

# Reading to End Racism™ Book List

## KEY TO ABBREVIATIONS

### ABBREVIATIONS IN LEFT MARGIN

#### 1. Suggested Grade Level:

- EE** suitable for early elementary school (K-2)
- E** suitable for grades 2-5
- M** suitable for grades 6-8
- A** adult resource book

#### 2. Race/Ethnicity

- AA** African-American
- AI** American Indian
- CA** Chinese-American
- J** Jewish
- JA** Japanese-American
- Lat** Latino
- O** Other
- Multi** Multi-cultural
- Mus** Muslim
- U** Universal for all races and ethnicities

#### 3. Language

- .....** English, except when otherwise noted
- E/S** English/Spanish
- Span** Spanish
- E/O** English/Ojibway

### ABBREVIATIONS AFTER TITLE, AUTHOR, AND ILLUSTRATOR

#### 4. Type of Literature

- Anth** Anthology
- F** Fiction
- NF** Non-Fiction
- P** Poetry
- Ref** Reference/Resource

#### 5. Book Location

- RER** RER collection (Book Cart)
- RER/YW** RER room at the YWCA
- EC** Equity Office at the Education Center  
[*For school employees only*]
- BPL** Boulder Public Library, Main Branch
- GRB** George Reynolds Branch Library
- LSV** Louisville Library
- MDE** Mamie Doud Eisenhower Library, Broomfield
- MDWS** Meadows Branch Library

NOTE: With two days notice, the Boulder Public Library Children's Librarians will pull up to three titles for RER Readers. Call 303-441-3099 and let them know that you are looking for material for RER. Books will be held for you at the Children's desk.

Reading to End Racism, 2222 14th St., Boulder, CO 80303, 303-544-0096 x151  
email [info@readingtoendracism](mailto:info@readingtoendracism) web site: [www.readingtoendracim.org](http://www.readingtoendracim.org)

ALPHABETICAL LIST OF BOOKS, BY TITLE

- EE, E** *Almost to Freedom*. Vaunda Micheaux Nelson; Colin Bootman, il. **F** (RER, BPL, GRB, AA LSV, MDE, MDWS.)  
An Underground Railroad story told as if by a little girl's rag doll. The author's note at the end gives facts about the Underground Railroad and the dreadful consequences if runaway slaves were caught and returned to the slave owners. Grammar and syntax are those of Black slaves in the 19<sup>th</sup> century. (This may not be comfortable for some RER Readers to handle.)
- E** *Amazing Grace*. Mary Hoffman and Caroline Binch. **F** (RER, RER/YW, BPL, GRB, LSV, MDE, AA MDWS.)  
Although classmates say that she cannot play Peter Pan in the school play because she is Black and a girl, Grace discovers that she can do anything she sets her mind to. Includes racism and sexism in a way children can understand. It inspires us to re-examine our beliefs about roles and personal initiative. (This is such a popular book, it may be overused.)
- EE, E** *Amelia's Road*. Linda Jacobs Altman; Enrique O. Sanchez, il. **F** (RER, BPL, GRB, MDWS.)  
Lat Amelia Luisa Martinez and her family, migrant farm workers, move from harvest to harvest, staying in labor camps for short periods of time . . . but during one harvest . . . she finds a special spot near an old tree that she claims as her own. Affecting and ultimately hopeful. (From *Publishers Weekly*.)  
Based on the true experiences of the author and her family.
- E, M** *America Street*. Anne Mazer, ed. **F, Anth, Ref** (RER/YW, EC, BPL, LSV.)  
Multi Stories from various ethnic backgrounds. Recommended stories: *The Circuit* about migrant workers (from the book of the same name) and *The Wrong Lunch Line*.
- E, M** *And the Earth Did Not Devour Him*. Tomás Rivera. **F** (RER, RER/YW, BPL.)  
Lat Stories of the lives of migrant workers of the 40's and 50's, told in a child's voice.  
E/S Especially suitable for RER: "Es que duele/ It's That It Hurts," "Faltaba una hora/ It Was an Hour Before" and the title story. This is an excellent book for middle school, but needs reader preparation for language and religious references. See: *Y no se lo tragó la tierra*.
- EE, E** *An Angel Just Like Me*. Mary Hoffman; Cornelius van Wright and Ying-Hwa Hu, il. **F** (RER, EC, AA LSV.)  
An African-American child wonders why none of the angels in the stores look like him. An artist friend becomes an ally.
- EE, E** *Angel Child, Dragon Child*. Michel Maria Surat; Vo-Dinh Mai, il. **F** (RER, RER/YW, EC, LSV, O MDE, MDWS.)  
A Vietnamese girl is teased at school for wearing pajamas. She and her tormentor fight, but when the principal intervenes they become friends. The class holds a Vietnamese fair to raise money so her mother can come to the U. S.

**M, A** *Anne Frank: the diary of a young girl*. Anne Frank; introduction by Eleanor Roosevelt. **NF, Ref**  
**J** (RER/YW, BPL, LSV, MDE, MDWS.)

This story has been widely circulated, and most young people have read it or had it read to them. Still, it is one of the classic books about the Holocaust, and it belongs in the RER collection.

**E, M** *Anne Frank*. Josephine Poole; Angela Barrett, il. **NF** (RER, BPL.)

**J** With compelling narrative and haunting, meticulously researched illustrations, Poole and Barrett bring Anne's story to younger children. (From the book jacket.) It's a beautiful book, a bit too long for a Reading, but easily used by showing the pictures and reading selectively. (In some places the Reader might choose to substitute Nazi for German; see accompanying reviews.)

**EE** *Ashok, by Any Other Name*. Sandra S. Yamate; Janice Toshinaka, il.  
**F** (RER/YW, EC.)

**O** Ashok's family is from India, and his name is that of an Indian king. In school in the U.S. he feels embarrassed that he doesn't have an "American" name until the Principal points out that he is lucky - when people from Africa were brought to the U.S. as slaves, they weren't allowed to keep their names. Ashok shouldn't be embarrassed; he should try to be the first one to make his name famous.

This is a switch on *My Name Is Jorge, My Name Is Maria Isabel, The Unbreakable Code*, and *Cheyenne Again*, but with the same message of racial pride. Told in Easy Reader-type language.

**E** *A Band of Angels*. Deborah Hopkinson; Raúl Colón, il. **NF** (RER, EC, BPL, LSV, MDE.)

**AA** A true story, told as fiction, of the Jubilee Singers just after the Civil War, written by the author of *Sweet Clara and the Freedom Quilt*. "A warm and moving picture book. Hopkinson's lilting text interweaves subtle details about racial tensions after the Civil War, while emphasizing the importance of education and of being true to oneself. [Colón's] compositions reveal the courage and heart of these trail-blazing singers." *Publisher's Weekly* starred review.

**E, M** *Baseball Saved Us*. Ken Mochizuki; Dom Lee, il. **F** (RER, RER/YW, BPL, GRB, LSV, MDE.)

**JA** Surrounded by guards, fences and desert, Japanese-Americans in an internment camp create a baseball field. A young boy tells how baseball gave them a purpose while enduring injustice and humiliation. *American Bookseller*, Pick of the Lists.

**E, M** *Bat 6*. Virginia Euwer Wolff. **F** (RER, BPL, LSV, MDE.)

**JA** "The sixth-grade girls of Barlow and Bear Creek Ridge have been waiting to play in the annual softball game (the Bat 6) for as long as they can remember. But something is different this year. There's a new girl on each team, each with a secret in her past which sets them on a collision course to explode on game day." (From the book jacket.) The story is told by each girl in turn. Excellent as literature, a nuanced understanding of how racism can begin and its consequences both for the perpetrator and the victim, as well as for those who stood on the sidelines and didn't speak up.

- E, M** *Becoming César Chávez*. Michelle Roman; photographed by George Elfie Ballis. **NF**  
**Lat** (RER.)  
 The life story of César Chávez, illustrated with photographs. Note: included is a one-page description, written by Daniél Escalante, about the plight of farm workers at the time César Chávez became a leader of the United Farm Workers. This should be used to supplement the book.
- E** *Bessie Smith and the Night Riders*. Sue Stauffacher; John Holyfield, il. **NF** (RER, BPL.)  
**AA** This is the fictionalized version of a true story about Bessie Smith, the famous blues singer. During a tent concert near Concord, North Carolina, one of the musicians spotted a group of Klansmen pulling up the stakes of the tent, preparing to collapse it. Bessie Smith was not intimidated. She pulled herself up to her full six foot height and shouted and cursed until the Klansmen left in confusion. She then went back in the tent and finished the concert.
- E, M** *El béisbol nos salvó*. Ken Mochizuki; Dom Lee, il. **F** (RER, RER/YW, EC.)  
**JA** *Baseball Saved Us* in Spanish.  
**Span**
- EE, E** *Bird Talk*. Lenore Keeshig-Tobias; Polly Keeshig-Tobias, il. **F** (RER/YW.)  
**AI** The warmly-told story of an Ojibway child who hears at school, “If you’re Indian  
**E/O** why don’t you come from India?” or “Where’s your feathers then?” She is strengthened by her mother’s support. A sweet book, showing a strong present-day family. The illustrations would be hard to see unless the children are very close.
- EE, E** *Black Like Kyra, White Like Me*. Judith Vigna. **F** (RER.)  
**AA** Kyra and Christy are best friends in gymnastics class. So, when Kyra’s family moves next door to Christy’s, they both want to celebrate. But the neighbors, who are all White spoil the excitement; some vandalize the new family’s van; one family moves out of the neighborhood. Yet, Christy and Kyra remain strong in the face at this racism, and their friendship with each other deepens.
- E, M** *Blossoms in the Desert, Topaz High School Class of 1945*. Darrell Y. Hamamoto; ed. **NF** (RER )  
**JA** Here are the reminiscences of 57 members of the Topaz High School Class of 1945, written as  
**New** adults and published in 2003. Although they all follow the same format—from the bombing of Pearl Harbor to the tardy reparations—each story reflects a different personality and memories as different as one might expect after a gap of 50-plus years. Each story is short, two to five pages, and many could be used in a reading to Middle-School kids. Especially useful are the following:  
 pp. xxii-xxv of the Introduction (as reference);  
 pp. 87-89 Joe Yoshimitsu Kimura;  
 pp. 90-93 June Sakiko Egashira Koba.  
 This book was donated by Hiroko Nakaso, the widow of Sam William Nakaso, whose story appears on page 158.

- E** *The Bracelet*. Yoshiko Uchida; Joanna Yardley, il. **F** (RER, RER/YW, GRB, MDWS.)  
**JA** A 7-year-old girl is sent with her family to an internment camp (1942). This is a poignant story of the heartbreak of internment and a family's courage in the face of it. Good, clear full-page illustrations. The first book of a trilogy about the same family described in *Desert Exile* and *The Journey Home*.
- M, A** *Braided Lives*. Minnesota Humanities Commission. **Anth, Ref** (RER/YW.)  
**Multi** An excellent anthology of fiction, non-fiction and poetry by American Indian, Latino, African-American, and Asian-American writers, compiled by collaboration between the Humanities Commission and the Minnesota Council of Teachers. Many well-known authors. Especially recommended: *Making Do, Sure You Can Ask Me a Personal Question, Without Title, How to Tame a Wild Tongue, Apa, Zami, and Everyday Use, A Response to Executive Order 9066: All Americans of Japanese Descent Must Report to Relocation Centers*.
- M, A** *Breaking Through*. Francisco Jiménez. **NF, Ref** (RER/YW, BPL, MDWS.)  
**Lat** The sequel to *The Circuit*, beginning with the family's deportation and legal re-entry, and following Francisco through middle school, high school, and admission to college.
- A** *Burro Genius*. Victor Villaseñor; photographs of the author and his family. **NF, Ref**  
**Lat** (RER/YW.) By the author of *Rain of Gold*.  
 "Highly gifted and imaginative as a child, Villaseñor coped with an untreated learning disability (he was finally diagnosed, at the age of forty-four, with extreme dyslexia) and the frustration of growing up Latino in an English-only American school." (From the book jacket.)
- A** *A Broken Flute; The Native Experience in Books for Children*. Doris Seale and  
**AI** Beverly Slapin, eds. **NF, Ref** (RER/YW.)  
 "Evaluates hundreds of books for children and teenagers published from the early 1900s through 2004 . . . [Reviews] take on Newbery and Caldecott medalists and reading list perennials for their simplistic, stereotype-filled, condescending and outright false portrayals of American Indians." (From the listing in *Oyate*.) Edited by the same two women as *Through Indian Eyes*.
- E** *A Bus of Our Own*. Freddi Williams Evans; Shawn Costello, il. **F** (RER, BPL, LSV, MDWS.)  
**AA** "Based on real events, *A Bus of Our Own* tells how a community banded together to help its children get an education." (From the book jacket.) The author tells about her own rural Mississippi upbringing. Even though the story is set in the past, it is a good example of how people working together can solve problems.
- E** *The Butterfly*. Patricia Polacco. **F/NF** (RER, EC, BPL, LSV, MDE.)  
**J** A story based on Patricia Polacco's family history. Her great-aunt sheltered many Jewish families during the occupation of Paris, and aided them on their way to freedom. This is the touching story of Polacco's Aunt Monique who was then a child, and her friendship with a refugee girl who eventually escaped to Switzerland, though the girl's parents did not survive.

- M** *Cajas de cartón*. Francisco Jiménez. **F, NF** (RER, BPL.)  
 Lat *The Circuit* in its original Spanish. The fictionalized version of the author's childhood in a  
 Span migrant-worker family.
- E** *La casa en Mango Street*. Sandra Cisneros. **F** (RER/YW, BPL, MDE.)  
 Lat See *The House on Mango Street*.  
 Span
- E** *The Cat from Kosovo*. Mary-Jane Hampton; Tamara Thieboux, il. **NF** (RER).  
**O** The war in Kosovo forced Olsa and Bashkim, an Albanian couple, to flee in the middle of the night, taking with them only a few prized possessions, one of which was Misha, a small brown and white cat, a stray which had adopted them. How Misha was smuggled through Macedonia to Canada, where she was issued an official immigration card, makes an entertaining tale. The Reader should probably abbreviate the story, and perhaps take a map showing Kosovo and Macedonia.
- E** *César Chávez: A Photo-Illustrated Biography*. Lucile Davis. **NF** (RER/YW, BPL.)  
 Lat The life story of the Mexican-American labor leader who achieved justice for farm workers by creating a union to protect their rights.
- E, M** *César Chávez: The Struggle for Justice / La lucha por la justicia*. Richard Griswold del  
 Lat Castillo; Anthony Accardo, il. **NF** (RER, RER/YW, BPL, LSV.)  
 E/S The César Chávez story in English and Spanish. Very nice full-page illustrations. Written by a professor of Chicano and Chicana Studies at San Diego State University.
- EE** *Char Siu Bao Boy*. Sandra S. Yamate; Carolina Yao, il. **F** (RER, EC, MDE.)  
 CA Charlie loves char siu bao (Chinese barbecued pork buns). He brings it every day for lunch, but his friends think it looks awful until the day when he brings enough for his friends to share. An example of a child solving his own problems and sharing his own cultural heritage.
- E** *Cheyenne Again*. Eve Bunting; Irving Toddy, il. **F** (RER, RER/YW, EC, BPL, GRB, MDE,  
 AI MDWS.)  
 A Cheyenne Indian boy is taken from his family and placed in the repressive atmosphere of an Indian School, which attempts to take away his culture, his language, and his pride. One sympathetic teacher encourages him to believe that he can remain Cheyenne inside, no matter what happens.
- A** *Children of Topaz: The Story of a Japanese-American Internment Camp*. Michael **O**.  
 JA Tunnell and George W. Chilcoat, eds. **NF, Ref** (RER/YW, BPL, GRB, LSV, MDE, MDWS.)  
 Excerpts from the diary of a third-grade class in the Topaz Relocation Camp. Shows resilience and determination in spite of repression.

- E** *The Christmas Menorahs*. Janice Cohn; Bill Farnsworth, il. **NF** (RER, RER/YW, EC, BPL,  
**J** LSV.)  
 Describes how people in Billings, Montana, joined together to fight a series of hate crimes.  
 Good for illustrating how different people respond to hate.
- A, M** *The Circuit*. Francisco Jiménez. **F** (RER/YW, BPL, MDE.)  
**Lat** Semi-autobiographical stories about a migrant worker family. A young boy experiences  
 difficulty in school because of not being able to speak English and because the family must move  
 constantly to follow the crops. Especially recommended: *Learning the Game*, and *Inside Out*.
- M** *City Kids Speak on Prejudice*. Jim Henson Publishing; photographs by Bobby Crosby and **NF**  
 others. Multi (RER.)  
 "City Kids is a New York-based, not-for-profit, multi cultural foundation dedicated to the  
 survival of today's youth." (From the book jacket) A collection of discussions, stories, and  
 proposed solutions primarily about racism, but mentioning other forms of prejudice also. An  
 excellent starting-point for teen-aged discussions, this book could be used for teen-training, as well  
 as by RER Readers at middle school level.
- A** *Close the Book on Hate*. Barnes & Noble and the Anti-Defamation League. **NF, Ref**  
**U** (RER/YW.)  
 This pamphlet, distributed by Barnes & Noble and the Anti-Defamation League to launch the  
 Close of Book on Hate campaign, lists suggestions in 18 categories, such as: home, school,  
 workplace, house of worship, and community-at-large.
- E, M** *Coming to America, a Muslim Family's Story*. Bernard Wolf; photographs by the author. **NF**  
**Mus** (RER, BPL)  
**New** There is nothing about racism in this book, which was written to increase understanding of a  
 Muslim family in the U.S. It was added to the RER collection because there is so little written for  
 children about Muslims. The text is pedestrian, but the photos are good. There is quite a bit about  
 religion.
- E, M** *Compañeros de equipo*. Peter Golenbock; Paul Bacon, il. **NF** (RER.)  
**Lat** See *Team Mates*.  
**Span**
- E, M** *Coolies*, Yin; Chris Soentpiet, il. **F** (RER, RER/YW, EC, BPL, MDWS.)  
**CA** The story includes some history of Chinese railroad workers, information on Chinese culture,  
 and examples of discrimination against Chinese. The book includes some suspense regarding  
 disappearance of one main character.

- M, A** *Cool Salsa*. Lori M. Carlson, ed.; Introduction by Oscar Hijuelos. **P, Anth**  
 Lat (RER/YW, EC, BPL, MDE.)  
 E/S Bilingual poems on growing up Latino in the United States. Some poems are translated from one language into the other, others are internally bi-lingual. The introduction by Oscar Hijuelos tells of his early experiences as the son of Cuban immigrants in New York, and his parents' habit of fear. Several poems deal with the trauma of losing one's language: *Translating Grandfather's House* and *Learning English*, for instance.
- E, M** *Cosechando Esperanza*. Kathleen Krull; Yuyi Morales, il. **NF** (RER.)  
 Lat See *Harvesting Hope*.
- EE** *Courtney's Birthday Party*. Loretta Long; Ron Garnett, il. **F** (RER, EC.)  
 AA "Courtney and Diana are best friends. They ride the same school bus; they sit in the same row in class; they love the same snacks. And on Saturday they will be the same age, seven. It has never mattered to them that one is White and one is Black. But when Courtney's mom sends the invitations to the class, Diana is not included. Both Courtney and Diana are devastated." (From the book jacket) In this book, Courtney confronts her mother's prejudice.
- E, M** *Crossing Bok Chitto, a Choctaw Tale of Friendship and Freedom*. Tim Tingle (Choctaw), Jeanne  
 AI Rorex Bridges (Cherokee), il. **F** (RER, BPL)  
**New** A beautiful story, poetically told, about how a little Choctaw girl helped a slave family escape from the plantation where the mother was going to be sold away. The illustrations contribute to the magical quality of the story. In English, but with many words in Choctaw.  
 One afterword tells about present-day Choctaws, and another is a note on Choctaw storytelling.
- M** *Crossing Jordan*. Adrian Fogelin. **F** (RER/YW, BPL.)  
 AA When Jemmie's family (Wlack) buys the house next door to Cass's family (white), Cass's father builds a fence to keep them apart. Jemmie and Cass become friends anyway through reading *Jane Eyre* and competitive running. Their families eventually come together as well. This book, based on an occurrence in the author's neighborhood, was highly praised by a librarian in Florida, although a reviewer for *Multicultural Review* panned it because of its stereo-typing of the black family Jemmie's grandmother sings on four occasions, Jemmie admires the long blond hair of Cass's little sister, and Jemmie uses the word "girl" so much that it sounds culturally inauthentic. As with many books aimed at middle-school readers, the ending seems contrived and abrupt.
- I have clipped the review, and will leave it in the RER/YWCA office, as an example of how unconscious racism can creep into well-intentioned books written by people outside the culture. CM
- A** *Dancing on the Rim of the World*. Andrea Lerner, ed. **Anth, Ref** (RER/YW, LSV.)  
 AI A collection of contemporary Native American writing from the Pacific Northwest.

- M** *Dare to Be Different, Athletes Who Changed Sports.* Brad Herzog. **NF** (RER, MDE.)  
**Multi** True stories of Jackie Robinson (baseball), Wilma Rudolph (track), Charlie Sifford (golf), Willie O’Ree (hockey), and Jim Thorpe (baseball), all minority athletes who broke racial barriers. These essays are written using simple language and large type. Each has a photograph of the person. Other stories in the book address other ways in which barriers were broken.
- A** *Darkness Over Denmark, the Danish Resistance and the Rescue of the Jews.* Ellen Levine. **Ref** (RER/YW, EC, BPL, LSV.)  
**NF,**  
**J** “The story of both the resistance and the rescue of the Jews under Nazi occupation of Denmark. It is a tale of the collective and individual acts of bravery and altruism. . .[True] stories interspersed throughout the narrative tell of the people who would not stand by and watch, of a nation that chose to act.” (From the book jacket.) This is the true story behind the legend told in *The Yellow Star*.
- E, M** *Dear Willie Rudd.* Libba Moore Gray; Peter M. Fiore, il. **F** (RER/YW, EC.)  
**AA** “Miss Elizabeth, now an adult, writes a letter to Willie Rudd, the Black housekeeper who helped raise her. In the letter she writes of how it would be different if Willie Rudd were alive today, how they could ride together in the bus, sit together in movies, etc. With great subtlety, Gray unfolds the story of a life and of a country’s shameful history.”  
 A beautiful and significant book. (*Publisher’s Weekly* starred review.)
- E** *Delivering Justice, W. W. Law and the Fight for Civil Rights.* Jim Haskins, Benny Andrews, il. **NF**  
**AA** (RER, BPL)  
**New** “During his long career as a mail carrier for the U. S. Postal Service [in Savannah, Georgia] W. W. Law delivered much more than the mail to the citizens of the city he loved. In this extraordinary biography, Jim Haskins and Benny Andrews celebrate the life of a quiet but great leader in the struggle for civil rights.” (From the book jacket.) Charming illustrations. 2
- E, M** *Desert Exile: The Uprooting of a Japanese-American Family.* Yoshiko Uchida. **F** (EC.)  
**JA** Second book of a trilogy about the same family described in *The Bracelet* and *Journey Home*.
- A** *A Different Mirror; A history of Multicultural America.* Ronald Takaki. **NF, Ref** (RER/YW,  
**Multi** BPL.)  
 “Beginning with the colonization of the New World and ending with the Los Angeles riots of 1992, this book recounts the history of America in the voices of the non-Anglo peoples of the United States: Native Americans, African Americans, Irish Americans, Latino, and others . . . Professor Takaki grapples with the raw truth of American history and examines the ultimate question of what it means to be American.” (From the book jacket.)

- E, M** *Eagle Song*. Joseph Bruchac; Dan Andreasen, il. **F** (RER/YW, BPL, MDE.)  
**AI** “Danny Bigtree’s family has moved to a new city, and no matter how hard he tries, Danny can’t seem to fit in. . . The kids in his class call him ‘chief’ and tease him about being an Indian, the thing that makes Danny most proud. . . This appealing portrayal of a strong family offers an unromanticized portrayal of Native American culture. . . and gives a subtle lesson in the meaning of daily courage.” (From the book jacket.) Set in contemporary times.
- E, M** *Encounter*. Jane Yolen. **F** (RER, RER/YW, EC, BPL, GRB, LSV.)  
**AI** A Taíno Indian boy on the island of San Salvador recounts the landing of Columbus and his men in 1492, and then, as an old man, tells of the disastrous results for his people.
- A** *Equiano’s Travels*. Jim Haskins, Paul Edwards, ed. **NF** (RER/Ref, BPL)  
**AA** “Written in the elegant English of the Eighteenth Century, it is a travel book, an  
**New** autobiography, a tale of high adventure and exploration. . . and it is the work of an African slave.” (From the book jacket.) Olauda Equiano was born in 1745, captured by slave traders when he was 10 years old, transported to America, and sold various times. Eventually he was sold to a Quaker, Robert King, from whom he bought his freedom at the age of 21. As a free servant he traveled widely and finally established himself as an independent merchant in England. He was self-educated, for the most part. The book was first published in 1789.
- E, M** *Esperanza Rising*. Pam Muñoz Ryan. **F** (RER/YW, EC, LSV, MDE, MDWS.)  
**Lat** A young girl and her mother lose the ranch where they have lived a comfortable middle-class existence in Mexico and go with former ranch employees to be field workers in California at the time when field workers are beginning to organize and strike. Good for excerpts and as a follow-up book.
- E, M** *Farewell to Manzanar*. Jeanne Wakatsuki Houston. **NF** (RER/YW, EC, BPL, LSV.)  
**JA** “The true story of one spirited Japanese-American family’s attempt to survive the indignities of forced detention; and of a native-born American child who discovered what it was like to grow up behind barbed-wire in the United States.” (From the book jacket.)
- E** *First Day in Grapes*. L. King Pérez; Robert Casilla, il. **F** (RER, RER/YW, BPL.)  
**Lat** The author bases this story on her husband’s experiences growing up as a migrant child in California. Chico has started school in many new places, and has often been teased or bullied. This time he faces down two bullies (besting them with his math skills!), makes new friends, and has a great first day in school.

- E** *Follow the Drinking Gourd*. Jeanette Winter; illustrated by the author. **F** (RER, BPL,  
**AA** GRB, LSV, MDE, MDWS.)  
 “It sounded like a simple folk song sung by slaves, but it was really a map to freedom for hidden in the lyrics were directions to the escape route known as the Underground Railroad.” (From the book jacket.) The illustrations by the author are beautiful, though they may not carry well in a large classroom. Words and music for the song are included.
- A** *40 Ways to Raise a Nonracist Child*. Barbara Mathias and Mary Ann French. **NF** (RER/Ref)  
**U** The title speaks for itself. The book is divided into six sections, one giving general advice,  
**New** and the others detailing steps from infancy to high school. Good background for Readers.
- M** *Freedom’s Children; Young Civil Rights Activists Tell Their Own Stories*. Ellen Levine.  
**AA** **NF** (RER/YW.)  
 “In this inspiring collection of true stories, thirty African-Americans who were children or teen-agers in the 1950s and 1960s, talk about what it was like for them to fight segregation in the South: to sit in an all-white restaurant and demand to be served, to give up a seat at the front of the bus, to be among the first to integrate public schools, and to face violence, arrest, and even death for the cause of freedom.” (From the book cover.)  
 These stories are so beautiful that it’s hard to pick one or two to present at a Reading. I recommend it highly. **CM**
- E** *Freedom on the Menu; The Greensboro Sit-Ins*. Carole Boston Weatherford; Jerome Lagarrigue, il.  
**AA** **F** (RER, BPL.)  
 “Eight-year-old Connie doesn’t march or give speeches, but she does see her older brother and sister registering voters and making signs that say, ‘Equality Now’, and she knows her family is excited, and a little worried, about the changes that have come to their town. For Connie, she’s just always wanted to sit down at the lunch counter, and maybe drink from any water fountain that’s around. That seems fair, doesn’t it?” (From the book jacket.) Illustrated by the artist who also illustrated *Freedom Summer*.
- E** *Freedom School, Yes!* Amy Littlesugar; Floyd Cooper, il. **F** (RER, RER/YW, EC, LSV.)  
**AA** “This triumphant story based on the 1964 Mississippi Freedom School Summer Project celebrates the strength of a people and the bravery of one young girl who didn’t let being scared get in her way.” (From the book jacket.)
- EE, E** *Freedom Summer*. Deborah Wiles; Jerome Lagarrigue, il. **F** (RER, RER/YW, MDE.)  
**AA** “In the summer of 1964, a law is passed that forbids segregation. Two boys, one Black and one White, find that it takes more than a new law to change people’s hearts.” (From the book jacket.)
- E** *Friend on Freedom River*. Gloria Whelan. **F** (RER, BPL)  
**AA** The time is late fall, 1950. Louis, who is left as the man of the house while his father is away, helps a slave family escape to Canada, across the icy Detroit River, knowing that his father would do the same if he were there. This is a story based on Michigan’s underground railway.

- E** *Friends from the Other Side / Amigos del otro lado*. Gloria Anzaldúa; Consuelo Mendez, il.  
**Lat F** (RER, BPL.)  
**E/S** Full text in both English and Spanish. This is the story of Prietita, a brave young Mexican-American girl, and how she befriends and supports a frightened boy from the other side of the Rio Grande. It shows fear of *la migra* and prejudice by Mexican Americans already established here.
- E, M** *The Friendship*. Mildred Taylor. **F** (RER, EC, BPL, GRB, LSV, MDE, MDWS.)  
**AA** An elderly Black man, who long ago saved the life of the White storekeeper is shot for calling the storekeeper by his first name.
- E, M** *Getting Away With Murder, The True Story of the Emmett Till Case*. Chris Crowe. **N**,  
**AA** (RER, BPL, MDWS.)  
 “With lively narrative and illustrated with fascinating photographs, this impressive, eye-opening work brings fresh insight to the famous case that high lighted and eventually provoked changes in race relations in America.” (From the book jacket.)
- EE, E** *Goin’ Someplace Special*. Patricia C. McKissack; Jerry Pinkney, il. **F** (RER, RER/YW, AA,  
**EC** BPL, LSV, MDE.)  
 Trisha Ann is allowed to go by herself to “someplace special.” She meets several kinds of injustice along the way, but a friend and the words of her grandmother give her the strength to go on to reach, at last. . . The Public Library, where above the door are engraved the words “ALL ARE WELCOME.” Events are taken from the author’s life. She grew up African-American in Nashville, Tennessee.
- E** *Granddaddy’s Gift*. Margaree King Mitchell. **F** (RER, BPL, GRB, LSV, MDWS.)  
**AA** “When her granddaddy becomes the first Black registered to vote in their small Mississippi town, Little Joe learns about courage and determination in the face of prejudice.” (From the book jacket.)
- E, M** *Harvesting Hope, The Story of César Chávez*. Kathleen Krull; Yuyi Morales, il. **NF** (RER,  
**Lat** RER/YW, BPL, LSV, MDE.)  
 This is the best book so far on César Chávez, told in a way to interest children the security of his early life on the ranch and the bitter homesickness when drought destroyed the family ranch in Mexico and the family became migrant workers in California. There is quite a bit about race prejudice in the fields, the town, and the school, and suspicion at first of outsiders who came to help. It goes on to relate his activist days from the first meeting when only a dozen women came to help to the famous march from Delano to Sacramento. By the author of *Wilma Unlimited*. Beautifully illustrated.
- A** *Hate Hurts, How Children Learn and Unlearn Prejudice*. Caryl Stern-LaRosa and Ellen  
**Multi** Hofheimer Bettman (-Defamation League). **NF, Ref** (RER/YW.)  
 A background book for adults, though excerpts could be used, especially for middle school.

- EE, E** *Heroes*. Ken Mochizuki; Dom Lee, il. **F** (RER, RER/YW, BPL, MDE, MDWS.)
- JA** When Donnie, a Japanese-American boy, played with his friends they always played war and he always had to be the bad guy, until one day when his father and uncle saw what was going on. The next day they showed up at the school wearing their uniforms from the 442<sup>nd</sup> Regiment Combat Team (an all-Japanese-American regiment), with many medals earned during World War II. After that, the kids played football. By the author of *Baseball Saved Us*.
- M** *House on Mango Street*. Sandra Cisneros. **F** (RER, LSV, MDE, MDWS.)
- Lat** This is a group of short scenarios about a family that moved into a house in the Barrio. Especially recommended stories are: *Those Who Don't*, and *Bums in the Attic*.
- A** *I Am the Darker Brother*. Arnold Adoff, ed. **Anth, P, Ref** (RER/YW, BPL, MDE.)
- AA** “The poems, grouped thematically, offer a dramatic and provocative vision of what it means to be a Black American. They affirm some of the ways we see ourselves, plumb our ancestry and roots, recount some of the wrongs that have been visited upon us, celebrate some of our heroes, challenge American racism, and express some of our hopes and dreams.” (From the introduction by Rudine Sims Bishop.)
- E, M** *I Have a Dream*. Dr. Martin Luther King, Jr.; Foreword by Coretta Scott King; 15 Award-winning artists. **NF** (RER, BPL, GRB, MDWS.)
- AA** A beautifully illustrated book, giving Dr. King’s famous speech in its entirety.
- A** *Ida B. Wells, Mother of the Civil Rights Movement*. Dennis Brindell Fradin and Judith Bloom Fradin. **NF, Ref** (RER/YW, EC, BPL, GRB, LSV, MDE, MDWS.)
- AA** Ida B. Wells was born a slave in 1862, but went on to become a noted journalist who waged a national campaign to end lynching, often putting her life in danger. She helped found the NAACP. Her story is also told in *Let it Shine*. Chapters could be used individually. Illustrated with drawings and photographs from the period. Graphic illustrations of lynching.
- E, M** *If a Bus Could Talk*. Faith Ringold. **F/NF** (RER/YW, EC, BPL, LSV, MDE.)
- AA** The life story of Rosa Parks before, during, and after the Montgomery Bus Boycott. Too long to read at one session, but can easily be excerpted. Very nice illustrations, done by the author. (The talking bus seems a bit hokey, though).
- E, M** *Iggie’s House*. Judy Bloom. **F** (RER, BPL, GRB, LSV, MDE.)
- AA** “Winnie Barringer’s best friend, Iggie, has moved away. Then the Garber family moves in to Iggie’s house, and Winnie is thrilled. . . but not everyone is as welcoming as Winnie. The Garbers are the first Black family in an all-White block.” (From the book jacket.) Very good at showing different degrees of prejudice, from Winnie’s well-meaning mistakes to a neighbor’s campaign to get rid of the family. This is a chapter book. Reader preparation is necessary.

- E** *I Hate English*. Ellen Levine; Steve Björkman, il. **F** (RER, MDE.)  
**CA** “This is a touching story of Mei Mei, a young immigrant girl from Hong Kong, who arrives in Chinatown. With the help of her teacher she learns that she can have the best of two worlds by learning to communicate in two languages.” (From the book jacket.) Not so much about racism as about the disorientation of being plunged into a new language and culture. Adults are helpful, not evil as they are in some of our books.
- E, M** *Imagine That . . . The Kurt Baum Story*. Youth for Youth (Archdiocese of Venice, FL).  
**J** **NF** (RER, RER/YW.)  
 A companion book to *Imagine That . . . The Liesel Rosenberg Story*. Kurt Baum was a Holocaust survivor who, at age 12, was put to forced labor in a concentration camp.
- E, M** *Imagine That . . . The Liesel Rosenberg Story*. Written and Illustrated by Youth for Youth,  
**J** an organization of teen-aged students from Catholic schools in Venice, Florida. **NF** (RER, RER/YW, EC.)  
 This is a true story. The information was collected by high school students, written by a high school student and illustrated by 8th graders. It is a moving account of the early life of Liesel Rosenberg, a Holocaust survivor. The format is excellent for asking children to imagine themselves in Liesel’s situation at every step of the way.
- M** *In America’s Shadow*. Kimberly Komatsu and Kaleigh Komatsu. **NF** (RER, BPL, GRB)  
**JA** “*In America’s Shadow* tells [the Japanese Internment] story in a very personal and poignant  
**New** way. The story of what happened to Japanese Americans during World War II is one of devastating loss and struggle: but it is also one of extraordinary will and courage to persevere. It is a story which at times is too painful to remember, yet it is one too painful to ever forget.” (From an essay by Mitchell T. Maki at the end of the book.) Beautiful, large photographs and photo collages accompany the text.
- E, M** *The Indian School*. Gloria Whelan. **F** (RER/YW, BPL, GRB, MDE, MDWS.)  
**AI** Told from the point of view of an orphaned white girl sent to live at an Indian Mission School run by her stern aunt and her uncle. She becomes friends with an Indian girl, Raven, who refuses to be made over or to answer to an English name. Raven sets an example of pride, independence, and courage. (A chapter book, pre-selection necessary.)
- EE. E** *Indian Shoes*. Cynthia Leitich Smith; Jim Madsen, il. **F** (RER/YW, BPL, LSV, MDE.)  
**AI** “What do Indian shoes look like, anyway? Like beautiful beaded moccasins. . . or high-tops with bright orange shoelaces?” This chapter book has several stories about Ray Half-Moon, a Seminole-Cherokee boy who lives in Chicago but has relatives in Oklahoma. Most of the book is about multi-cultural awareness (or, rather, it’s written for Indian kids to read), but the title story is a charming and humorous tale about stereotyping. May need explanation for younger children. Could be used with *Two Pairs of Shoes*.

- E** *Jackie's Bat*. Marybeth Lorbiecki. **F** (RER, BPL.)  
**AA** A bat boy refuses to help Jackie Robinson because the boy's father tells him a white boy shouldn't serve a black man. Robinson soon earns his respect, the respect of the Dodgers, and of the crowd.
- M, A** *Jessie De La Cruz, a Profile of a United Farm Worker*. Gary Soto. **NF, Ref** (RER/YW, BPL.)  
**Lat** Excellent account of Jessie De La Cruz's life, the hardships and prejudice suffered by migrant workers, and the growth of the United Farm Workers in spite of huge obstacles. Told in a spirited and readable way by Gary Soto, one of the foremost writers of children's books on Chicano subjects. Reader preparation required. The book is too long to read all of it.
- E, M** *Journey Home*. Yoshiko Uchida. **F** (RER, BPL.)  
**JA** A Japanese-American family is sponsored out of relocation camp by their church, only to find that they cannot step back into their former life. They encounter both enemies and allies. Third book of a trilogy about the same family described in *The Bracelet* and *Desert Exile*.
- M** *Juanita Fights the School Board*. Gloria Velasquez. **F** (RER/YW, MDE.)  
**Lat** "Juanita, a poor Mexican-American girl, is faced with exclusion from high school. This will shatter her family's dreams of Juanita becoming the first one to graduate from high school. To fight for her rights, Juanita must confront the powerful school board of her district. With the help of her family and friends she sets about proving that, regardless of race or social standing, all people of good will are one when it comes to fairness." (From the book jacket.)  
This book is written for high school readers. The circumstances are perfectly understandable to middle schoolers, but need pre-selection and story-telling by the RER Reader.
- E, M** *Kira-Kira*. Cynthia Kadohata. **F** (RER, BPL, LSV, MDWS.)  
**JA** Katie Takeshima tells the story of her early years, her family's move from a Japanese community in Iowa to the Deep-South of Georgia. Her beloved older sister, Lynn, who sees the bright side of everything, explains to her why people stare at them on the street, why no matter how hard their parents work at menial jobs they won't be promoted. Racism is treated as part of the family's life. The story Katie tells is about the two girls, their extended family, and Lynn's devastating illness. This is a chapter book, and would require preparation and selection by the Reader.
- E, EE** *La Mariposa*. Francisco Jiménez; Simon Silva, il. **F, NF** (RER, BPL, MDWS.)  
**Lat** Francisco feels lonely and afraid in his first grade class because he doesn't speak English.  
**Span** He spends much of his time watching a caterpillar in a jar, and drawing pictures of beautiful butterflies. A beautiful and touching story with a happy ending, brought about by Francisco himself. This is semi-autobiographical, taken from the book *The Circuit*. The illustrations are lovely.

- E, M** *The Ledger Book of Thomas Blue Eagle*. Jewel Guttman Matthaei. **F** (RER/YW, EC.)  
**AI** A beautifully illustrated book, drawn and told as if by a child forced to attend the first Indian School. (Reader preparation is necessary).
- E, M** *Let Them Play*. Margot Theis Raven, Chris Ellison, il. **F** (RER, BPL, MDWS)  
**AA** A true story, written as fiction. In 1955, the Cannon Street All-Stars baseball team was the only  
**New** all-Black team in the South Carolina Little League. Because all the all-White teams in the state's Little League boycotted the official program, the All-Stars won, by default, a spot in the Little League Baseball World Series in Williamsport, PA. The team was invited to Williamsport as guests, but were only allowed to warm up in front of a very supportive audience, which kept shouting, "Let them play!" An epilogue reports that 47 years later, the 14 members of the team were again invited to Williamsport, where they were presented the South Carolina State Champions banner. Excellent illustrations accompany the story, including a painting of the team in 2002, holding the State Champions banner.
- A** *Let It Shine; Stories of Black Women Freedom Fighters*. Andrea Davis Pinkney. **NF, Ref**  
**AA** (RER/YW, EC, GRB, LSV, MDE. MDWS.)  
 Stories about courageous Black women from Sojourner Truth to Shirley Chisholm.
- E, M** *The Lily Cupboard*. Shulamith Levey Oppenheim; Ronald Himler, il. **F** (RER, EC, BPL.)  
**J** A young Jewish girl is hidden by a family in the countryside of Holland during Nazi occupation.
- M** *Lizzie Bright and the Buckminster Boy*. Gary D. Schmidt. **F, Res** (RER/YW, BPL, GRB,  
**AA** LSV, MDE., MDWS.)  
 When a new minister comes to Phippsburg, Maine, his son, Turner, is harassed by the local boys. Turner makes friends with Lizzie Bright, a Black girl who lives on the neighboring island of Malaga. When some of the local people succeed in deporting the poor, mostly Black, inhabitants of the island, sending some of them, including Lizzie, to an insane asylum, the son realizes he must take a stand. Based on a true event.
- E, M** *The Long March*. Written and Illustrated by Marie-Louise Fitzpatrick; foreword by Gary  
**AI** White Deer. **F** (RER/YW.)  
 "It is 1847. Choona is a young Choctaw. Word has reached his tribe that there is a famine in Ireland. From what little they have, the Choctaw collect \$170 to help the starving Irish. As Choona learns the terrible truth about his own tribe's Long March, he must decide for himself whether to answer another people's cry for help." (From the book jacket.)

- E, M** *Luba, the Angel of Bergen-Belsen*. Michelle R. McCann (based on interviews with Luba  
**J** Tryszynska-Frederick); Ann Marshall, il. **NF** (RER, RER/YW, BPL, LSV, MDE.)  
 “A beautiful, inspiring book about the Holocaust, with excellent illustrations. This is a true story of how Luba Tryszynska saved 54 children who were abandoned behind the concentration camp at Bergen-Belsen. Despite the mortal dangers, Luba and the women of her barracks cared for these orphans through a winter of disease, starvation and war.” (From the book jacket.) The best Holocaust book so far for older kids.
- E, M** *Major Taylor, Champion Cyclist*. Lesa Cline-Ransome; James E Ransome, il. **NF** (RER,  
**AA** LSV, MDWS.)  
 “How little Marshall Taylor...transformed himself into the extraordinary Major Taylor is chronicled in this inspiring biography. Here is the story of a kid who turned pro at the age of eighteen, went on to win the world championship title just three years later, and battled racism and the odds to become a true American hero.” (From the book jacket.) Excellent illustrations.
- E, M** *Malian’s Song*. Marge Bruchac (Abenaki), William Maughan, il. **F** (RER)  
**AI** “*Malian’s Song* is based on the true story of Major Robert Roger’s raid on the St. Francis  
**New** Abenaki community in 1759 [during the “French and Indian” wars]. . . Malian’s account was passed down through generations through oral tradition.” Jeanne Brink, an Abenaki descendant living in Vermont told this version of the brutal attack to the Vermont Folklife Center. Marge Bruchac, Abenaki historian, lectures and performs widely for schools, museums, and historical societies. (Adapted from the book jacket.) An afterword details both the English version of the raid and the oral tradition that passed the Abenaki version down to the present. Beautifully illustrated.
- M** *Mandela: From the Life of the South African Statesman*. Floyd Cooper. **NF** (RER/YW.)  
**O** The biography of Nelson Mandela from his childhood in a South African village, through his 27 years of prison, to his eventually becoming the first president of the new South African government. This book requires some preparation by the Reader - probably telling the story simply up to the time Mandela goes to Johannesburg, then reading the rest of the book aloud. Connection will have to be made between racism in South Africa and present-day racism in the U.S.
- EE** *Martin’s Big Words*. Doreen Rappaport; Bryan Collier, il. **NF** (BPL, GRB, LSV, MDE,  
**AA** MDWS.)  
 The story of Martin Luther King in language suited to very young children.
- E** *Minty, A Story of Young Harriet Tubman*. Alan Schroeder; Jerry Pinkney, il. **NF**(RER,  
**AA** BPL, GRB, LSV, MDE, MDWS.)  
 A fictionalized account of Harriet Tubman’s early life. “Minty . . . was a feisty and headstrong young slave, whose rebellious spirit often got her in trouble. . . Above all, [she] dreamed of running away. And when her father began teaching her the skills necessary for escape, she listened carefully, and learned.” (From the book cover.) An author’s note at the end tells of her “daring and successful escape” and her later life, helping hundreds of slaves escape via the Underground Railroad.

- E** *Mississippi Morning*. Ruth Vander Zee; Floyd Cooper, il. **F** (RER, BPL.)  
**AA** In 1933, James William lived in a small Mississippi farm community. He felt life was good until he began to find out about the activities of the Ku Klux Klan. His disillusionment was complete when he accidentally discovered that his father was a Klan member.
- E** *More Than Anything Else*. Marie Bradley; Chris K. Soentpiet, il. **F/NF** (RER/YW, EC,  
**AA** BPL, LSV.)  
 The story, told as fiction, of Booker T. Washington as a 9-year-old, his longing to learn to read, though it was forbidden, and an ally who got him started.
- E, M** *Morning Girl*. Michael Dorris. **F** (RER, BPL, GRB, LSV, MDE, MDWS.)  
**AI** “In alternating chapters, *Morning Girl*, a twelve-year-old Taíno, and her brother, Star Boy, vividly recreate life on a Bahamian island, a life that is richly complex, and soon to be threatened.” (From the book jacket.) Leaving off where *Encounter* begins, only the epilogue shows racism, a direct quotation from Christopher Columbus, dated October 11, 1492. This is a well-written, appealing book.
- E, M** *Mr. Lincoln’s Way*. Patricia Polacco. **F** (RER, RER/YW, EC, GRB, LSV, MDE.)  
**AA** Mr. Lincoln, the Black school principal, helps a boy who lives with a racist father. It shows how racism hurts the person who perpetrates it.
- A** *Mush-hole, Memories of a Residential School*. Maddie Harper; Carlos Freire, il. **NF, Ref**  
**AI** (RER/YW.)  
 The early part of the book and the ending are very good. It’s best to skip the part about alcoholism and perhaps also the part about religion. They are important to this person’s story, but are hard to handle in the classroom.
- EE, E** *My Dream of Martin Luther King*. Faith Ringold. **F/NF** (RER/YW, BPL, LSV,  
**Multi** MDE, MDWS.)  
 The life of Martin Luther King told as if it were a child’s dream. Simple language and large, beautiful illustrations by the same author and illustrator as in *If a Bus Could Talk*.
- E, M** *My Name I is Bilal*. Asma Mobin-Uddin; Barbara Kiwak, il. **F** (RER, BPL.)  
**Mus** Bilal’s and Ayesha’s family have moved from Chicago to a new town where there are few Muslims. When a bully pulls at Ayesha’s head scarf, Bilal is afraid to stand up for her, and is afraid to admit he is a Muslim. Mr. Ali, a Muslim teacher helps him conquer his fear. Bilal wins over the bully by asking him to be on his basketball team and passing him the ball for an easy score.  
 If only it were always that easy! Several RER books propose sports as a quick answer to racism, and in quite a few the victim wins the bullies over by excelling in something: art, math, sports. Others, like *BAT 6*, *Iggie’s House*, and *Who Will Tell My Brother?* are more nuanced. **CM** Quite a bit of the story focuses on the Muslim religion.

- E, M** *My Name Is Jorge on Both Sides of the River*. Jane Medina; Fabricio Van Den Broek, il.  
 Lat **F, P** (RER, RER/YW, EC, BPL, LSV, MDE.)  
 E/S A beautifully written book and very touching. The poems, when read in sequence, tell a story, but each poem also can stand alone. “Told from the point of view of Jorge, Jane Medina’s moving poems vividly depict one boy’s struggle to make a new life in a new country.”
- E** *Me llamo María Isabel*. Alma Flor Ada. **F** (RER/YW, BPL, MDE.)  
 Lat See *My Name is María Isabel*.  
 Span
- E** *My Name is María Isabel*. Alama Flor Ada. **F** (RER/YW, BPL, LSV, MDE.)  
 Lat “For María Isabel Salazar Lopez, the hardest thing about being the new girl in school is that the teacher doesn't call her by her real name. ‘We already have two Marías in this class,’ says her teacher. ‘Why don't we call you Mary instead?’ . . . An affirming study of heritage.” (From the book jacket.)
- M** *My Name Is Seepeetza*. Shirley Sterling. **F** (RER/YW, BPL.)  
 AI Based on the author’s own experiences, but told as a novel about a Salish girl going to a Catholic school in Canada, an excellent example of institutional racism in a less-distant past than *Cheyenne Again*.
- EE, E** *My Name Was Hussein*. Hristo Kyuchukov; Allan Eitzen, il. **F** (RER, BPL, LSV, MDE,  
 Mus MDWS.)  
 “Finally, an excellent picture book about a Muslim child! Hussein lives with his Roma family in a small village in Bulgaria. . . Life is good in Hussein’s village - until the soldiers come with guns, and tanks, and dogs. Soon the mosques are closed. No one is allowed to enter and pray. Then Hussein and his family are forced to give up their identities and choose Christian names. This story of racial and religious prejudice is poignant and powerful.” (From the book jacket.)
- E, M** *Navajo Long Walk, the Tragic Story of a People’s Forced March from Their Homeland*.  
 AI Joseph Bruchac; Shonto Begay, il. **NF** (RER/YW, EC, BPL, LSV.)  
 Navajo history, from the Navajo creation story through their tragic long march and internment, to their eventual return to their homeland and the survival of their culture, to the present. Vividly written and illustrated. The Reader will need to flag sections to read aloud, since the book is too long to read at one session.
- M, A** *Northwest Indigenous Gold Rush History*. The Indian Teacher and Educational  
 AI Personnel Program at Humboldt State University. **NF, Ref** (RER/YW.)  
 “From an Indian perspective this time [of the California Gold Rush] was one of invasion, famine, murder, even massacre. This book, put together by a group of Indian students at Humboldt State University, deals with the era honestly, and from a fully Indian perspective.” (From the *Oyate* review.)

- E, M** *The Old African*. Julius Lester, Jerry Pinkney, il. **F** (RER, BPL)  
**AA** “Based on legend, but infused with magic realism, this haunting tale is beautiful in both its  
**New** language and its images.” (From the book jacket.) *The Old African* is a slave who uses magical powers to set his people free. Nothing is spared in the telling of the brutality of slavery and the horrors of the slave ships. Since the book is too long to read aloud at one sitting, the Reader needs to prepare in advance, reading some excerpts and telling the rest. This is one of relatively few books in the RER collection that I would truly count as literature. (CM)
- E** *The Other Side*. Jacqueline Woodson; E. B. Lewis, il. **F** (RER, RER/YW, EC, BPL, LSV,  
**AA** MDE.)  
 A fence divides Blacks and Whites in a town, and mothers forbid their children to play together. The children work to overcome this restriction.
- M** *Out of Bounds, Seven Stories of Conflict and Hope*. Beverly Naidoo. **F** (RER/YW.)  
**O** Seven stories, each set in a different decade (from 1948 to 2000) about victims of apartheid in South Africa. “In 1964, the author was forced into exile from South Africa, where she had been imprisoned for her involvement in resistance to apartheid.” (From the book jacket.) The book was originally banned in South Africa. Any one of the stories is usable in RER, with some explanation. Each story points out the evils of racism from the point of view of boys or girls, Black, white , or “Colored.”
- E, M** *Pasaje a la libertad, la historia de Chiune Sugihara*. Ken Mochizuki; Dom Lee, il. **NF**  
**J** (RER.)  
**Span** See *Passage to Freedom*.
- E, M** *Passage to Freedom; The Sugihara Story*. Ken Mochizuki; Dom Lee, il. **NF** (RER, BPL,  
**J** GRB, LSV, MDWS.)  
 “In 1940, the Japanese Consul to Lithuania issued thousands of visas to Jewish refugees from Poland. For this he and his family spent 18 months in a Soviet internment camp, and he was later asked to resign from the diplomatic service. *Passage to Freedom*, based on Hiroki Sugihara’s own words, is one of the most important stories to emerge from the ruins of the Holocaust. It is the story of one man’s remarkable courage, and the respect between father and son who shared the weight of witness and an amazing act of humanity.” (From the book jacket.) By the author and illustrator of *Baseball Saved Us* and *Heroes*.
- M** *The People Shall Continue*. Simon Ortiz; Sharol Graves, il. **NF** (RER/YW, EC, BPL, GRB.)  
**AI** “The best overview of Native History for younger children that I have ever seen. Ortiz, the author, is Acoma, and a poet, and it shows. This is an epic story of Native American People from the creation to the present day, and it speaks in the rhythms of traditional oral narration.” (From *Books Without Bias*.)

- EE, E** *Pepita Talks Twice / Pepita habla dos veces.* Ofelia Dumas Lachtman; Alex Pardo  
 Lat DeLange, il. **F** (RER, RER/YW.)  
 E/S Pepita thinks it's a nuisance to speak both English and Spanish because she keeps being interrupted to translate for people, so she decides to speak only English. But when her little dog, Lobo, is in danger, and he doesn't respond to his English name, Wolf, she realizes what everyone has been telling her, that it's a blessing to be able to speak two languages. Great illustrations and text for younger children.
- E** *A Picture Book of Rosa Parks.* David A. Adler; Robert Casilla, il. **NF** (RER, MDE.)  
 AA This is the story of the life of Rosa Parks, from childhood to old age, nicely illustrated, and in language suitable for elementary school students.
- M** *Pink and Say.* Patricia Polacco. **F** (RER/YW, BPL, LSV, MDE, MDWS.)  
 AA Pink and Say are two young soldiers in the Civil War. Pink (Black) saves the life of Say (white), but later loses his own life. A tragic story.
- EE, E** *Poems to Dream Together / Poemas para soñar conjuntos.* **P** (RER, BPL)  
 Lat These poems are not about racism, but about helping one another, racial pride, dreaming of  
 E/S peace and personal accomplishment in the future. One poem honors César Chávez. The poems  
**New** might well be used in a Reading that comes near his birthday.
- A** *Positive Impact! Tools for Respecting Differences.* The Anti-Defamation League. **Ref**  
 U (RER/YW.)  
 E/S This companion to *Close the Book on Hate* includes the 101 ways (in English) to make a positive impact in your community, as well as several items in both English and Spanish: a list of definitions, a Resolution of Respect, Responding to Jokes and Slurs, and a checklist.
- M** *A Really Good Brown Girl.* Marilyn Dupont. **NF/P, Ref** (RER/YW.)  
 AI The poems in this collection are probably too sophisticated for RER use unless the Reader is really tuned in to them and can use them with other material. However, the title memoir about a Metis (mixed-heritage) girl in a Canadian public school is quite touching, and useful. The excellent poems are good background material for RER Readers or young adults.
- EE, E** *Remember; The Journey to School Integration.* Toni Morrison; Photographs. **NF**  
 AA (RER/YW, BPL.)  
 "Toni Morrison has collected a treasure chest of archival photographs that depict events surrounding school integration. These unforgettable images serve as the inspiration for Professor Morrison's text; a fictional account of the dialogue and emotions of the students who lived during the era of change in separate-but-equal schooling." (From the book jacket.)

- A** *Rethinking Columbus, The Next 500 Years*. Bill Bigelow and Bob Peterson, eds. **NF**,  
**AI Anth, Ref** (RER/YW.)  
 “The original edition made education history by introducing a startling new view of Columbus. . . . In the revised edition we get even richer material, a marvelous compendium of history, literature, original sources, commentary . . . an exciting treasure for teachers, students, and the general public.” (From the book cover.)
- A** *The Rights of American Indians and Their Tribes*. Stephen L. Pevar. **NF, Ref** (RER/YW,  
**AI BPL**.)  
 One of a series of handbooks for young Americans, published by the American Civil Liberties Union.
- M, A** *Rising Voices*. Arlene B. Hirschfelder and Beverly Singer, eds. **Anth, Ref** (RER/YW, EC,  
**AI BPL, MDWS**.)  
 Poems and essays written by young American Indians.
- E, M** *A River Lost*. Lynn Bragg. **F** (RER, EC.)  
**AI** The story of an American Indian village before and after the damming of the river on which the people based their existence.
- M** *The Road to Memphis*. Mildred D. Taylor. **F** (RER, EC, BPL, LSV, MDE, MDWS.)  
**AA** Four Black boys help one of their friends flee to Memphis because he struck a White person. White people in Mississippi are hostile and demeaning toward them.
- E, M** *Roll of Thunder, Hear My Cry*. Mildred D. Taylor. **F** (RER, BPL, MDE.)  
**AA** Describes the life of a poor, rural, Black family in the South during the depression and their personal strengths, despite troubles from the Ku Klux Klan, segregation, and other indignities.
- E** *Rosa*. Nikki Giovanni; Bryan Collier, il. **NF** (RER, BPL, MDWS.)  
**AA** The story of Rosa Parks, on the day she refused to move, and how her refusal led to the Montgomery boycott. There is no mention of previous planning, her refusal is made to seem impulsive.
- E, M** *Say Something*. Peggy Moss; Lea Lyon, il. **F** (RER, RER/YW.)  
**U** A girl stands aside quietly when others in her school are teased and bullied. When the teasing is turned against her, she realizes how it feels when others around her don’t speak up. Although this story is not necessarily about racism, it includes two final pages of suggestions about what to do when racism occurs.

- E, M** *1621, A New Look at Thanksgiving*. Catherine O'Neill Grace and Margaret M. Bruchac;  
**AI** Sisse Brimberg and Cotton Coulson, photographs. **NF** (RER, EC, BPL, LSV, MDE.)  
 "Taking a new look at Thanksgiving means putting aside the myth. It means questioning what we think we know. It means recovering lost voices, the voices of the Wampanoag people."  
 Illustrated with large color photographs of re-enactments.
- M** *Seeds of Struggle; Songs of Hope, Poetry of Emerging Youth y sus maestros del*  
**Lat** *Movimiento*. Raúl Salinas and Jennifer Shen, eds. **P** (RER/YW.)  
**E/S** "Since its inception, one of El Centro de la Raza's [in Seattle, WA] main objectives has been the development and empowerment of community members to advocate for positive social change." The poems in this book were written by young people in the Hope for Youth Summer Leadership Conference sponsored by El Centro. A picture and brief biography of the author precedes each group of poems. Many of these poems would be useful, especially in a class with many Hispanic/Chicano/Latino students.
- E** *Show Way*. Jacqueline Woodson; Hudson Talbott, il. **NF** (RER, BPL.)  
**AA** In this beautiful book, Jacqueline Woodson (who also wrote *The Other Side*) tells the story of eight generations of her family, from her great-great-great-great-grandmother, who learned to sew Show-Way quilts as maps to guide runaway slaves to freedom, through the generations when the quilts became a means of story-telling and a means of livelihood, down to herself continuing the tradition as a writer, telling the story to her daughter. The illustrations are magical, and her writing is poetic. There are not many children's picture books that truly qualify as literature, but I think this is one of them. **CM**
- EE, E** *Sí, se puede! / Yes We Can!, Janitor Strike in Los Angeles*. Diana Cohn; Francisco  
**Lat** Delgado, il. **F/NF** (RER, RER/YW, BPL, GRB, MDWS.)  
**E/S** Fact told as fiction, from a child's point of view. Tells of the hard lives of janitorial workers, and their successful strike, and how many people came to give support. A sweet story with a happy ending suitable for early elementary. Nice full-page illustrations.
- E, M** *Six Million Paper Clips; The Making of a Children's Holocaust Memorial*. Peter W.  
**J** Schroeder; Dagmar Schroeder Hildebrand, photographs. **NF** (RER, BPL.)  
 "Whitwell, Tennessee, a rural town of 1,600 whose population is mostly white and Protestant, is an unlikely place for a Holocaust memorial. But today, a World War II-era German railroad car, welded to a small piece of railroad track in front of Whitwell Middle School, houses millions of paper clips, each one honoring a victim of hatred and murder by the Nazis." (From the book cover.)  
 What began as an after-school project grew to school-wide, community-wide, national and international dimensions. German journalists Dagmar and Peter Schroeder became involved, met with students, wrote articles for the European press, and found the railcar that houses the 30 million paper clips.

- E, M** *Sixteen Years in Sixteen Seconds; The Sammy Lee Story.* Paula Yoo; Dom Lee, il. **NF**  
**O** (RER, BPL.)  
 This is the story of Sammy Lee, a Korean-American who overcame discrimination to become the first Asian-American to win an Olympic gold medal. His dream was to become a champion diver. His father's dream was for him to become a doctor. Lee achieved both goals in spite of numerous challenges.
- EE** *The Skin You Live In.* Michael Tyler; David Lee Csicsko, il. **P** (RER, BPL.)  
**Multi** More about diversity than racism, but very useful for kindergarten and first grade in order to lead into the topic of prejudice because of skin color. (Though I wish the author had found a better rhyme than play in - lay in on p. 3.) **CM**
- E** *So Far from the Sea.* Eve Bunting; Chris Soentpiet, il. **F** (RER, BPL, LSV, MDE.)  
**JA** A Japanese-American family revisits Manzanares internment camp where their father was interned as a child, and where their grandfather is buried.
- M** *Sounder.* William H. Armstrong. **F** (RER, BPL, LSV, MDE.)  
**AA** A poor rural Black family loses the father when he tries to steal food for them and is taken to prison. Sounder is their loyal dog, who accompanies the boy when he goes to see his father in prison.
- E** *Star of Fear, Star of Hope.* Jo Hoestlandt; Johanna Kang, il. **F** (RER, EC, BPL, LSV.)  
**J** A Jewish girl and a Christian girl who are friends have a fight just before the Jewish girl is taken to a concentration camp where she dies. The Christian girl grows up burdened by guilt.
- E, M** *Stealing Home; The Story of Jackie Robinson.* Barry Denenberg. Illustrated with  
**AA** photographs. **NF** (RER.)  
 "The first black man to play in the white major leagues [Jackie Robinson] had the courage to confront racism and fight for the rights of all black people, on and off the baseball diamond. He shattered the color barrier, and with tremendous skill and determination, he became not only one of the most legendary baseball players of all time, but also a great American hero." (From the book jacket.) This book is preferable to *Team Mates* for middle school, since it emphasizes Robinson's achievement more than the role of Pee Wee Reese.
- EE, E** *The Story of Ruby Bridges.* Robert Coles; George Ford, il. **NF** (RER, RER/YW, BPL, GRB,  
**AA** MDE, MDWS.)  
 This is the story of Ruby Bridges, the first Black child to enter the white school system in New Orleans, told in simple language in picture-book format. RER Readers may want to skim over religious references on pp. 3 and 6. Could be used with *Through My Eyes*.

- A** *Strangers from a Different Shore; A History of Asian-Americans.* Ronald Takaki. **NF, Ref**  
**O** (RER/YW, RER, BPL.)  
 “Takaki effortlessly weaves the story of thousands of Japanese, Chinese, Korean, Filipino, Indian, Vietnamese, Cambodian, and Laotian Americans into a single tale of discovery, endurance, and courage.” (From the book cover.)  
 He clarifies the fact that people came to America from differing Asian countries, with differing cultures, for differing reasons, and at different times, revealing the diversity among Asian-Americans.
- EE, E** *Super Cilantro Girl / La Superniña del cilantro.* Juan Felipe Herrera; Honoria Robledo  
**Lat** Tapia, il. **NF** (RER, BPL.)  
**E/S** “What happens when a small girl suddenly starts turning green, as green as cilantro leaf, and grows to be fifty feet tall? She becomes Super Cilantro Girl, that’s what! Esmeralda Sinfronteras is the winning superhero in this effervescent tale about a child who flies huge distances and scales tall walls in order to rescue her mom.” (From the book jacket.)
- EE, E** *Sweet Clara and the Freedom Quilt.* Deborah Hopkinson; James Ransome, il. **F** (RER,  
**AA** EC, BPL, LSV, MDE.)  
 A Black slave girl constructs a quilt mapping the journey to freedom and leaves it behind for other slaves to use.
- E** *A Sweet Smell of Roses.* Angela Johnson; Eric Velasquez, il. **F** (RER, BPL, MDWS.)  
**AA** Two sisters sneak off in the early morning to join a Freedom March led by Martin Luther King. With few words and excellent illustrations, this book could best be used by someone with personal experience of such a march.
- A** *Taking It Personally, Racism in the Classroom from Kindergarten to College.* Ann Beriak  
**AA** and Dekami Moyenda. **NF, Ref** (RER/YW.)  
 This book is best as background material for high school on up, though segments could be used by a perceptive Reader in 7<sup>th</sup> and 8<sup>th</sup> grades. “For those who contend that racism is all but dead in the U.S., this book gives us a laser-focused look at real multiethnic relationships in the new millennium classroom.” (From the book cover.)
- E, M** *Team Mates.* Peter Golenbock; Paul Bacon, il. **NF** (RER, RER/YW, EC, BPL, GRB, LSV,  
**AA** MDWS.)  
 The story of Jackie Robinson, and how Pee Wee Reese stood up for him. Excellent historical account of segregation, and how a white male became an ally.
- E** *Thank You, Dr. Martin Luther King, Jr.* Eleanora E. Tate. **F** (BPL.) (Not in RER collection)  
**AA** An African-American girl in 4<sup>th</sup> grade doesn’t like being Black. Includes a well-meaning but insensitive teacher, and Barbie (!). Good chapter book for follow-up reading.

- E, M** *This Land Is My Land*. George Littlechild. **NF** (RER, EC, BPL, GRB, LSV, MDWS.)  
**AI** A beautifully illustrated book by the artist, George Littlechild, honoring his Plains Cree ancestors and telling their stories. Each double page is complete in itself, so the Reader can make a selection based on his/her experience or the age level of the class. Paintings/collages include photographs of his ancestors. This is an excellent book for teachers seeking art projects to accompany RER events.
- A** *Through Indian Eyes*. Beverly Slapin and Doris Seale, eds. **NF, Ref** (RER/YW, BPL.)  
**AI** An excellent background book for RER Readers, youth training, and teachers, with articles like “Why I’m Not Thankful for Thanksgiving”, and “I Is Not for Indian”, by the late Michael A. Dorris, “Notes from an Indian Teacher”, by Rosemary Gonzales Ten Fingers, as well as chapters by Joseph Bruchac, Doris Seale, Beverly Slapin and others. There are also book reviews and a section on how to judge books for children.
- E, M** *Through My Eyes*. Ruby Bridges. **NF** (RER, RER/YW, BPL, MDE.)  
**AA** Ruby Bridges recounts the story of her involvement, as a six-year-old, in the integration of her school in New Orleans in 1960. Many photographs.
- E, M** *Through the Back Door*. Janet Driskell Turner. **NF** (RER/YW, BPL, GRB, MDWS.)  
**AA** The story of her early life, written by a Boulder woman who learned to read when she was a great-grandmother. Charmingly written by a participant in the Boulder Public Library literacy program.
- M** *Tomando Partido*. Gary Soto; Felipe Ugalde, il. **F** (RER/YW, MDE.)  
**Lat** Linc Mendoza moves from a multi-cultural inner city school to a predominantly White  
**Span** suburban school. The story illustrates a complex range of feelings and experiences Linc has in passing back and forth between the two environments. This may not be suited to an RER reading, but is especially good as a recommended reading for teen-aged boys. Linc is a basketball star and has both white and Chicano friends and a girl friend.
- E, M** *The Trail of Tears*. Joseph Bruchac; Diana Magnusen, il. **NF** (RER/YW, MDE.)  
**AI** The story of the Cherokee People, how they tried to live in peace with the White settlers and adopt many of the White ways, how eventually they lost most of their land and were removed to crowded camps in Oklahoma, and what the Cherokee Nation is like today. Written in simple language. Illustrations may be too small to show up effectively unless the students are sitting close to the Reader.

**E, M** *The Tuskegee Airmen Story*. Lynn M. Homan and Thomas Reilly; Rosalie M. Shepherd, il. **F**  
**AA** (RER, BPL.)

“When there is a war like World War II, most people want to do everything they can to serve their country. There was a time when this meant African-Americans could be cooks or janitors or mechanics, but they were not allowed to serve as military pilots.

That all changed in 1941, with the beginning of the Tuskegee Experience. Young black men began training . . . to become Army Air Corps Pilots. [This book] tells young readers about these brave men who flew over 1,500 missions during World War II . . . and the thousands of men and women who worked to keep them flying.” (From the book jacket.)

Note: In the early part of the book, children ask their grandfather, “What is War?” (Where have they been living? CM)

**EE** *Two Pairs of Shoes*. Esther Sanderson; David Beyer, il. **F** (RER.)

**AI** Maggie lives on the Pas Reserve in Canada. For her eighth birthday, she gets two pairs of shoes; patent leather from her mother, and beaded moccasins from her grandmother. Her grandmother says she must remember when and how to wear each pair. The pictures and language are good for early elementary, but children will need help in understanding the message of a child learning to live in two different cultures.

**E, M** *The Unbreakable Code*. Sara Hoagland Hunter; Julia Miner, il. **F** (RER, EC, BPL, GRB,  
**AI** MDWS.)

John is scared to leave the Navajo Reservation to go to school in Minnesota, where his mother and new stepfather are moving. His grandfather tells John the story of when he was a code talker in WWII, and tells him he will be OK, because he will always have the unbreakable code; his language. Beautiful illustrations.

**EE, E** *Uncle Rain Cloud*. Tony Johnston; Fabricio Vanden Brock, il. **F** (RER, BPL, GRB,  
**Lat** MDWS.)

Carlos’s Uncle Tomás hated living in Los Angeles, and always looked cross, especially when shopping. Carlos agreed to teach his uncle English when he realized that not being able to speak was making his uncle feel weak and ashamed. Told from the point of view of a 3<sup>rd</sup> grader. Many Spanish words and phrases. (Same illustrator as *My Name Is Jorge*.)

**M** *Under Our Skin, Kids Talk About Race*. Debbie Holsclaw Birdseye and Tom Birdseye. **NF**  
**Multi** (RER, EC, BPL, MDE.)

Photographs and interviews with middle school kids of various racial/ethnic backgrounds, including Muslim.

**E** *Up From the Ashes*. Hannibal B. Johnson; Clay Portis, il. **F** (RER, EC.)

**AA** A picture book based on the Tulsa Race Riot of 1921, when a Black man was falsely accused of attacking a White elevator operator. Told from the point of view of a 9-year-old boy. The book gives a before, during and after look at the all-Black community of Greenwood.

- E** *Up the Learning Tree*. Marcia Vaughan; Derek Blanks, il. **F** (RER, BPL, LSV.)
- AA** “Set in the pre-Civil War South, this is a story of hope and humanity during difficult times, and a poignant reminder that the freedom to learn should never be taken for granted.” (From the book jacket.) This book ties in with Martie Bauduit’s story of how her great-grandmother (?) learned to read by “playing school” with the White slave-owner’s children, and *Through the Back Door* by Janet Driskell Turner, a Boulder woman, recently deceased, who learned to read at age 81 through the Boulder Public Library literacy program.
- E, M** *The Upside Down Boy / El niño de cabeza*. Juan Felipe Herrera; Elizabeth Gomez, il. **NF**
- Lat** (RER, BPL, GRB, MDWS.)
- E/S** In poetic prose, Juan Herrera tells the story of the anxieties and mix-ups when he started school at 8 years old, never having been to school before, and speaking no English. A funny and upbeat story, charmingly illustrated.
- M, A** *Us and Them: A History of Intolerance in America*. Jim Carnes; Herbert Tauss, il.
- Multi** Preface by Justice Harry A. Blackmun. **NF, Ref** (RER/YW, EC, BPL, MDE.)
- A lot of information about racism affecting various groups of people. Well illustrated and written for middle school level.
- M** *Walking to the Bus-Rider Blues*. Harriette Gillem Robinet. **F** (RER/YW, EC, BPL, MDE,
- AA** MDWS.)
- The story takes place in Montgomery, Alabama during the bus boycott. Alfa and his sister work hard to pay the rent and solve two mysteries. The book has both humor and hardship. Good for follow-up reading. Also enjoyable for 4<sup>th</sup> and 5<sup>th</sup> graders.
- M** *The Watsons Go to Birmingham—1963*. Christopher Paul Curtis. **F** (RER, BPL, GRB, MDWS)
- AA** The narrator of this story is a 4th grade boy, Kenny, in Flint, Michigan in 1963. He is
- New** mercilessly teased by his classmates for being smart, and by his big brother, too. The story is told as comedy for the most part, turning dangerous, then tragic as the Watson family goes to Birmingham to visit the maternal grandmother. Both boys are changed by the experience—Kenny by becoming fearful, and Byron, his older brother, by reassuring and protecting him. Like *Walking to the Bus Rider Blues*, this book would be hard to use for a Reading, but should be recommended to school libraries, or to classrooms as follow-up reading. It comes from within the culture, and shows a three-dimensional Black family, free of stereotyping.
- E, M** *We Were There, Too! Young People in U.S. History*. Phillip Hoose. Illustrated with
- Multi** photographs. **NF**. (RER/YW, BPL, MDE.)
- “This unique book is the first to tell the role young people have played in the making of our nation. . . Based largely on primary sources, it highlights the fascinating stories of more than seventy young people from diverse cultures.” Particularly useful to RER Readers are the stories from the 20<sup>th</sup> Century.

- M, A** *When I Dance*. James Berry. **P, Ref** (RER/YW, BPL.)  
**O** James Berry was raised in Jamaica and now lives in England. Three excellent poems in the section called “Barriers” describe the Black experience in the United States, as well as in England, and would be very useful in an RER reading.
- E, M** *When Marian Sang*. Pam Muñoz Ryan; Brian Selznick, il. **NF** (RER, EC, LSV.)  
**AA** The story of Marian Anderson, her parents’ faith in her, how she learned of racism when she was a child, and encountered it again even when she was an internationally-known opera star. Beautifully illustrated. Preparation needed, since the book is too long to read in our time allotment.
- E** *White Socks Only*. Evelyn Coleman; Tyrone Geter, il. **F** (RER, RER/YW, BPL, MDE.)  
**AA** On a hot day in Mississippi, a Black girl sneaks into town by herself to see if it really is hot enough to fry an egg on the sidewalk. She sees a drinking fountain marked “Whites Only”, and since she is all dressed in white except for her shoes, she removes her shoes and steps up in her white socks. She is confronted by an angry white man but discovers an unexpected ally.
- E, M** *Whitewash*. Ntozake Shange. **F** ( RER, EC, LSV.)  
**AA** Great book to look at racism, bullying, being an ally, dealing with conflict. A young African-American girl is traumatized when a gang attacks her and her brother on their way home from school, and spray-paints her face white.
- EE, E** *Who Am I? / quién soy yo?* George Rivera; Tony Ortega, il. **NF** (RER/YW.)  
**Lat** This beautifully illustrated book was donated by the University of Colorado.  
**E/S** Both the author and the illustrator are local people who have exhibited internationally and have dedicated themselves to a better understanding of Chicano culture, history, and art.
- E, A** *Who Belongs Here?* Margy Burns Knight. **F, NF, Ref** (RER, RER/YW, EC, BPL, LSV.)  
**Multi** A Cambodian boy who escaped with his family from the Khmer Rouge meets race prejudice in his U.S. school. He and his teacher collaborate to solve the problem. Footnotes on nearly every page give factual information about racism affecting various groups of people.
- M** *Who Will Tell My Brother?* Marline Carwell. **F, P** (RER/YW, MDE.)  
**AI** A novel, told in a series of short poems, about Evan, a high school student of mixed-heritage, and how he tries to get the high-school’s offensive fake Indian mascot changed. His struggle “exposes him to a barrage of bullying, taunting and escalating violence.” (From the book jacket.) Many of the poems could stand by themselves, like the ones in *My Name is Jorge*. The author bases her story on the experiences of her two sons during high school.
- EE** *Why Am I Different?* Norma Simon; Dora Leder, il. **F** (RER.)  
**Multi** This book about differences does not treat of racism, but promotes the idea that everyone is different from everyone else in some way, and that differences are good. Discussion could lead into how bad it is when people are mean to others because of their differences. Useful for kindergarten.

- E, M** *Wilma Unlimited*. Kathleen Krull; David Diaz, il. **NF** (RER, EC, BPL, GRB, LSV, MDE,  
**AA** MDWS.)  
 Tells how Wilma Rudolph overcame polio to become the winner of 100 meter, 200 meter, 400 meter and relay races at the 1960 Olympics.
- E** *Willy and Max, a Holocaust Story*. Amy Littlesugar, William Low, il. **F** (RER, BPL)  
**J** Willy and Max lived in Antwerp at the time of the Nazi invasion. Willy's father owned an  
**New** antique shop. Max and his father, who lived in the Jewish section, came to the shop one day. The father bought a painting he loved and the boys played together and became fast friends. When Max's family was forced to flee Belgium, the father brought the painting (with a photo of the two boys taped to the back) for Willy's family to keep for them. The painting was confiscated by the Nazis, but many years later resurfaced and was traced first to Will and later to Max's family in New Jersey. On the back of the photo was written "friends forever." Although Littlesugar never says so, it seems that Willy was her grandfather. She is also the author of *Freedom School, Yes*. The illustrations are particularly beautiful.
- E, M** *Wilma sin límites*. Kathleen Krull; David Diaz, il. **NF** (RER.)  
**AA** See *Wilma Unlimited*.  
*Span.*
- E, M** *Witness*. Karen Hesse. **P.** (RER. BPL, GRB, LSV.)  
**AA, J** "The cast of characters inhabits a small Vermont town in 1924, a town that turns against its own when the Ku Klux Klan moves in. No one is safe, especially the two youngest, twelve-year-old Leanora, an African-American girl, and six-year-old Esther, who is Jewish. In this story of a community on the brink of disaster, told through the haunting and impassioned voices of the inhabitants. . . Karen Hesse takes readers into the hearts and minds of those who bear witness." (From the book jacket.) An excellent book, but difficult to use in the short time RER has with students.
- E, M** *The Yellow Star; The Legend of King Christian of Denmark*. Carmen Agra Deedy; Henri  
**J** Sorensen, il. **F, NF** (RER, LSV.)  
 The legend goes that King Christian of Denmark went riding among the people wearing a yellow star, after the Nazis ordered that all Jews must wear yellow stars. Soon all Danes were wearing the stars in support of the Jewish citizens. The author was not able to verify the truth of the story, but did ascertain that the king successfully interceded on behalf of the Jews during the Occupation.
- E** *Y no se lo tragó la tierra / And The Earth Did Not Devour Him*. Tomás Rivera;  
**Lat** Photographs by Carlos Rene Pérez. **F** (RER, EC, BPL.)  
**E/S** See *And the Earth Did Not Devour Him*.