Dear Colleagues and Fellow Educators,

The California Writing Project (CWP) and its sixteen local Writing Projects invite you to join us in creating With Literacy and Justice for ALL book clubs across California.

Book clubs are not new. You have most likely participated in them, and many of you have created book clubs for your students at your school and in your classroom. What may be slightly different is that this is an invitation to create book clubs that focus on social justice and anti-bias and their essential connections to literacy, writing, and learning.

There are so many possibilities for creating book groups including, but definitely not limited to, the following examples that adapt the One City; One Book model:

• One Classroom; One Book
• One Department; One Book (for teachers or for teachers and students)
• One PLC; One Book
• One School Community: One Book (either a faculty group or more of a family focus)
• One Library and Teacher Librarian; One Book
• One School, District, or Regional Twitter Chat; One Book
• One Writing Project; One Book (a book shared across the region served by your local Writing Project)
• Or one book at a time, making for more of a year of social justice readings

Recent tweet from Zaretta Hammond @Ready4Rigor
“‘We should be using the summer to re-examine the texts we use with our diverse students. R they ‘enabling’ & empowering or disempowering?’”

Sonia Nazario
“We live in an era of entrenched views. This is especially true with polarizing issues like immigration. As a journalist and author, I have always used storytelling to take readers into new worlds and help them see even the most polarizing issues in deeper, broader, and new ways.”

Jeff Duncan-Andrade
“There is no academic rigor without social justice and there is no social justice without academic rigor.”
To join in:
You may already know the kind of book club you want to create—classroom, PLC, school-wide, family and community—and you may have a good idea of the book(s) to read. If not, check out the book recommendations that follow and include books for students across grade levels, as well as professional books focused on teaching for educational justice and equity. Also, explore the accompanying instructional and discussion resources.

1. Let CWP and your local Writing Project site know what you, your students, your colleagues, or your community has decided to do and who is involved. We would very much like to highlight the book clubs across our state. You can email cwp@berkeley.edu or find contact info for local Writing Projects here: www.californiawritingproject.org

2. Follow @CWP and CWP’s Facebook (https://www.facebook.com/CaliforniaWritingProject) for updates and new opportunities that develop during the academic year. Tag us when you tweet and post.

3. Point toward joining CWP in San Diego at the CWP Pre-convention Day on March 8, 2017 and the CATE Convention, March 9-11, 2017, the theme for which is With Literacy and Justice for ALL.
   - Authors of two of our recommended professional books will be speakers for two keynote sessions: Zaretta Hammond and H. Samy Alim. CWP Teacher Consultants will be leading breakout sessions focused on putting their ideas to work in classrooms for students.
   - Breakout sessions will also include workshops on teaching and writing with The March Trilogy, The Activist Learner, and the books of Ta-Nehisi Coates, Matt de la Peña, and many more.

4. Add some writing opportunities for your students:
   - Be sure to check out the CATE 2017-2018 Creative Writing Contest prompt for With Literacy and Justice for ALL (last page).
   - Check out all the writing possibilities in CWP Upstander’s Not Bystanders Toolkit: http://www.californiawritingproject.org/uploads/1/3/6/0/13607033/upstanders_call-year_5.pdf

Why is CWP sponsoring this opportunity for students and teachers?
Over the last year, pre- and post-election, many of us began addressing these questions and issues: What is the role of writing and of CWP in times of increased hate speak, bullying, and discrimination? How can we use writing as an anti-bias tool? Or for resistance, or making change, or advocacy?

We were reminded of the following quote:
“We are now faced with the fact that tomorrow is today. We are confronted with the fierce urgency of now. In this unfolding conundrum of life and history, there is such a thing as being too late.” (Martin Luther King, Jr.)

Not wanting to be too late, we started strategizing about what CWP could do or develop to address the fierce social justice, anti-bias urgency of now. This invitation to create With Literacy and Justice for ALL Book Clubs is the first of several invitations and opportunities in response to that urgency. We hope you will join us.

With respect and gratitude for all you do for California’s students and writers,

Jayne Marlink
CWP Executive Director
BOOKS RECOMMENDED BY CWP TEACHER CONSULTANTS:

Grades K-2/3
- She Persisted: 13 American Women Who Changed the World, Chelsea Clinton
- Last Stop on Market Street, Matt de la Peña
- Where Will I Live?, Rosemary McCarney
- Each Kindness, Jacqueline Woodson
- I Am Jazz, Jessica Herthel

Grades 3-5/6
- Mama’s Nightingale: A Story of Immigration and Separation, Edwidge Danticat
- Stepping Stones: A Refugee Family’s Journey, tr. by Falah Raheem, Margriet Ruers
- Calling The Water Drum, La Tish Redding
- Barbed Wire Baseball, Marissa Moss and Yuko Shimizu.
- Esperanza Rising, Pam Muñoz Ryan
- Separate Is Never Equal: Sylvia Mendez and Her Family’s Fight for Desegregation, Duncan Tonatiuh
- George, Alex Gino

Grades 6-8
- The Hate U Give, Angie Thomas
- March Trilogy, John Lewis, Andrew Aydin, Nate Powell
- Claudette Colvin: Twice Toward Justice, Phillip House
- All American Boys (8 and up), Jason Reynolds and Brendan Kiely
- I Am Malala, Malala Yousafzai
- Roll of Thunder, Hear My Cry, Mildred D. Taylor
- It Ain’t So Awful, Falafel, Firoozeh Dumas
- Star in the Forest, Laura Reuse
- The Crossover, Kwame Alexander
- Bronx Masquerade, Nikki Grimes (and it’s told in poetic/hip hop form)
- Being Jazz: My Life As a (Transgender) Teen by Jazz Jennings
- Warriors Don’t Cry by Melba Patillo Beals. (This is her first person account of Little Rock. There are two editions, one has been “cleansed” for middle school. One CWP teacher’s eighth graders read the original with a pre-read caveat about the rape.)

Grades 9-12
- March Trilogy John Lewis, Andrew Aydin, Nate Powell
- All-American Boys, Jason Reynolds and Brendan Kiely
- The Hate U Give, Angie Thomas
- Underground Railroad, Colson Whitehead
- Between the World and Me, Ta-Nehisi Coates
- Something in Between, Melissa De La Cruz
- The Crossover, Kwame Alexander
- Enrique’s Journey: The Story of a Boy’s Dangerous Odyssey to Reunite with His Mother, Sonia Nazario
- The Zookeeper’s Wife, Diane Ackerman
- Bronx Masquerade, Nikki Grimes
- Just Mercy: A Story of Justice and Redemption, Bryan Stevenson

Graphic Novels
- Black Panther: Ta-Nehisi Coates (especially issues 1-12)
- Muhammad Ali, Sybille Titeux
- Fire!!: The Zora Neale Hurston Story, Peter Bagge (a little cartoony but it has an incredible notes section at the end of the book that gives A LOT of details that help fill in many of the details the graphic novel could not capture)
- The Harlem Hellfighters, Max Brooks
- Such a Lovely Little War: Saigon, 1961-63, Marcelino Truong (might be a stretch for social justice but an honest perspective on war/politics and its effect on those involved)
- American Born Chinese, Gene Luen Yang

Professional Books
- Culturally Responsive Teaching and The Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students, Zaretta L. Hammond (CWP Pre-convention Day Keynote Speaker)
- For White Folks Who Teach in the Hood... and the Rest of Y’all Too: Reality Pedagogy and Urban Education, Christopher Emdin
NEED MORE IDEAS FOR BOOKS? LINKS TO LISTS OF RECOMMENDATIONS:

- 28 Black Picture Books That Aren't About Boycotts, Buses or Basketball - https://scottwoodsmakestlists.wordpress.com/2016/01/30/28-black-picture-books-that-arent-about-boycotts-buses-or-basketball/
- Reading List for Summer in Participatory Citizenship - http://blogs.ncte.org/index.php/2017/05/06/reading-list-for-summer-in-participatory-citizenship/
- 50 Crucial Feminist YA Novels - https://www.barnesandnoble.com/blog/teen/50-crucial-feminist-ya-novels/
- From Donalynn Miller, Books For A Better World (a wealth here, from picture to YA books) - https://www.slideshare.net/Donalynn/books-for-a-better-world-july-3-2017

INSTRUCTIONAL RESOURCES

- Building a Toolbox for Difference - https://www.facinghistory.org/resource-library/example-unit/building-toolbox-difference
- How Should Schools Address Privilege? - https://www2.kqed.org/learning/2017/03/24/how-should-schools-address-privilege/
- If You Think You're Giving Students of Color a Voice, Get Over Yourself - https://medium.com/@heinemann/if-you-think-youre-giving-students-of-color-a-voice-get-over-yourself-cc8a4a684f16
- We Are Influenced by Racial Information Even When We Are Not Aware of Its Presence - https://insight.kellogg.northwestern.edu/article/we-are-influenced-by-racial-information-even-when-we-are-not-aware-of-its-presence
- Bullying and Bias Can Cost Schools Millions in Lost Funding - https://news.utexas.edu/2017/06/29/bullying-bias-can-cost-schools-millions-in-lost-funding

ADDITIONAL ZARETTA HAMMOND RESOURCES, VIDEOS, AND ARTICLES

- http://www.tolerance.org/author/zaretta-hammond
- Articulate While Black - https://www.youtube.com/watch?v=RqHiQensS0Y
- https://www.slideshare.net/Donalynn/books-for-a-better-world-july-3-2017
- https://www.barnesandnoble.com/blog/teen/50-crucial-feminist-ya-novels/
**Families with Two Mothers**
- Tompkins, C., & Evans, L. (2009). *Oh the things mommies do! What could be better than having two?* Oh the Things Mommies Do Publishing.

**Families with Two Fathers**

**Genderqueer/Gender Non-conforming/Defying a Binary Code**
- Rothblatt, P. (2011). *All I want to be is me*. United States: S.n.

**Characters Who Identify as Transgender**

**Young Adult Texts: Characters Who Identify as Transgender**

**Multiple Family Structures**
BOOKS ABOUT SOCIAL ISSUES FROM NCTE READ•WRITE•THINK:

Novels that deal with issues of class/gender/race or discrimination:
• *Esperanza Rising* by Pam Munoz Ryan (Scholastic, 2004)
• *Becoming Naomi Leon* by Pam Munoz Ryan (Scholastic, 2000)
• *Rules* by Cynthia Lord (Scholastic, 2007)
• *A Friendship For Today* by Patricia C. McKissack (Scholastic, 2007)
• *The Color of My Words* by Lynn Joseph (HarperTrophy, 2002)

Picture books that deal with similar themes:
• *Amazing Grace* by Mary Hoffman and Carline Binch (Scholastic, 1991)—Race/Gender
• *Amelia’s Road* by Linda Jacobs Altman and Enrique O. Sanchez (Lee & Low, 1993)—Class/Labor
• *An Angel for Solomon Singer* by Cynthia Rylant (Orchard Books, 1992)—Class/Homelessness/Money
• *Baseball Saved Us* by Yukio Tsuchiya (Lee & Low, 1995)—Fairness/Race
• *Cheyenne Again* by Eve Bunting (Sandpiper, 2002)—Power/Race
• *Coming On Home Soon* by Jacqueline Woodson (Putnam, 2004)—Labor/Money
• *A Day’s Work* by Eve Bunting (Sandpiper, 1997)—Labor/Class
• *Fly Away Home* by Eve Bunting (Sandpiper, 1993)—Class/Homelessness/Money
• *Grandmama’s Pride* by Becky Birtha (Albert Whitman & Company, 2005)—Race/Fairness/Power
• *Henry’s Freedom Box: A True Story from the Underground Railroad* by Ellen Levine (Scholastic, 2007)—Race/Fairness
• *Horton Hatches The Egg* by Dr. Seuss (Random House, 1968)—Social Responsibility/Fairness
• *One Green Apple* by Eve Bunting (Clarion Books, 2006)—Groups
• *The Other Side* by Jacqueline Woodson (Putnam Juvenile, 2001)—Race/Fairness
• *Show Way* by Jacqueline Woodson (Putnam, 2005)—Race/Fairness/Gender
• *The Sneetches* by Dr. Seuss (Random House, 1961)—Power/Fairness
• *The Table Where Rich People Sit* by Byrd Baylor (Aladdin, 1998)—Money/Class
• *Tight Times* by Barbara Shook Hazen (Puffin, 1983)—Money/Class
• *The Wall* by Eve Bunting (Sandpiper, 1992)—War

Novels that deal with environmental issues/ethical issues:
• *Flush* by Carl Hiasson (Knopf, 2007)
• *Hoot* by Carl Hiasson (Knopf, 2004)
• *Scat* by Carl Hiasson (Knopf, 2009)
• *The Missing Gator of Gumbo Limbo* by Jean Craighead George (HarperCollins, 1993)
• *Home, and Other Big Fat, Lies* by Jill Wolfson (Henry Holt, 2006)
• *Elephant Tears: Mask of the Elephant* by Richard Trout (Pelican, 2006)

Picture books that deal with similar themes:
• *The Giving Tree* by Shel Silverstein (HarperCollins, 1964)—Fairness/Environment
• *Terrible Things: An Allegory of the Holocaust* by Eve Bunting (Jewish Publication Society, 1989)—Fairness/Groups
• *Faithful Elephants: A True Story of Animals, People, and War* by Yukio Tsuchiya (Sandpiper, 1997)—War/Fairness/Power
• *In My Mother’s House* by Ann Nolan Clark (Puffin Books, 1991)—Native Americans/Fairness/Environment
• *The Lorax* by Dr. Seuss (Random House, 1998)—Environment/Power
• *Just a Dream* by Chris Van Allsburg (Houghton Mifflin, 1990)—Environment
• *The Desert is Theirs* by Byrd Baylor (Aladdin, 1987)—Native Americans/Environment
California Association of Teachers of English presents the
CATE 2017-2018 Creative Writing Contest

with Literacy & Justice for ALL

Prompt: Considering the contest’s theme, With Literacy and Justice for All, write a poem, short story, essay, or speech about a message that needs to be heard.

AWARD CATEGORIES:
Awards will be given in the following divisions:
• Grades 3-4
• Grades 5-6
• Grades 7-8
• Grades 9-10
• Grades 11-12
• College

AWARDS:
Statewide winners in each category will be published in California English.

TO ENTER:
Entries must be sent to and judged in the local council where the teacher’s school is located (see counties below) before they are eligible for statewide consideration. See local contacts below.

DEADLINE: November 1, 2017

Local Council Contacts and their Counties

Greater SAN DIEGO
TUCATE CENTRAL
KERN SOUTHLAND REDWOOD CAPITOL
FACET UPPER

RULES FOR THE WRITER:
1. Submit your entry to your teacher.
2. You may submit one of the types of writing listed in the prompt above.
3. Your entry must be typed or neatly written and then scanned.
4. Your entry cannot exceed three pages, doublespaced, 12 pt. font, with one-inch margins.
5. Create a cover sheet that includes: your full name, address, phone number, and grade level in school; and your teacher’s full name, school name and address, phone number, school district, and e-mail address.
6. Your entry must be original work from this school year.
7. Your entry must be edited, proofread, and ready for publication.

RULES FOR THE TEACHER
SUBMITTING THE ENTRY:
1. There is a limit of three student entries per teacher.
2. Each entry must be an original work from the current school year.
3. The cover sheet must include: entrant's full name, address, phone number, and grade level in school; and teacher's full name, school name and address, phone number, school district, and e-mail address.
4. If an entry is handwritten or drawn graphically, scan it as a digital file in order to submit it electronically.
5. Electronic versions (sent via e-mail) are required. E-mail addresses are listed below. Please write in the subject: CATE 2017-2018 Creative Writing Contest Entry.

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Counties: San Diego, Imperial
Counties: Tulare and Kings
Counties: Sonoma, Napa, Solano, Marin, Alameda, San Francisco, Contra Costa, San Joaquin, Stanislaus, Monterey, San Luis Obispo, San Mateo, Santa Clara, Santa Cruz, Merced, and San Benito
Counties: Kern and Inyo
Counties: Orange, Los Angeles, Ventura, Santa Barbara, Riverside, and San Bernadino
Counties: Humboldt, Del Norte, Siskyou, Mendocino, and Trinity
Counties: Placer, El Dorado, Yolo, Amador, Sacramento, Nevada, Calaveras, Alpine, Tuolumne, Mono
Counties: Fresno, Mariposa, and Madera
Counties: Modoc, Shasta, Sierra, Lassen, Tehama, Plumas, Glenn, Butte, Lake, Colusa, Sutter, Yuba