events.
- Explore the three children's journey maps provided at the end of the book as you move through the book.
- Using a chart, analyze the children's experiences and journeys. Find similarities (e.g., facing the horror of war and political persecution) and differences (e.g., different decades and continents) and explore how those impact on their lives.
- Read an article entitled Uprooted: The Growing Crisis for Refugee and Migrant Children (2016) reported by UNICEF to get comprehensive and global data about refugee children. https://www.unicef.org/publications/index_92710.html

RELATED TEXTS

- Leatherdale, B. M. (2017). *Stormy seas: Stories of young boat refugees*. Toronto, ON: Annick Press.
- Rizzo, D. S. (2017). *My beautiful birds*. Toronto, ON: Pajama Press.
- Ruurs, M. (2016). *Stepping stones: A refugee family's journey*. Canada: Orca Book Publishers.
- Sanna, F. (2016). *The journey*. London, England: Flying Eye Books.

SUBMITTED BY JUNKO SAKOI

Grimes, N. (2017). *One last word*. New York, NY: Bloomsbury Publishers. 120 pp. Gr. 4 and up. Poetry.

My sister and I watch
the five-o'clock news,
which spells out
our worth in the world.
According to reports.
its somewhere on the minus side.

Bestselling author, Nikki Grimes, makes a statement with this beginning of the first poem in *One Last Word*. While her words are simple, they provide powerful ideas for readers with a thought-provoking and timely anthology of poems inspired by the Harlem Renaissance juxtaposing classic poems with her own original work. Poets such as Langston Hughes, Georgia Douglas Johnson, Jean Toomer, Paul Lawrence Dunbar, and Clara Ann Thompson all provide important texts that Grimes used as her starting place for her own poems. Grimes utilizes the Golden Shovel poetic form and weaves in narratives that reflect the themes evident today. Readers will think critically and deeply when reading poetry that speaks about police brutality and racial pride.

TEACHING SUGGESTIONS

- Prior to reading the book, preview the significance of the Harlem Renaissance during the 1920s. Provide information about the poets and writers that have influenced Nikki Grimes such as Arma Bon-ttempts, Countee Cullen, Zora Neale Hurston, Georgia Douglas Johnson, Jean Toomer, and Langston Hughes. A great site would be <https://www.poets.org/poetsorg/text/brief-guide-harlem-renaissance>. Challenge students to find the original poems used by Nikki Grimes.
- Throughout the book, Grimes creatively uses the Golden Shovel poetic form, which was introduced to her in the University of Arkansas Press collection of Gwendolyn Brooks (p. 6). For the golden shovel form, one line from a poem is selected and then used to create new poem. Encourage students to create their own golden shovel, based off of a "striking line" as Grimes has done.
- In this text, Grimes paired her poetry with the artwork from several of today's most exciting illustrators. After reading the poems, take time to envision the illustrations. Refer to the artist biographies to connect each illustration with the actual illustrator. Then find more books and resources with these illustrators' works.

RELATED TEXTS

- Hughes, L. (2012). *I, too, am America*. New York, NY: Simon Schuster for Young Readers.
- Lawrence, J. (1995). *The great migration*. New York, NY: Harper-Collins.
- Winter, J. (2012). *Jazz age Josephine*. New York, NY: Altheneum Books for Young Readers.

SUBMITTED BY TAMI MORTON

Latham, Jennifer. (2017). *Dreamland burning*. Little Brown Young Readers. 384 pp. Young Adult. Historical Fiction.

Two teens who live a century apart in time explore the terror of the 1921 Tulsa race riots. After 17-year-old Rowan Chase finds a skeleton on her family's property, her investigation leads her to the story of another 17-year-old named Will Tillman. Both Will and Rowan must make difficult decisions in their journeys towards self-discovery, identity, and the consideration of morals. Will and Rowan's stories converge to inform us about a terrible and little-known period in American history.

TEACHING IDEAS

- The Tulsa Historical Society & Museum offers excellent information about one of the most significant events in Tulsa history. The Tulsa Race Riots were a series of terrible events that nearly destroyed an

affluent African American community within Tulsa, called Greenwood District. Primary source documents, images, and narrative will help students understand this turbulent time.

- What other riots in the U.S. have caused people in the U.S. to sit up and pay attention to racial injustice? For example, twenty-five years ago, a jury in Ventura County, California acquitted four police officers of beating Rodney G. King and more recently, in 2014, the Ferguson Riots in Ferguson, Missouri sparked debate about police brutality and racial injustice. What can we learn from these terrible times?

RELATED TEXTS

- Behnke, A. (2017). *Racial profiling: Everyday inequality*. New York, NY: Twenty-first Century Books.
- Bunting, E. (1994). *Smoky night*. New York, NY: Harcourt Children's Books.
- Thomas, A. (2017). *The hate U give*. New York, NY: Harper Collins Publishers Inc.

SUBMITTED BY RENITA SCHMIDT

- Leatherdale, M. B. & Shakespeare. (2017). *Stormy seas: Stories of young boat refugees*. Toronto, Ontario: Annick Press. 56 pp. GR 6 and up. Nonfiction.

Beginning with an introductory timeline, listing the centuries of boat people who have migrated because of persecution, war, and famine, five accounts of young people and their families, living in the twentieth century, depict their harrowing migration, fleeing from life-threatening conditions into situations that are no less uncertain and threatening. Starting with people escaping the threat of Nazi annihilation in going to Cuba in 1938, the accounts are structured chronologically and show how the welfare of families is endangered daily in the travel of thousands of miles to safety. Each account, illustrated with photographs and collage and including interviews and personal narratives, convey the suffering and hope of people who have lost everything and risk their lives in their migration by boat, seeking a better life for themselves and their families.

TEACHING SUGGESTIONS

- In reviewing the front and back matter of the book conduct a discussion of what readers think the author's value is in writing the book. As part of the review, investigate the websites that are mentioned in the back matter and discuss what students sense are the values and perspectives conveyed in the websites.
- Conduct a comparative study with information from websites such as <https://www.usmmm.org/wlc/en/article.php?ModuleId=10007330> and draw a map of the detail of the journey of the refugees once they cross the Atlantic Ocean.

- Each of the stories includes harrowing unexpected turns and setbacks and is written from the point of view of one person. Using the map of one of the journeys as a starting point write a section of the chapter from the point of view of another person on the boat.

RELATED TEXTS

- Fraillon, Z. (2016). *The bone sparrow*. New York, NY: Disney Hyperion.
- Freeman, R. (2017). *One good thing about America*. New York, NY: Holiday House.
- Gratz, A. (2017). *Refugee*. New York, NY: Scholastic Press.
- Del Rizzo, S. (2017). *My beautiful birds*. Toronto, Ontario: Pajama Press.

SUBMITTED BY SANDIP WILSON

- Lehr, D. (2017). *Trell*. Somerville, MA: Candlewick. 320 pp. Young Adult. Contemporary Realistic Fiction.

In a time when adults and children alike struggle to trust police, *Trell* is sure to ignite meaningful discussion. Based on true events, this is the story of a 13-year-old Trell and her journey seeking the truth for her father, who was convicted of killing a 13-year-old girl when Trell was just a baby. Now that Trell is 13, she feels even more compelled to understand exactly what happened. Using extraordinary drive and determination, Trell befriends an old Boston Globe Reporter who helps her ask the tough questions of the right people. Trell puts herself in danger as she shakes up the dust that settled 13 years ago when her father was convicted. Lehr, a Boston Globe reporter himself, intertwines real events with fictional characters to create this stunning novel filled with racial tension and relevant questions of trust that accompany teens' lives today.

TEACHING SUGGESTIONS

- Students get to know Trell very well when reading this book. Have students keep a diary of Trell (or another character in the story). Encourage students to identify what Trell is feeling and why. Students should use knowledge of inferences to continue the story and write about Trell's feelings and thoughts on topics or events not discussed in this story.
- Lehr is a Spotlight Reporter for the Boston Globe. Have students research more about Spotlight and past exposés that Spotlight has published.
- The central issue in this story is that Trell's father was wrongfully accused and convicted. Have a mock trial in which every student would play a part: Judge, members of the jury, defense, and prosecution. Students need to use what information is given in the book as well as independent research into the real story to present their cases. Students could also have a smaller-scale debate.

SUPPLEMENTAL TEXTS

- Budhos, M., (2016). *Watched*. New York, NY. Wendy Lamb Books
- Magoon, K. (2015). *How it went down*. New York, NY. Henry Holt and Company.
- Stone, N. (2017). *Dear Martin*. New York, NY. Crown Books for Young Readers.
- Thomas, A. (2017). *The hate u give*. New York, NY. Harper Collins Publishers, Inc.

SUBMITTED BY KELLY FINAN

- McCarney, Rosemary. (2017). *Where will I live?* Toronto: Second Story Press. 24 pp. GR 1 and Up. Picture book.

Every day war and conflict forces families to leave their homes in search of safety. Families pack what they can take and travel in vehicles, on boats, or even by foot. As they flee, they wonder and worry what lies ahead after their long journey. The photographs along with the questions posed in the text raise awareness of the plight of refugees as well as their hopes of finding new places where they will be welcomed to make their homes.

TEACHING IDEAS

- After reading the book discuss the meaning of the word refugee.
- Discuss the contribution of the photographs in the text. How do these photos help the reader to understand the journey and feelings of the refugees?
- Play the song “One World to Share” which has been used to celebrate a recent Refugee Week and can be heard at <https://www.youtube.com/watch?v=6kHf-WwrX-LU> After listening to the song, discuss the meaning of the lyrics. Additional information may be found at: <http://www.grumpysheep.com/shop/product/44/xs-one-world-to-share-a-song-for-refugee-week>

RELATED TEXTS

- Del Rizzo, S. (2017). *My beautiful birds*. Toronto: Pajama Press Inc.
- Kuntz, D. (2017). *Lost and found cat: The true story of Kunkush's incredible journey*. New York: Crown Books for Young Readers.
- Ruurs, Margriet. (2016). *Stepping stones: A refugee family's journey*. Custer, WA: Orca Book Publishers.
- Young, Rebecca. (2016). *Teacup*. New York, NY: Dial Books for Young Readers.

SUBMITTED BY FRAN WILSON

- Oh, Ellen. (2017). *Flying lessons*. Crown Publishing. 240 pp. GR 3 and up. Short Stories. Contemporary Fiction.

This collection of diverse short stories by a wide array of popular authors is one of a kind for intermediate readers. Walter Dean Myers, Matt de la Peña, and Jacqueline Woodson, just to name a few, will entertain readers with stories

of friendship, crushes and other challenges that school and life can bring. An “About the Authors” section provides more highlights and information about each author, and a special section describes the We Need Diverse Books movement that help bring this collection of stories to fruition.

TEACHING IDEAS

- This book was written in partnership with We Need Diverse Books, a nonprofit organization dedicated to producing and promoting literature for all young people. Find out more about this group at <https://diversebooks.org/>.
- Have students create a visual for the classroom with book titles and reviews of other books written by the authors included in *Flying Lessons*. These short stories can help your students expand their reading in terrific ways!
- Talk with your students about why we need more diverse books for children. Help your students create a list of multicultural favorites they have already read and use the Notable Books for a Global society website (clrsig.org) to find more great diverse titles.
- Janet Wong is a poet who offers a variety of diverse books for children. Visit her website and read some of her books (<http://www.janetwong.com>).

RELATED TEXTS

- Alexander, K., Colderley, C. & Wentworth, M/ (2017). *Out of wonder: Poems celebrating poets*. Somerville, MA: Candlewick Press.
- Cisneros, S. (1991). *The house on Mango Street*. New York, NY: Vintage Press.
- Grimes, N. (2017). *One last word*. New York, NY: Bloomsbury Publishers.
- Vardell, S. & Wong, J. (2015). *The poetry Friday anthology for celebration*. Princeton, NJ: Pomelo Books.

SUBMITTED BY RENITA SCHMIDT

- Slater, D. (2017). *The 57 bus*. New York, NY: Farrar Straus Giroux. 305 pp. Young Adult. Nonfiction.

In this intriguing nonfiction story, Dashka Slater, uses her journalistic style to tell of the time when two high school teenagers collided on the 57 bus. Sasha, a teen from a middle-class area, was wearing a skirt. An African American teenager named Richard lived in a poor area and had a lighter. Slater indicates that they met in an eight second time frame that changed their lives forever when Richard lit Sasha on fire.

TEACHING SUGGESTIONS

- Prior to reading this book, it would be helpful to provide background information on asexual people to help students better understand Sasha. Check out <http://www.asexuality.org/> to gather conversation

points for your classroom. Continue by viewing the glossary beginning on page 33 including separate categories for gender and sex, sexuality, and romantic inclination.

- Ask students to consider what they would have done if they had been passengers on bus 57 when Sasha and Richard intersected. What could a passenger have done to change things?
- This book touches on many debated ideas in society today: sexual orientation and the police's unfair treatment of African American males. Encourage students to discuss the story in relation to today. What is their opinion about how Sasha was treated? What is the opinion about how Richard was treated? Who did students identify with or understand in the book?
- Slater's journalistic style made the story even more relatable to readers. Prompt students to write their own story, using this style, providing a nonfiction story that occurred at school, home, or in their community.

RELATED TEXTS

- Behnke, A.M. (2017). *Racial profiling everyday inequality*. Minneapolis, MN: Lerner Publishing.
- Gino, A. (2015). *George*. New York, NY: Scholastic. Porinchak, E. (2017). *One cut*. New York, NY: Simon Pulse.
- Thomas, A. (2017). *The hate u give*. New York, NY: Balzer & Bray Publishers.

SUBMITTED BY TAMI MORTON

Reynolds, Jason. (2017). *Long way down*. New York: Simon & Schuster. 306 pp. YA. Novel in verse.

Will just witnessed the murder of his brother Shawn and, as *The Rules* state, he plans to seek revenge. On the elevator with Shawn's gun in his pants he meets ghosts who died by gun violence related to *The Rules*. Will he become one of them? With the rate of gun violence in the United States continuing to rise, Reynolds provides this beautiful novel in verse for thoughtful discussion.

TEACHING SUGGESTIONS

- Consider the form of the novel. Have students discuss why might the author chose to write it in verse? Discuss intertextual references to the novel and what insight one gets on *Long Way Down* from related novels.
- Relate the novel to similar cases in the news.
- Ask students to analyze the themes of the novel and their socioeconomic and political contexts. Students can then create a video essay where they address one of the issues and provide ideas for social action for the viewers.

RELATED TEXTS

- Thomas, A. (2017). *The hate u give*. New York, NY: Harper Collins.
- Stone, N. (2017). *Dear Martin*. New York, NY: Crown Books for Young Readers.

SUBMITTED BY LARETTA HENDERSON

Rubin, Susan Goldman. (2017). *Maya Lin: Thinking with her hands*. San Francisco, CA: Chronicle Books. 99 pp. GR 4 and up. Biography.

Noted for the Vietnam Memorial on the Washington Mall created while she was a student at Yale University, Maya Lin has spent her life as an architect and artist creating and building monuments to celebrate unsung individuals and historical events. In describing Lin's life as a child, her love of the outdoors, animals, her rich imaginative life, and her dreams for her life, Rubin argues that the experiences influenced Lin's adult work as an artist and architect. The process and thinking of building the Vietnam Memorial is a model for the presentation of other projects that Lin has undertaken and that are described and illustrated in the book. Rubin shows how Lin, recipient of the National Medal of Arts in 2009 and the Medal of Freedom in 2016, combines her art and architecture with her belief that we can learn from the past to "rethink a different and better future" (p. 90). The book, beautifully presented on heavy paper includes many full-page photographs that show Lin's integration of materials and environment in sculpture that captures aspirations and yearning for social justice.

TEACHING SUGGESTIONS

- Rubin points out that Lin made choices in designing the Vietnam Memorial based on the contribution to cultural understanding and history the project had. With students watch multiple video sources about the Vietnam memorial such as Vietnam Veterans Memorial Wall Stories at <https://www.youtube.com/watch?v=pIv4tYcxeGA> that also includes context for the building of the memorial.
- Lin says she tries to figure out the "why" of the project before she considers the "what" it will be. With students make a chart of projects they undertake in and out of school and brainstorm purposes for those projects related to their learning, their lives, their interests, or other categories relevant to the class.
- With students plan and conduct interviews, as appropriate with family and friends about their experiences with the Vietnam War that involved the U.S.
- In reading connecting books such as those listed here, discuss with students the multiple characteristics of the people depicted that enabled them to fulfill their dreams. Students might also discuss the family, place, education, and friends that influenced them.

RELATED TEXTS

- Engle, M. (2015). *Drum girl dreaming: How one girl's courage changed music*. Boston, MA: Houghton Mifflin Harcourt.
- Harvey, J. W. (2017). *Maya Lin: Artist-architect of light and lines: Designer of the Vietnam Veterans Memorial*. New York NY: Henry Holt.
- Winter, J. (2017). *The world is not a rectangle: A portrait of architect Zaha Hadid*. New York, NY: Simon & Schuster/Beach Lane.

SUBMITTED BY SANDIP WILSON

Say, Allen, (2017). *Silent days, silent dreams*. New York: Arthur A. Levine Books. 64 pages. GR 3 and up. Picture book.

James Castle was born deaf, mute, autistic and probably dyslexic during the late 19th century in Idaho. Because he was unable to speak, read, write or sign, his family found it difficult to manage him at home. Overwhelmed and underserved by the public school, his family sent him to a school for the deaf and blind. Not only did he not learn to speak, read or write there either, his beloved art was belittled and when he was sent home the school told his family not to provide him with art supplies. Undeterred, James made multi-modal art from found items. He used his art to communicate with, and construct a world that he desired. No friends? Draw some. That same art is now on exhibit at prominent museums. Reflecting Castle's artistic style, Say's accompanying illustrations highlight Castle's development as an artist how this art and how it may reflect Castle's commentary on his life.

TEACHING SUGGESTIONS

- Have students create a K-W-L chart about James Castle.
- Discuss the meaning of the title and relate it to Castle's life.
- Consider how art functioned for Castle

RELATED TEXTS

- Uhlberg, M. (2016). *Sound of all things*. Atlanta: Peachtree Publishers.
- Peete, H. Robinson & Peete, R. (2010). *My brother Charlie*. NY: Scholastic Press.
- Van Niekerk, C. & Venter, L. (2008). *Understanding Sam and Asperger's Syndrome*. Erie, PA: Skeezeel Press.

SUBMITTED BY LARETTA HENDERSON

Watson, R. (2017). *Piecing me together*. New York, NY: Bloomsbury. 263 pp. Young Adult. Realistic fiction.

In this creatively written story, Renée Watson tells a story of Jade, an eleventh-grade girl who knows that she must leave her poor neighborhood if she wants to succeed. She attends a private school, though feels like an outsider since she is there on scholarship. However, when she was invited to the mentor program Woman to Woman, she did not understand why. Through her challenges, Jade pieces herself together.

TEACHING SUGGESTIONS

- Watson's imaginative use of different writing styles including poetry and prose, exemplifies Jade's character, noting that there is no one-way to describe her thinking. Encourage students to note one chapter in the book, indicate the style, and use the same style to provide their response to Jade's character.
- There are many significant topics touched upon in *Piecing Me Together* including race, gender, class, and body type. Have students use a Venn diagram to show how Jade and Sam's characters compare and contrast. Complete another Venn diagram looking at Jade and Lee Lee, and then Jade and Maxine. Have students indicate if looking at the characters closer gave them a better image of Jade.
- In addition to Jade's academic success at school, she is also a talented collagist. Her mentor takes her to a bookstore, where she is able to find books about other famous black collagists like Romare Bearden and Mickalene Thomas. View some of their collages at <https://beardenfoundation.org/> and <https://www.mickaleneThomas.com/>. Have students create their own example of a collage that is meaningful to them.

RELATED TEXTS

- Boswell, F. *Kaleidoscope song*. New York, NY: Simon & Schuster Publishing.
- Reynolds, J. (2017). *Patina*. New York, NY: Simon & Schuster Publishing.
- Medina, M. (2016). *Burn baby burn*. New York, NY: Candlewick Press.

SUBMITTED BY TAMI MORTON**REFERENCES**

- Freire, P. (2000). *Pedagogy of the oppressed. 30th anniversary edition*. New York, NY: Bloomsbury.
- hooks, b (1994). *Teaching to transgress: Education as the practice of freedom*. New York, NY: Routledge.
- Lather, P. (1991). *Getting smart: Feminist research and pedagogy within the postmodern*. New York, NY: Routledge.