



New York
Public
Library



SUMMER AT THE LIBRARY 2022



MAKE WAVES



Educator Guide

Created by the School Outreach Department
of The New York Public Library

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Message to Educators

Dear Educator,

The New York Public Library is thrilled to introduce [Summer at the Library 2022](#) and our supplemental Educator Guide.

The theme for our all-new kids and teens program this year is **Make Waves**. If you're planning on assigning summer reading to your students, we encourage you to include some of the books on this list. Many of these titles are available in both print and digital formats, which will help meet the needs of all learners.

The New York Public Library also has extensive resources available in-person and online this summer—and all year round—that provide additional educational activities and crafts, engage your students with their communities, and foster a lifelong love of learning. From author talks and book discussions to live performances, the Library is the best place for your students to read, learn, and have fun. To find out everything happening at the Library this summer, visit: nypl.org/summer

The goals of our summer program are simple:

- To encourage students to become lifelong learners
- To connect students and families with the Library's resources
- To expose students to diverse authors and characters

Happy reading!

School Support & Outreach Team
The New York Public Library

Get in touch: schoolvisits@nypl.org

How to Use This Guide

While you can feel free to use this guide however works best for you and your classroom, below are some tips and tricks to making the most out of it!

1. **Get a New York Public Library card.** To get a New York Public Library card, apply in-person at any open branch library, apply online on The New York Public Library's website [here](#), or apply using [SimplyE](#), our free e-reader app, by downloading the app for [iOS](#) and [Android](#) devices. Tutorials on how to get a library card are available for [iOS](#) and [Android](#), which can be shared with your students and their caregivers.
2. **Access the books listed in this guide using our catalog.** [The New York Public Library catalog](#) allows patrons to search for titles, see what is available, and place holds on titles to be picked up at an open branch library. To learn more about how to place a hold in our catalog, check out [this page](#). To discover how to manage your New York Public Library account online, take a look at [this video](#).
3. **Access our remote learning resources.** The New York Public Library provides access to [hundreds of digital resources](#), available with a library card. Many of these resources are available remotely, and can be used in virtual, in-person, or hybrid classroom settings. Our most popular resources for educators can be found [here](#). All digital resources listed in this guide are available with a library card.
4. **Use this guide to create your instructional plans or summer reading assignments.** By selecting titles from this list, you can ensure that you are choosing books that are accessible for students through the public library all year long. This guide also has discussion questions, activities, and digital resources available to library card holders, so that you don't have to stress!
5. **Learn more about new and existing titles that might work for your classroom library or school library.** These titles have been selected for this list by expert librarians who work regularly with children, teens, and school communities. Any of these materials would make great additions to your classroom or school library!
6. **Recommend these titles to your students—or invite a librarian in to do book talks with them!** Even if you don't use the books in this guide for instruction or assignments, these titles are diverse, engaging, and fun reads that students will enjoy. If you're not familiar with them, no worries! Invite a librarian to come to your classroom in person or virtually by emailing schoolvisits@nypl.org. We are always happy to talk about books and students

often enjoy having guests visit their classrooms.

7. **Collaborate with the School Outreach team at The New York Public Library.** Meet one-on-one to discuss all the possibilities to collaborate with your local school outreach librarian, or take a look at our [Menu of Virtual Services](#).
8. **Check out some additional external resources that will help you use these books with your school community:**

Importance of Diverse Books

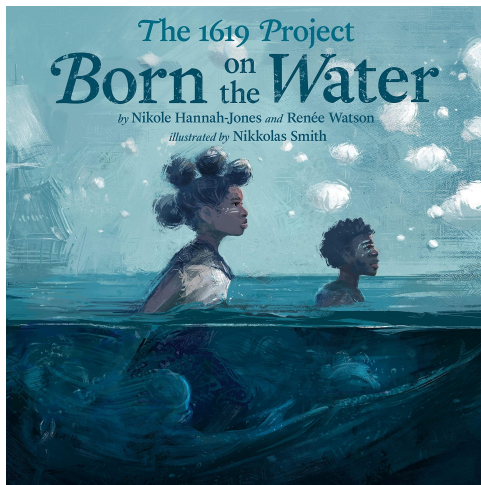
- [“5 Reasons Why You Should Read a Diverse Book for Your Next Community Read” from We Need Diverse Books](#)
- [“14 Readers Tell Us Why Diverse Books Are So Important” from Scholastic’s ‘On Our Minds’ Blog](#)
- [“Students Have a Right and a Need to Read Diverse Books” from the National Council of English Teachers Blog](#)
- [“Why Diverse Classroom Libraries Matter” from Edutopia](#)
- [“Why We Need Diverse Books” from the National Education Association](#)

Motivating Reluctant Readers

- [“6 Effective Strategies to Motivate Reluctant Readers” from Resilient Educator](#)
- [“How to Engage Reluctant Readers” from TeachHUB](#)

School-Age Titles

The 1619 Project: Born on the Water by Nikole Hannah-Jones and Renée Watson, illustrated by Nikkolos Smith



Availability

Print; e-book; e-audiobook

Synopsis

Stymied by her unfinished family tree assignment for school, a young girl seeks Grandma's counsel and learns about her ancestors, the consequences of slavery, and the history of Black resistance in the United States.

Teaching Information

- Lexile: 860
- Genre: Picture Book Nonfiction
- Grade Level: 1–5
- Awards:
 - Notable Books for a Global Society: 2022

Themes

Africa; African Americans; Slavery

Discussion Questions

1. What are some of the common stories you know about African American History?
2. What did you learn about the origins of Black Americans?
3. What adjectives would you use to describe the “White Lion”?
4. What does it mean to be resilient? Where do you see resilience in this story?

5. Which poem stood out the most to you in this book?
6. What does “Black Lives Matter” mean to you? What does “Black Girl Magic” mean to you?

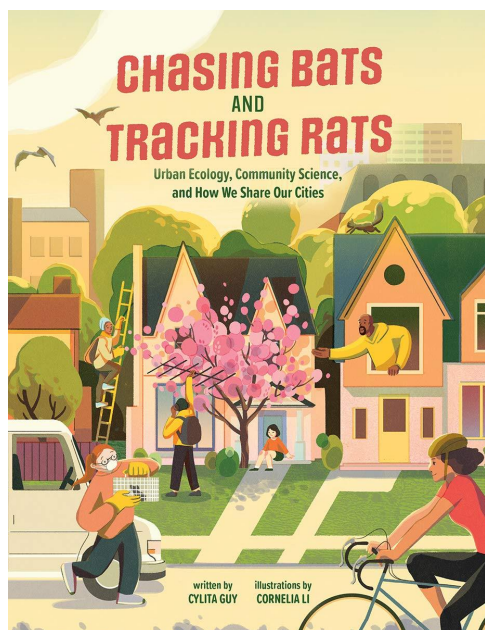
Additional Titles

- [The People Remember](#) by Ibi Zoboi
- [Your Legacy](#) by Schele Williams
- [When We Say Black Lives Matter](#) by Maxine Beneba Clarke
- [A History of Me](#) by Adrea Theodore

Extension Activities and Digital Resources

1. Interview a family member with questions about your family’s origin story.
2. Learn about African Icon Mansa Musa who was known as the richest man alive in his time by watching the [Brainpop](#) video.
3. Write a poem celebrating your favorite African icons or history makers.

Chasing Bats and Tracking Rats: Urban Ecology, Community Science, and How We Share Our Cities by Cylita Guy, illustrations by Cornelia Li



Availability

Print; e-book

Synopsis

Gripping narrative nonfiction with STEM and social justice themes that proves cities can be surprisingly wild places—and why understanding urban nature matters. What can city bees tell us about climate change? How are we changing coyote behavior? And what the heck is a science bike? Featuring the work of a diverse group of 11 scientists—herself included!—Dr. Cylita Guy shows how studying urban wildlife can help us make cities around the world healthier for all of their inhabitants. In the process, Guy reveals how social injustices like racism can affect not only how scientists study city wildlife, but also where

urban critters are likely to thrive. Sidebars include intriguing animal facts and the often-wacky tools used by urban ecologists, from a ratmobile to a bug vacuum. Cornelia Li's engaging illustrations bring the scientists' fieldwork adventures to life, while urban ecology challenges encourage readers to look for signs of wildlife in their own neighborhoods.

Teaching Information

- Lexile: 1070
- Genre: Nonfiction
- Grade Level: 3–6
- Page Count: 100
- Awards:
 - The New York Public Library's Best Books List 2021

Themes

STEM; Urban Ecology; Animals; Wildlife

Discussion Questions

1. What does an urban ecologist do?
2. What are some "tools of the trade" that the author describes? What are they used for?
3. How can everyday people help with the study of urban ecology?
4. Why are microplastics a big problem for animals?

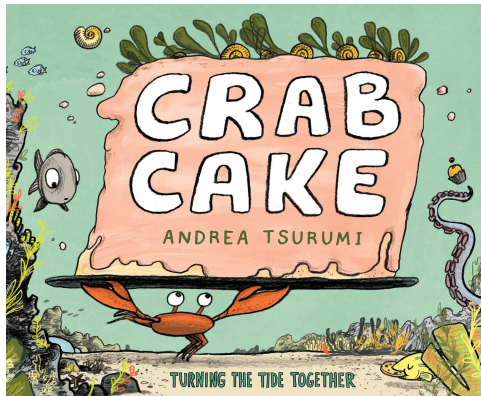
Additional Titles

- [Animals in the City](#) by Elizabeth Carney
- [Wild Animal Neighbors: Sharing Our Urban World](#) by Ann Downer

Extension Activities and Digital Resources

1. Visit your local park and observe the wildlife in your area. What animals do you spot? Are any of the animals present in the text? How are they behaving?
2. Use [World Book Online](#) to learn even more about the animals from the text!

Crab Cake: Turning the Tide Together by Andrea Tsurumi



Availability

Print

Synopsis

After their area of the ocean is hit by humans dumping trash, a little crab brings all the other fish together to solve the problem.

Teaching Information

- Lexile: N/A
- Genre: Picture Book Fiction
- Grade Level: K-2
- Page Count: 48

Themes

Disasters; Marine Animals; Marine Pollution; Ocean

Discussion Questions

1. Crab likes to bake cakes to share with their sea friends. What are some of the nice things you can do to bring the people in your life together (e.g. family, friends, or teachers)?
2. How can you recycle the items in your community to make our environment a cleaner place?
3. What kinds of animals live in the ocean and how do you think they live amongst each other?
4. Who are some of the people in your neighborhood that can help you make changes in your community?

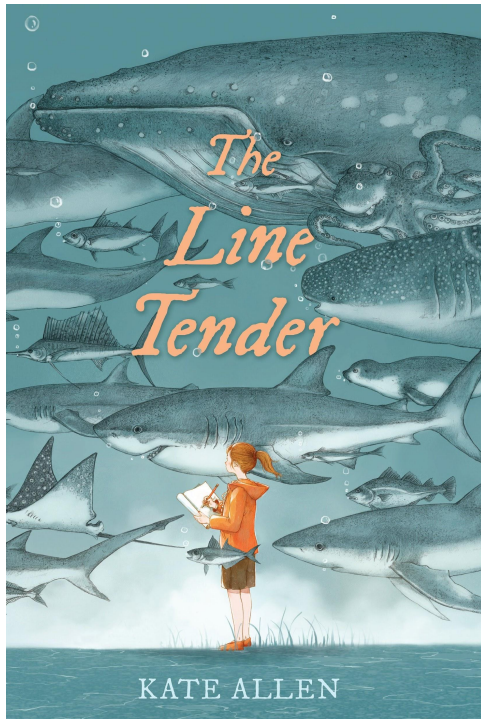
Additional Titles

- [Dewdrop](#) by Kay O'Neill
- [The Pout-Pout Fish](#) by Deborah Diesen

Extension Activities and Digital Resources

1. Build a classroom aquarium with recyclable items.
2. With a trusted adult, take a trip to the beach to explore aspects of marine life.
3. Visit the New York Aquarium to discover the many animals that live in the ocean.
4. For more information on the water and environmental pollution visit [ScienceFlix](#).

The Line Tender by Kate Allen



Availability

Print; e-book; e-audiobook

Synopsis

When a Great White shark appears in the water near her sleepy Rockport community, triggering a devastating tragedy, a 12-year-old girl must pick up the work of her late marine-biologist mother to lift the cloud of grief hanging over her community.

Teaching Information

- Lexile: 710
- Genre: Realistic Fiction
- Grade Level: 4–8
- Page Count: 371
- Awards:
 - School Library Journal Best Books: 2019

Themes

Sharks; Loss; Friendship; Grief; Families

Discussion Questions

1. What does the term "Line Tender" mean?
2. In *The Line Tender*, Lucy Everheart loses her mother at a young age; how did losing her mom affect Lucy's outlook on life?
3. Before Lucy's mother passed away, she was a marine biologist. What is a marine biologist and what animal was she an expert at?
4. What project did Lucy become interested in to honor her mother's memory?
5. Fred is Lucy's best friend who lives across the street from her. They do everything together, what happens to Fred that changes her left forever?

6. Lucy and her dad are both grieving the loss of her mom separately. What are some of the events that take place to bring her dad and Lucy together?
7. How does Lucy's mother Helen's marine biology work inspire Lucy to move forward with her life while honoring her past?

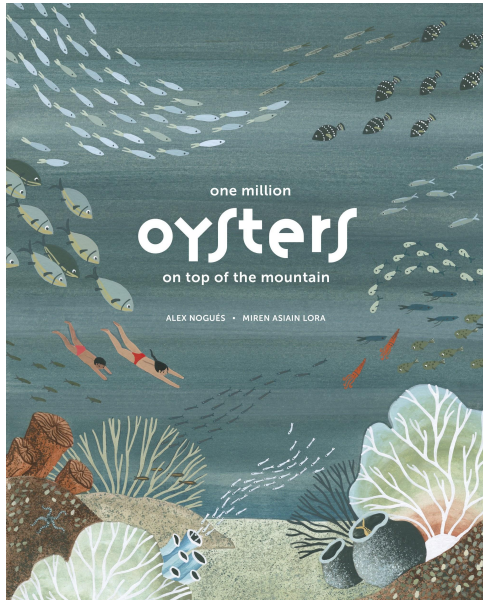
Additional Titles

- [Right as Rain](#) by Lindsey Stoddard
- [Blooming at the Texas Sunrise Motel](#) by Kimberly Willis- Holt
- [Patina](#) by Jason Reynolds

Extension Activities and Digital Resources

1. Create a [Memory Box](#)! The Memory Box helps support a child with the memory of the lost loved ones. Get a box, then decorate the box. and place special items and pictures of the family or friend the child has lost.
2. Post-It of Love: write one word of love and appreciation for your lost loved one and cut the post-its into heart.
3. Read stories and learn more about sharks on [BookFlix](#)!
4. For teachers and parents: [Scholastic Teachables](#) has educational resources for discussions about grief.

One Million Oysters on Top of the Mountain by Alex Nogues



Availability

Print

Synopsis

Come closer and look at these rocks: they're not normal stones at all! They're thousands and thousands of mollusks, fossilized together in the sediment. But how did a million oysters ever land on top of a mountain? Written by a geologist, this inquisitive journey guides readers through the movements of seas, strata, and tectonic plates. The landscapes of the present can be clues to events in the past. Lush, atmospheric illustrations offer fascinating details to discover, and sidebars and an extensive glossary provide intriguing connections to

marine biology and scientific history. A compelling introduction to earth science, this book will encourage readers to ask questions, think critically, and embrace their curiosity about the natural world.

Teaching Information

- Lexile: N/A
- Genre: Picture Book Nonfiction
- Grade Level: K–4
- Page Count: 48

Themes

Picturebook; Geology; Fossil; Earth Science

Discussion Questions

1. What is paleontology and how does it affect our daily lives?
2. What are the reasons scientist Alex Nogues gives as to why there are oysters on top of the mountain?
3. Can rocks determine what types of vegetation will grow in a particular area or types of animals that will live amongst the plants and vegetables?
4. What are fossils and do they contribute to the geological system on earth?
5. The illustrations in this book are beautifully done and are interesting to look at. Which pictures stood out to you?
6. What are some things we can do to preserve our environment for future generations?

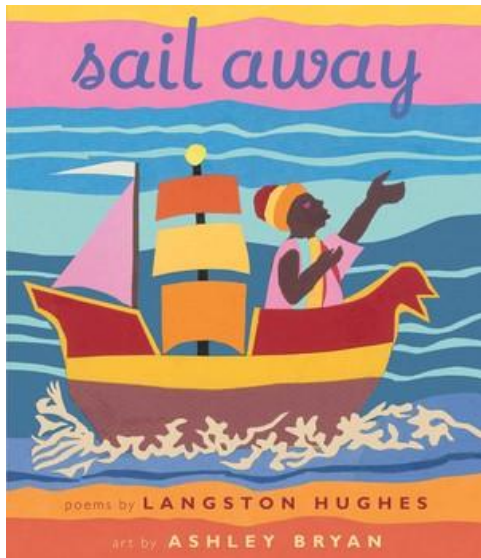
Additional Titles

- [My Book of Rocks and Minerals](#) by Devin Dennie
- [The Rock & Gem Book](#) by Dan Green
- [Rocks & Minerals](#) by Nancy Honovich

Extension Activities and Digital Resources

1. Schedule a trip to your local park to identify objects you think may have been here for thousands of years versus new objects. How have they shaped the landscape of the park's natural habitat?
2. Then and Now—A Geology Experience: Students can use The New York Public Library's Digital Collections to compare Central Park's landscape 50 years ago and what the park looks like today.
3. Visit our [Events page](#) and search 'Photography' to see what programming we have focused on photography.

Sail Away by Langston Hughes, illustrated by Ashley Bryan



Availability

Print

Synopsis

A celebration of mermaids, wildernesses of waves, and the creatures of the deep through poems by Langston Hughes and cut-paper collage illustrations by multiple Coretta Scott King Award winner Ashley Bryan.

Teaching Information

- Grade Level: 1–5
- Page Count: 193
- Lexile: N/A
- Genre: Poetry

Themes

Poetry; Boats; Oceans; Mermaids

Discussion Questions

1. If you could sail away anywhere, where would you go? What would you do in that special place?
2. What do you notice about the pictures in this book? Have you seen this style of art in other books?
3. What's your favorite sea animal? What do you like about that animal?
4. Would you prefer to be the captain of the ship or a passenger on the ship and why?
5. What was your favorite poem in the book? What did you like about the poem? Did the poem speak to you or remind you of something or someone in your life?

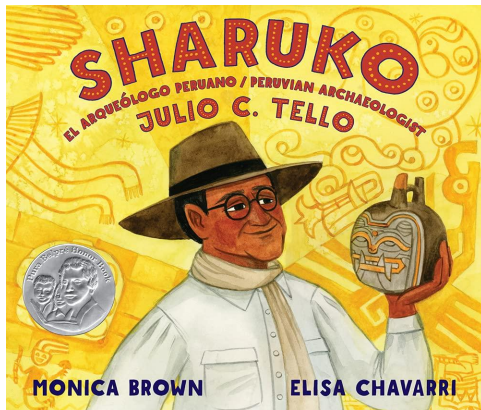
Additional Titles

- [*Water Sings Blue: Ocean Poems*](#) by Kate Coombs
- [*Traveling the Blue Road: Poems of the Sea*](#) collected by Lee Bennett Hopkins; illustrated by Bob Hansman & Jovan Hansman

Extension Activities and Digital Resources

1. Make a collage celebrating the sights and things of the sea.
2. Write a poem about sailing away to a special place and what you would like to do and see on your sail. Check out [Brainpop](#) and [Brainpop Jr](#) for younger students, poetry videos for inspiration.
3. Learn more about the author at [Kids Infobits](#).

Sharuko: El Arqueólogo Peruano / Peruvian Archaeologist *Julio C. Tello* by Monica Brown, illustrated by Elisa Chavarri



Availability

Print; e-book

Synopsis

"Una biografía ilustrada de Julio C. Tello, considerado el fundador de la arqueología peruana moderna y quien llegó a ser el científico social indígena más distinguido del siglo XX.

"A picture biography of Julio C. Tello, considered to be the founder of modern Peruvian archaeology, that traces his life from an early interest in Peru's ancient cultures to his rise as the most distinguished Indigenous social scientist of the 20th century.

"A map and an afterword with additional information, photograph, and source list are included."
–Provided by publisher.

Teaching Information

- Lexile: 1050
- Genre: Picture Book Biography
- Grade Level: 3–6
- Page Count: 40
- Awards:
 - 2021 Pura Belpré Award Honor Winner

Themes

Archaeology; Bilingual Materials; Biographies

Discussion Questions

1. What does the nickname "Sharuko" mean in Quechua?
2. What are some of the different jobs that Sharuko has throughout his life?
3. What are some character traits that describe Sharuko? Why?
4. What are some of the things Sharuko studied as an archaeologist? Why is it important for archaeologists to study those things?
5. Why do you think the author chose to tell Sharuko's story in both English and Spanish?

Additional Titles

- [*When Sue Found Sue: Sue Hendrickson Discovers Her T. Rex*](#) by Toni Buzzeo
- [*The Hero Schliemann: the Dreamer Who Dug For Troy*](#) by Laura Amy Schlitz

Extension Activities and Digital Resources

1. Find out more about what archaeologists do using World Book Online.
2. [Make a field journal](#) with help from the American Museum of Natural History!

They Say Blue by Jillian Tamaki



Availability

Print; e-book; e-audiobook

Synopsis

A young girl describes where she finds colors in both the world around her and beyond what she can see.

Teaching Information

- Grade Level: Pre-K-1
- Awards:
 - Caldecott Honor Book
 - Boston Globe - Horn Book Awards: Picture Book
 - School Library Journal Best Picture Books 2018
 - Governor General's Literary Awards: English-Language Children's Literature
- Lexile: N/A
- Genre: Picture Book Fiction

Themes

Colors; Seasons; Nature

Discussion Questions

1. What is your favorite color and why?
2. What are some sounds of summer?
3. What are some colors of fall?
4. What are some fun things to do in the winter?
5. Blue is a color that is also used to describe someone's mood. Have you ever felt blue before? What are some things you can do to feel better on a blue day?

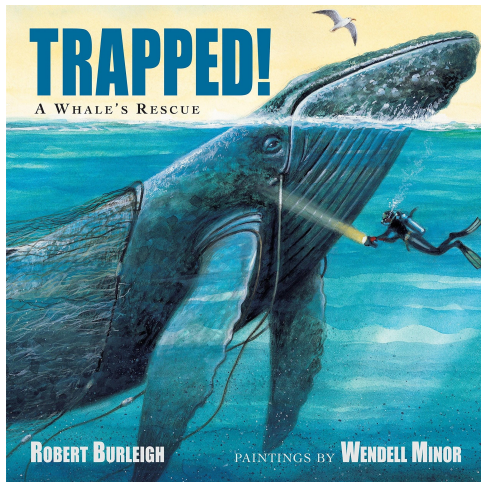
Additional Titles

- [Green on Green](#) by Dianne White
- [Every Color of Light](#) by Hiroshi Osada
- [Southwest Sunrise](#) by Nikki Grimes

Extension Activities and Digital Resources

1. Draw a picture of yourself using your favorite colors.
2. Learn more about the four seasons at [Brainpop Jr.](#)
3. Take a walk and play “I Spy” looking for the primary colors: red, blue, and yellow.

Trapped! A Whale's Rescue by Robert Burleigh, paintings by Wendell Minor



Availability

Print; e-book

Synopsis

In the Pacific Ocean, a humpback whale finds herself tangled in a net abandoned by fishermen, and when a convoy of divers arrives to help the struggling humpback, a moving encounter bridges the human and aquatic worlds.

Teaching Information

- Lexile: 510
- Genre: Nonfiction
- Grade Level: Pre-K-2
- Page Count: 32

Themes

Ecology; Marine Animals; Animal Rescue

Discussion Questions

1. Alliteration is when there are words that start with the same letter that are close together in the text, like "flashes her flukes" in the second sentence. What are some other examples of alliteration?
2. How do the rescuers help the whale? What do they do to remove the net?
3. What do whales eat? Where do you learn this in the text?
4. What kinds of equipment do scuba divers use to allow them to swim underwater for long periods of time?

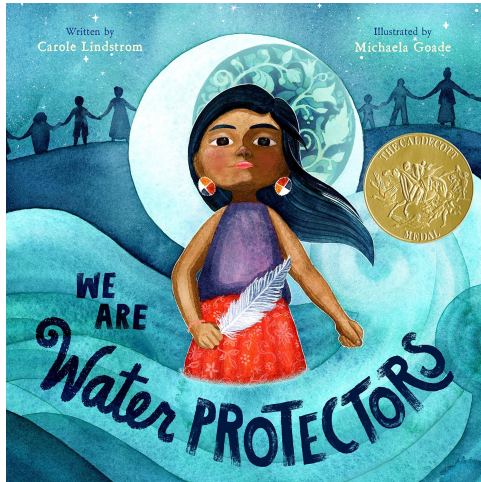
Additional Titles

- [The Fisherman and the Whale](#) by Jessica Lanan
- [Emma and the Whale](#) by Julie Case

Extension Activities and Digital Resources

1. Draw a picture of your favorite marine animal, then research that animal using [Scholastic Go!](#)
2. Write a letter to the rescuers from the story. What would you say to them? What questions would you ask them about whales, or about the equipment they use?

[We Are Water Protectors](#) by Carole Lindstrom, illustrated by Michaela Goade



Availability

Print; e-book; e-audiobook

Synopsis

Water is the first medicine. It affects and connects us all... When a black snake threatens to destroy the Earth and poison her people's water, one young water protector takes a stand to defend Earth's most sacred resource. Inspired by the many indigenous-led movements across North America, this bold and lyrical picture book issues an urgent rallying cry to safeguard the Earth's water from

harm and corruption.

Teaching Information

- Lexile: 510
- Genre: Picture Book Fiction
- Grade Level: K-3
- Page Count: 40
- Awards:
 - Caldecott Medal
 - ALA Notable Children's Books - Younger Readers Category 2021
 - Notable Books for a Global Society 2021
 - School Library Journal Best Picture Books 2020

Themes

Water; Water conservation; Water quality; Environmentalism; Environmental Justice and Protection; Nature

Discussion Questions

1. What are some things we use and need water for?
2. What does the black snake represent?
3. What are some ways we can help the earth be clean and safe?
4. Who are the Water Protectors?
5. What is the message of this story?

Additional Titles

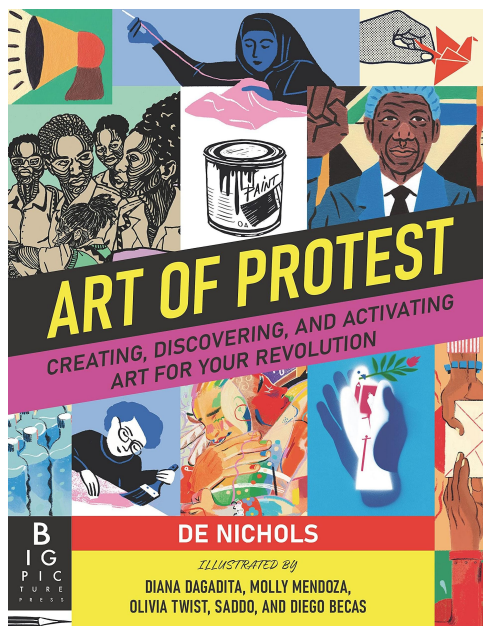
- [Nibi's Water Song](#) by Sunshine Tenasco
- [The Water Walker](#) by Joanne Robertson
- [Our House Is on Fire](#) by Jeanette Winter

Extension Activities and Digital Resources

1. Make your own pledge on how you will be kind to our world including people, animals, and water.
2. Check out [Brainpop Jr.](#)'s video on the water cycle and learn more about the water cycle and how to care for our water and environment.
3. Draw a picture of yourself as a brave water protector and the things you would like to protect in our world.

Young Adult Titles

[Art of Protest: Creating, Discovering, and Activating Art for Your Revolution](#) by De Nichols, illustrated by Diana Dagadita, Molly Mendoza, Olivia Twist, Saddo, and Diego Becas



Availability

Print

Synopsis

"From Keith Haring to Extinction Rebellion, the civil rights movement to Black Lives Matter, what does a revolution look like? Discover the power of words and images in this thought-provoking look at protest art by activist De Nichols."— Amazon.

Teaching Information

- Lexile: N/A
- Genre: Art
- Grade Level: 6–12
- Page Count: 74 pages : illustrations
- Awards
 - Kirkus Reviews Best Children's Books, 2021
 - NCSS-CBC Notable Trade Books for Young People, 2022

Themes

Art and Music; Social Issues

Discussion Questions

1. Why does art matter in social movements?

2. Have you used art as a tool for organizing change at school, in your community or anywhere else? Please share your story and experience.
3. Define protest art. Have you ever encountered it in your life? Have you only seen it in books or museums? Did you think it was a thing of the past?
4. Have you seen any of these "artivisms:" in your neighborhood craftivism, street art, guerrilla art, public performance, projection art? Had you noticed them before or did you become more aware of their presence after reading this book?
5. What social issues do you feel the most strongly connected to?

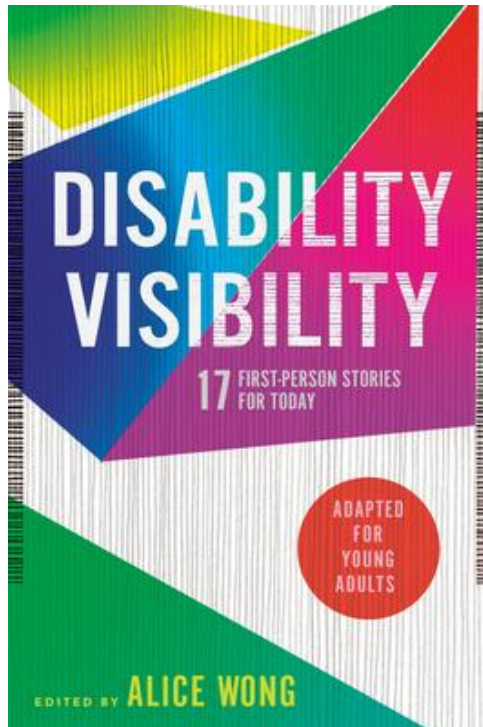
Additional Titles

- [Rise Up!: The Art of Protest](#) by Jo Rippon
- [Into the Streets: A Young Person's Visual History of Protest in the United States](#) by Marke Bieschke
- [Make Art Not War: Political Protest Posters from the Twentieth Century](#) edited by Ralph Young

Extension Activities and Digital Resources

1. Have students find a cause that speaks to them and let them create their own artwork.
 - a. Posters
 - b. Buttons
 - c. Banners
 - d. Flags
2. Explore [Activist New York](#) online and in-person through the Museum of the City of New York. With your library card students and families can get passes to visit cultural institutions via [Culture Pass](#)!
3. Go on a community walk to see if you can find any "artivism" in your area. Document it through writing, photography, drawing and painting. Collectively work on something and bring it into the community.
4. Have students watch [Doc Chat 50: Representations of Student Activism in the Black Radical Press](#) and then explore [Independent Voices](#), specifically [Black American](#), through [JSTOR](#).

Disability Visibility (Adapted for Young Adults): 17 First-Person Stories for Today edited by Alice Wong



Availability

Print; e-book

Synopsis

"Collects 17 thought-provoking essays written by disabled people that offer keen insight into the complex and rich disability experience, and ask readers to think of them as members of a community with its own history, culture and movements." - From NovelList

Teaching Information

- Lexile: 1050
- Genre: Essay Collection
- Grade Level: 9–12
- Page Count: 160

Themes

Disabilities; Essays

Discussion Questions

1. Which story resonated most with you? Why?
2. What does it mean to be visible? Are there other ways in which a person might want to be visible in addition to disabilities? In what ways do you want to be visible?
3. Are there ways in which you can support or advocate for accessibility at your school? What are they? What can you do?"

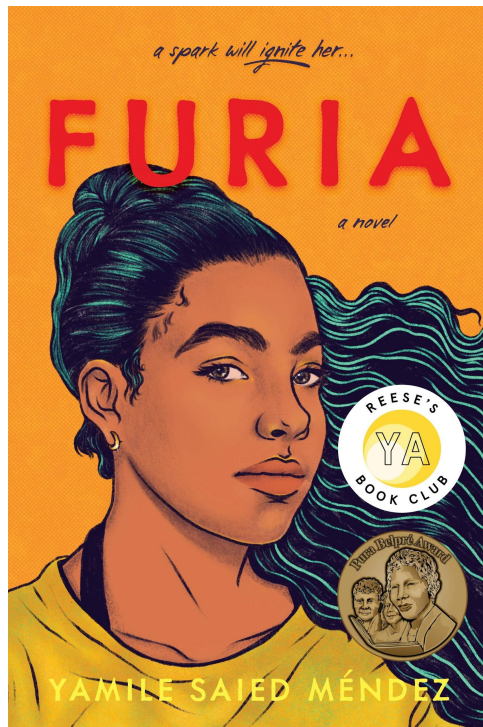
Additional Titles

- [The Disability Experience](#) by Hannalora Leavitt
- [Rolling Warrior](#) by Judith E. Heumann

Extension Activities and Digital Resources

1. Watch this interesting [TED Talk by Wanda Diaz Merced](#), a blind astronomer who has found a way to "hear the stars."
2. Check out the [Disability Visibility Project podcast](#).

Furia by Yamile Saied Méndez



Availability

Print

Synopsis

Seventeen-year-old Camila Hassan, a rising soccer star in Rosario, Argentina, dreams of playing professionally, in defiance of her father's wishes and at the risk of her budding romance with Diego.

Teaching Information

- Lexile: HL710L
- Genre: Realistic Fiction
- Grade Level: 8–12
- Page Count: 357

Themes

Soccer; Sexism; Families; Dating; Argentina

Discussion Questions

1. In *Furia*, our main character Camila hid love for soccer because she was afraid of her father's reaction. Is there a hidden talent that no one knows about?
2. How are gender roles in *Furia* different/similar to our gender roles in our society?
3. Camila's mother Isabel is intimidated by her dad's angry behavior, which made Camila afraid to express her love and talent fearing her mother will tell Camila's dad. Do you think Camila can confide in her mom about her great news or will she continue to keep her passion for soccer a secret?
4. What are some of the ways Camila's mother and coach supported her in finding her independence?

5. How is Camila's friend Diego helping her improve herself and is there someone in your life that encourages you to better yourself?

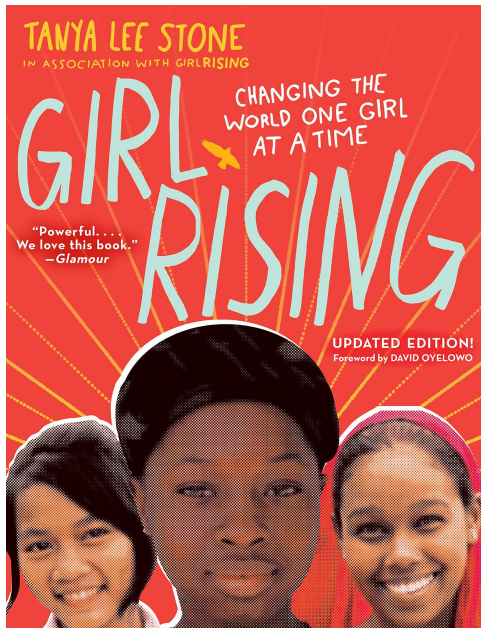
Additional Titles

- [We Are Not from Here](#) by Jenny Torres Sanchez
- [Gabi, a Girl in Pieces](#) by Isabel Quintero
- [I Am Not Your Perfect Mexican Daughter](#) by Erika L. Sánchez

Extension Activities and Digital Resources

1. Be active! Get outside and play a sport with your friends or family in a local park.
2. Using [Biography in Context](#), research your favorite athlete.

[Girl Rising: Changing the World One Girl at a Time](#) by Tanya Lee Stone



Availability

Print; e-book

Synopsis

A companion to the powerful documentary about educating girls around the world draws on new research to illuminate the dramatic facts behind the film, exploring challenges ranging from child marriage and slavery to sex trafficking, gender discrimination and poverty. Simultaneous e-book.

Teaching Information

- Lexile: 1050
- Genre: Nonfiction
- Grade Level: 8–12
- Page Count: 193
- Awards:
 - Amelia Bloomer Lists - Young Adult Nonfiction: 2018

Themes

Education; Cross-Cultural Studies; Girls; Social Change

Discussion Questions

1. What were some of the challenges the nine girls faced in the book *Girl Rising*? How did they overcome them?
2. Why are human rights a global issue, especially for young women?
3. Does finance determine a person's success?
4. America is the land of opportunity. How would you react if you found out your opportunity for an education was in jeopardy?
5. After reading their stories, can you relate to some of the challenges these young women faced? How?
6. What are some of the steps girls and their allies can take to educate and empower themselves?

Additional Titles

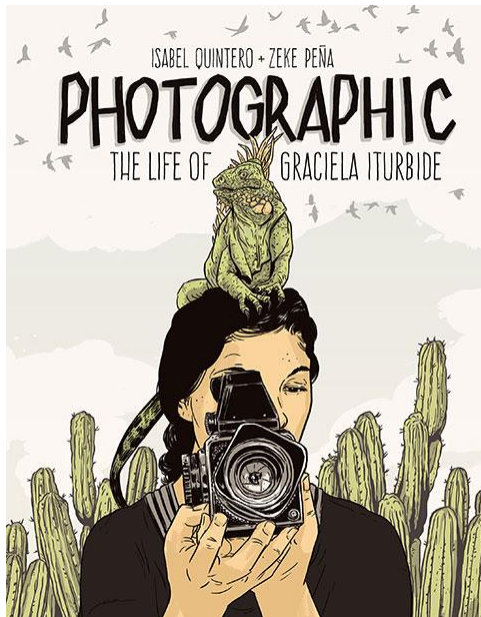
- [I Am a Feminist](#) by Monique Polak
- [This Book Is Feminist](#) by Jamia Wilson

Extension Activities and Digital Resources

1. Watch the film *Girl Rising: Changing the World One Girl at a Time*.
2. Create a collage of notable women who have made an impact in history.
3. Write a letter to your local politicians to improve the issues your neighborhood may be facing.
4. Write about the importance of females having equal education as their male counterparts. Then, use The New York Public Library's database [Opposing Viewpoints](#) to access information on the topic.
5. Ask an adult to accompany you to your local community board meeting. They will hear what will be taking place in your neighborhood.
6. Research the importance of advocacy and write a letter to a local politician about why it is important for citizens to speak up for themselves and their communities.
7. Take a look at these resources to learn about feminism, human rights, and more:
 - [Academic Search Premier](#): A multidisciplinary database of more than 4,600 magazines and journals, including full text for nearly 3,900 peer-reviewed titles.
 - [Prints and Photographs Online Catalog](#): Allows patrons to search for catalog records of prints and photographs held by the Miriam and Ira D. Wallach Division of Art, Prints and Photographs at The New York Public Library.
 - [Picture Collection Online, NYPL Mid-Manhattan Library](#): A collection of 30,000 digitized images from books, magazines and newspapers.

- [ProQuest Research Library](#): Provides articles from periodicals covering arts, business, children, education, health, humanities, law, multicultural studies, sciences, social sciences, and general interest.

[Photographic: The Life of Graciela Iturbide](#) by Isabel Quintero, illustrated by Zeke Peña



Availability

Print

Synopsis

"Born in Mexico City in 1942, Graciela Iturbide wants to be a writer, but her conservative family has a different idea. Although she initially follows their wishes, she soon grows restless. After tragedy strikes, she turns to photography to better understand the world. The photographic journey she embarks on takes her throughout Mexico and around the globe, introducing her to fascinating people and cultures, and eventually bringing her success and fame. With more than two dozen photographs by Iturbide herself, *Photographic* explores the

questions of what it means to become an artist."—Back cover.

Teaching Information

- Lexile: 690
- Genre: Biographical comics
- Grade Level: 7–12
- Page Count: 95 pages: illustrations
- Awards:
 - Boston Globe - Horn Book Award: 2018
 - School Library Journal Best Books: 2018

Themes

Photography

Discussion Questions

1. Graciela Iturbide did what she was told: get married and start a family. Her calling as an artist grew and she bet on herself. Have you or do you currently feel pressure from family/loved ones to follow a certain path that they consider the "right one," yet there is something else you feel to be the right path for you?
2. The death of Graciela's daughter Claudia brought her back to photography. From something painful and difficult, one can possibly find joy. Have you ever experienced something that was hard to deal with but through it you were able to find joy or something that helped ignite a spark within you again?
3. "Ritual is survival." What does this mean to you?
4. Did you know about "muxes?" After reading this book, did you want to learn more about gender identity?
5. Graciela speaks about visiting Juchitan and the women welcoming her and helping her to feel like a part of the community and not just an observer. Have you ever felt like you were just an observer instead of being a part of a community?
6. Which of Graciela's adventures did you enjoy reading about the most? Or what touched you and stayed with you from her travels?

Additional Titles

- [*I Heard God Talking to Me: William Edmanson and his Stone Carvings*](#) by Elizabeth Spires
- [*Frida and Diego: Art, Love, Life*](#) by Catherine Reef
- [*Vivian Maier Developed: The Untold Story of the Photographer Nanny*](#) by Ann Marks

Extension Activities and Digital Resources

1. Visit our [Events](#) page and search 'Photography' to see what teen programming we have focused on photography.
2. Visit [The International Center of Photography's](#) website to see some of Graciela Iturbide's photographs that have been digitized.
3. Did you know that the [Miriam and Ira D. Wallach Division of Art, Prints and Photographs](#) houses more than 500,000 photographs by 6,000 photographers! **Educators:** try scheduling a class visit by emailing photography@nypl.org
4. Learn more about Graciela Iturbide by exploring [Biography in Context](#).
5. Share this article from the Natural History Museum of L.A. County [Beyond Gender: Indigenous Perspectives, Muxe](#). The book, [Behind the Mask: Gender Hybridity in a Zapotec Community](#), which is mentioned in this article, is housed in our research collection.

Pocket Change Collective Series



Availability

Print; e-book; e-audiobook

Synopsis

Pocket Change Collective is a series of small books with big ideas from today's leading activists and artists: *Taking on the Plastics Crisis* by Hannah Testa; *Beyond the Gender Binary* by Alok Vaid-Menon; and *Food-Related Stories* by Gaby Melian.

Teaching Information

- Lexile: Varies
- Genre: Autobiographies and Memoirs
- Grade Level: 7–12
- Page Count: Varies

Themes

Environmental Issues; Cooking; Gender Issues

Discussion Questions

Taking on the Plastics Crisis

1. Hannah was just about to give her speech in front of 56 state senators, but was nervous and afraid none of them would listen to her because she was a teenager. Have you or do you feel your voice is not heard from adults because you are a teenager? Have you ever felt that your gender or race played an even deeper role in the situation? Share your experience.
2. Hannah got a "taste for creating change and was eager for her next challenge." Have you ever felt this surge of passion and drive for a cause? Hannah had her mom as a support

system to help her achieve her goal, who is your support system when embarking on a new challenge?

3. Hannah suggests some simple solutions to stop using single-use plastics. Here are some of her ideas: reusable bags and bottles, sustainable straws and utensils, shopping at thrift stores and making your own beauty products at home. There are more solutions and ideas. Which do you already apply in your life or which could you see yourself applying now that you've read this book. Do you think some of these solutions are easier for some and not for all? Why or why not.

Food-Related Stories

1. Gaby Melian speaks of her mother's fish and how special that dish was to her, a memory of her mother, a gift passed down to her. Do you have any food-related memories associated with family members or friends?
2. "Every story has a smell." Do you have any childhood memories associated with smell or a certain smell that instantly brings you back to something, someone or some place?
3. What is your relationship to food and cooking? Did Gaby's memoir change your perspective on food and cooking? Is food just survival for you, is it a process and ritual, or something else?

Beyond the Gender Binary

1. Alok starts off by saying "The days I feel most beautiful are the days that I am most afraid." Can you relate to this statement? Share your thoughts.
2. Have you ever felt the disconnect Alok speaks about? "What people see, and who I actually am." Are there any times you felt like the perspective was positive and not negative? For example, people see you as confident but you feel nervous or shy most of the time.
3. Have you ever felt shame for enjoying something that "went against" your gender identity? Alok loved dance and fashion and was told they had to stop loving these things because they were a boy and boys should not enjoy those things. Has Alok's story made you think more about the gender binary and the political oppression this society has placed on it?

Additional Titles

Taking on the Plastic Crisis

- [Protectors of the Planet: Environmental Trailblazers from 7 to 97](#) by Jamie Bastedo
- [Challenge Everything: The Extinction Rebellion Youth Guide to Saving the Planet](#) by Blue Sandford
- [Plasticus Maritimus: An Invasive Species](#) by Ana Pego

Food-Related Stories

- [Hungry Hearts: 13 Tales of Food & Love](#) edited by Elsie Chapman and Caroline Tung Richmond
- [The How-To Cookbook for Teens: 100 Easy Recipes to Learn the Basics](#) by Julee Morrison
- [Notes from a Young Black Chef: Adapted for Young Adults](#) by Kwame Onwuachi

Beyond the Gender Binary

- [Pretty Boys: Legendary Icons who Redefined Beauty \(and How to Glow Up, Too\)](#) by David Yi
- [Lakelore](#) by Anna-Marie Mclemore
- [No Way, They Were Gay? Hidden Lives and Secret Loves](#) by Lee Wind

Extension Activities and Digital Resources

Taking on the Plastics Crisis

1. Watch the documentary Hannah Testa wrote about watching: [Plastic Paradise: The Great Pacific Garbage Patch](#).
2. Have students visit Hannah Testa's website hannah4change.org.
3. Explore some of our databases like [National Geographic Virtual Library](#) and [Flipster](#), which has science focused magazines including *Discover*, *Scientific American*, and *Popular Science*. Flipster also has an archive of these magazines, some dating back to 2015!
4. Check out [Opposing Viewpoints Resource Center](#) using keywords like 'Plastic Waste,' and 'Plastic Industry,' to dive deeper into this global situation.

Food-Related Stories

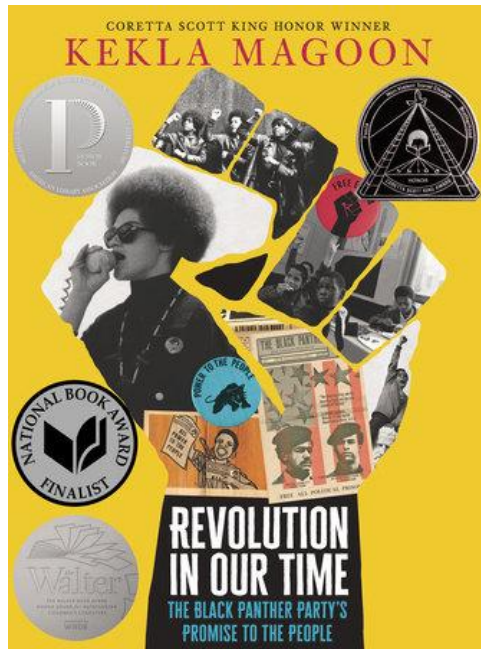
1. Check out Gaby Melian's [website](#).
2. Visit [GrowNYC's Education page](#) where they highlight opportunities for youth and educators to “foster a lifelong appreciation of nature, healthy food, and sustainability.”
3. Create a recipe book with students. Guide them to conduct an interview with a family member about a family recipe or have them write about a memory of a certain food, or smell or moment about food that stuck with them. For inspiration check out [Black Food: Stories, Art & Recipes from across the African Diaspora](#), edited and curated by Bryant Terry.

Beyond the Gender Binary

1. Visit Alok Vaid-Menon's [website](#).
2. Have students look up articles which speak upon degendering fashion and create an open discussion on their thoughts.

3. Have students design their own outfit, create a playlist, and share where they would wear their outfit. Take it even further and help them to bring their creation to life! Visit our [Events](#) page to see if there are any sewing classes for teens!
4. Explore our database [Archives of Sexuality and Gender](#).

Revolution in Our Time: The Black Panther Party's Promise to the People by Kekla Magoon



Availability

Print; e-book; e-audiobook

Synopsis

“In this comprehensive, inspiring, and all-too-relevant history of the Black Panther Party, Kekla Magoon introduces readers to the Panthers' community activism, grounded in the concept of self-defense, which taught Black Americans how to protect and support themselves in a country that treated them like second-class citizens. For too long the Panthers' story has been a footnote to the civil rights movement rather than what it was: a revolutionary socialist movement that drew thousands of members—mostly women—and became the target of one of the most sustained suppression efforts ever made by

the U.S. government against its own citizens.”—from inside front dust jacket.

Teaching Information

- Lexile: N/A
- Genre: Nonfiction
- Grade Level: 7–12
- Page Count: 390 pages: illustrations
- Awards
 - NCSS-CBC Notable Trade Books for Young People, 2022
 - School Library Journal Best Books, 2021

Themes

Black Power, Political Activism, Civil Rights Movement

Discussion Questions

1. What did you know about the Black Panthers before reading this book? Did this work shed any new information for you? Do you feel like what you knew or heard about the party was positive or more negative?
2. How did style and fashion come into play with the Black Panther Party? Do you think fashion played a role in the image of the party or in any political movements?
3. Discuss some of the tactics, practices and beliefs the Panthers had. What makes them different or stands out the most compared to other movements?
4. How did artwork play an integral part in the Black Panthers party?
5. How have things changed, progressed and stayed the same since the Black Panthers banded together?

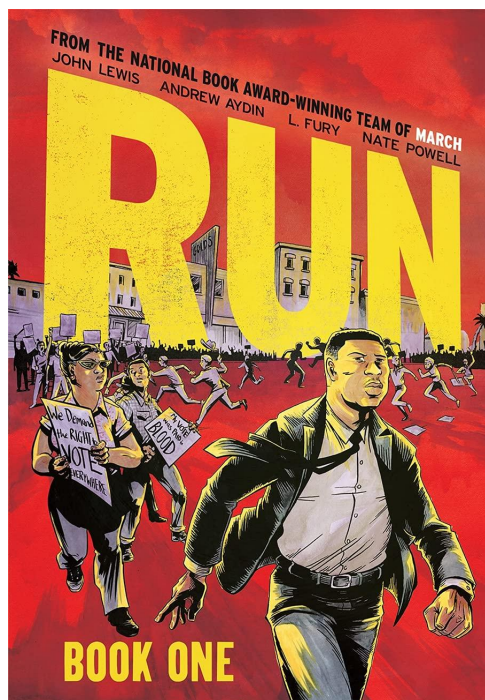
Additional Titles

- [Freedom!: The Story of the Black Panther Party](#) by Jetta Grace Martin
- [Black Panther: The Revolutionary Art of Emory Douglas](#) by Emory Douglas
- [Fire in the Streets](#) by Kekla Magoon

Extension Activities and Digital Resources

1. Work with your [local library](#) to collaborate on a class visit. Use the [Digital Collections](#) to explore images and have students make their own buttons. Use keywords like 'Black Panther Party,' 'Buttons.'
2. Using [Newspaper.com](#) have students look up articles written about the Black Panther Party. Have them share what they find. Do the articles they find speak of the party in a favorite light or less than. How do the students feel reading the articles?
3. Have students explore [Ebony](#), [Jet](#) and [Life](#) magazines for images and articles about the party and its members.
4. Discuss articles written about the Party in *Muhammad Speaks*, *Freedomways* and *Grassroot Struggle Serials* found through JSTOR in the [Black American](#), an open access collection.
5. Watch [Emory Douglas: The Art of The Black Panthers](#) on [Dresscodeny.com](#) and read this article, "[This Just In: Emory Douglas & The Black Panther](#)" on Letterform [Archive.org](#).
6. Listen to [Black Power: Music of a Revolution](#) and watch [The Black Power Mixtape 1967-1975: A Documentary in 9 Chapters](#).
7. Have students come together to create their own Ten-Point Program to use for the classroom during the school year.

[Run: Book One](#) by John Lewis and Andrew Aydin and illustrated by L. Fury and Nate Powell



Availability

Print

Synopsis

“This astounding graphic novel tells the story of an often overlooked chapter of civil rights history through the eyes of Congressman John Lewis—one of the ‘Big Six’ leaders of groups who organized the 1963 March on Washington.”

–Provided by publisher.

Teaching Information

- Lexile: 940
- Genre: Nonfiction
- Grade Level: 8–12
- Page Count: 152 pages: illustrations

- Awards
 - School Library Journal Best Books: 2021
 - YALSA Great Graphic Novels for Teens: 2022

Themes

Politics, Civil rights

Discussion Questions

1. When speaking about what happened in Watts, California, Senator John Lewis states, “Some folks called it an uprising. Some folks, a riot.” Discuss the difference between the words uprising and riot. Are they the same to you, do they evoke different feelings when you hear them? Can you think of any other events in our country’s history that were

labeled as a riot or an uprising. How could mislabeling an event change how it is viewed by people.

2. Did you know about the Watts Uprising before reading this book? How did you learn about it—in school or outside of school? Discuss further.
3. Do you like reading historical graphic novels? Why or why not? Are there other events in history that you wish were written about in graphic novel format?
4. At one point John Lewis starts to question if he was being a good leader, and recognizes that members were starting to question all the leaders of SNCC. What are some qualities you believe a strong leader should have? From reading *Run*, what qualities did John Lewis possess that made him a good leader? Is there someone who inspires you with how they lead? Even if you don't see yourself as a leader, what qualities do you have that would make a good leader?

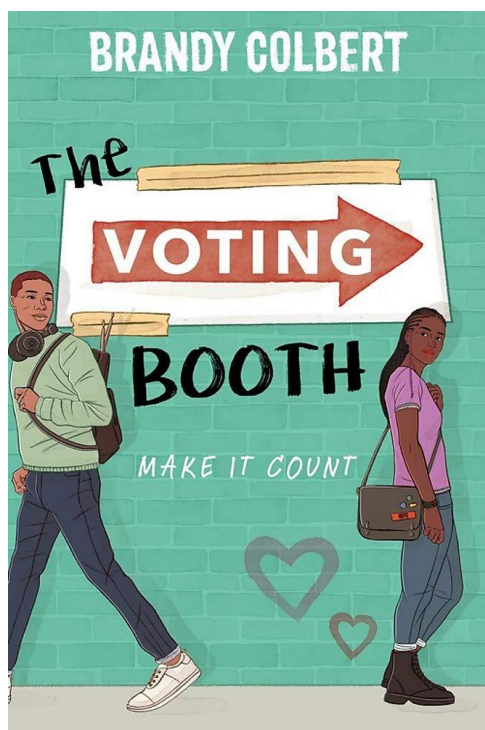
Additional Titles

- [The Black Panther Party: A Graphic Novel History](#) by David Walker
- [Buses are a Comin': Memoir of a Freedom Rider](#) by Charles Person
- [Faces of Freedom](#) by Herbert Randall

Extension Activities and Digital Resources

1. Have students explore [SNCC Digital Gateway](#).
2. Jennifer Lawson and Courtland Cox created a series of comic books—*Us Colored People*, *Sheriff*, *Board of Education*, *Tax Collector* and *Corner*—helping to enlighten new voters on different elected positions and the people running. Have students create their own comic focused on any social justice issue they feel the most connected to or have it be more focused on voter rights. Some students may want to create their comic by hand but this is a great time to also introduce students to [Pixton](#), a database where they can create a digital comic.
3. Check out [U.S. Declassified Documents](#), where students can see previous classified government documents. Key words to get your started: John Lewis, SNCC and Stokely Carmichael.
4. Using [Newspaper.com](#) have students search for articles about the Watts Uprising, Freedom Riders and Freedom Summer, the murder of Marvin Segrest, and any other primary sources that could spark even more conversation based on *Run*.
5. Read [Freedom Summer: The 1964 Struggle for Civil Rights in Mississippi](#) by Susan Goldman Rubin and watch [Freedom Summer. Mississippi 1964](#).

[The Voting Booth](#) by Brandy Colbert



Adult Readers: 2021

Availability

Print; e-book; e-audiobook

Synopsis

"The first year they are eligible to vote, Marva and Duke meet at their polling place and, over the course of one crazy day, fall in love."—provided by the publisher.

Teaching Information

- Lexile: N/A
- Genre: Realistic Fiction
- Grade Level: 10–12
- Page Count: 320
- Awards:
 - YALSA Best Fiction for Young Adults: 2021
 - YALSA Quick Picks for Reluctant Young

Themes

Politics; Social Action; Romance; 24 Hour Stories

Discussion Questions

1. Do you think two people can fall in love in one day? Why or why not?
2. This story focuses on politics and voting. Why is it important to exercise your right to vote? How would you persuade a friend or relative to go out and vote?
3. Marva has a social media account for her cat, but social media can also be used for activism and advocacy. In what ways has social media changed the way we look at politics? In what ways has it changed the way we advocate for what we believe in?
4. Where do you imagine Marva and Duke are today? Are they still together, or have they gone their separate ways? Why?

5. Which character do you relate to most in the story? Why?

Additional Titles

- [Yes No Maybe So](#) by Becky Albertalli and Aisha Saeed
- [You Say It First](#) by Katie Cotugno

Extension Activities and Digital Resources

1. Research any upcoming local elections. What issues are you passionate about? Which candidates most closely reflect your position on these issues?
2. Current events are closely tied with social action and advocacy. Using the [New York Times database](#), or [PressReader](#), read more about what's happening in your city, your state, and your country.
3. Take a look at the database [Issues: Understanding Controversy and Society](#) and read up on an issue that is important to you.

Watch Us Rise by Renée Watson and Ellen Hagan



Availability

Print; e-book

Synopsis

Jasmine and Chelsea are best friends on a mission—they're sick of the way women are treated even at their progressive NYC high school, so they decide to start a Women's Rights Club. They post their work online—poems, essays, videos of Chelsea performing her poetry, and Jasmine's response to the racial microaggressions she experiences—and soon they go viral. But with such positive support, the club is also targeted by trolls. When things escalate in real life, the principal shuts the club down. Not willing to be silenced, Jasmine and Chelsea will risk everything for their voices—and those of other young women—to be heard. These two dynamic, creative young women stand up and speak out in a novel

that features their compelling art and poetry along with powerful personal journeys that will inspire readers and budding poets, feminists, and activists.

Teaching Information

- Lexile: 800
- Genre: Realistic fiction
- Grade Level: 8–12
- Page Count: 360
- Awards:
 - School Library Journal Best Books: 2019
 - Rise: A Feminist Book Project List - Young Adult Fiction: 2020

Themes

Friendships; Student Organizations; Feminism; Women's Rights; Bloggers; Teenage Poets

Discussion Questions

1. What kind of student clubs/activities does your school offer for students to participate in? Do you think the offerings are enough to engage your entire school community, i.e. different genders, cultures, interests? What kinds of clubs would you be interested in joining at your school or in your community?
2. What kind of issues do you see facing young women today that should be in the spotlight for the world to see?
3. What does feminism mean to you?
4. Which poem stood out the most to you in this book and why?
5. Which character do you relate most to in this book and why?
6. What does anti-racism mean to you?
7. Do you have any advice for young people trying to find their voice around issues of sexism, racism, bullying, and other injustices?

Additional Titles

- [Tradition](#) by Brendan Kiely
- [Moxie](#) by Jennifer Mathieu
- [Most Likely](#) by Sarah Watson

Extension Activities and Digital Resources

1. Write a poem about changing an issue that's important to you. What matters to you? What do you see around you that needs improvement? What do you want to shine a light on?
2. Dive deeper into some of the topics of feminism, race relations, and student activism in [Opposing Viewpoints Resource Center](#).
3. Learn more about some of the poets mentioned in this text such as Audre Lorde, Elizabeth Acevedo, and Nikki Grimes in [Biography in Context](#).
4. Check out the back matter in this text and consider sharing some of the resources with family and friends.