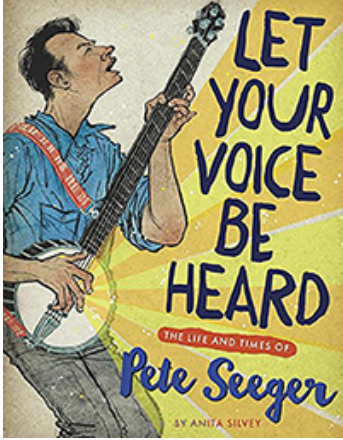


Teachers' Guide

Let Your Voice Be Heard: The Life and Times of Pete Seeger

by Anita Silvey

BOOK SYNOPSIS



“Born into a patrician family, Pete Seeger was determined to make his own way, doing what he wanted to do. And what he wanted to do was make music. He also wanted to fight for justice, for racial equality, for the rights of labor, for world peace, and for a clean planet. He made his life a crusade for these causes, largely through music.

Pete’s musical career spanned seven decades of hard work, starting from nothing and eventually reaching commercial success. At one point his singing group, the Weavers, was among the best-selling popular recording artists of the time. Blacklisted by the House Un-American Activities Committee for the ‘subversive’ nature of his songs, Pete refused to be silenced. He went on to receive multiple Grammy Awards and the Kennedy Center Honor, and to perform at the inauguration of President Barack Obama.

This is a lively account of Pete Seeger’s remarkable life and legacy, a fascinating portrait of the man behind the voice.”

In *School Library Journal*, Sharon M. Lawler says this about *Let Your Voice Be Heard: The Life and Times of Pete Seeger*: “The subject is presented in such a way that readers will feel close to Seeger and be inspired to pursue more information on him and the causes he fought for.” *Kirkus Review* says that the book is, “A fine introduction to a musical icon.”

A NOTE FOR TEACHERS: The following questions and activities support the Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects.

BEFORE YOU READ

1. *Let Your Voice Be Heard: The Life and Times of Pete Seeger* is an example of a **nonfiction** book (a book that is based on facts about actual people or events), specifically a **biography** (the story of a person’s life written by another individual). By the time you are done reading the book, be able to talk about what makes *Let Your Voice Be Heard: The Life and Times of Pete Seeger* an example of nonfiction and a biography. In addition, be able to give examples of other books you have read that can be considered nonfiction and/or biographies.
2. Before you begin reading *Let Your Voice Be Heard: The Life and Times of Pete Seeger*, **listen** to some of Pete Seeger’s most well-known **songs** on his album, *If I Had a Hammer: Songs of Struggle and Hope*: <https://www.youtube.com/watch?v=qXBbIZlokB4>. Are you familiar with any of his music? How would you describe his music? Based on what you hear, what can you guess is true about Pete Seeger and his music?
3. Begin by looking at and reading the **cover** of *Let Your Voice Be Heard: The Life and Times of Pete Seeger*, both inside and out, and examining the title page. Based on what you see and read on the cover and on the title page, what do you think the book will be about? Think about the title of the book. Share with your group what you already know about Pete Seeger, the man whose life is explored in this biography, based on what the cover tells you.

4. Works of nonfiction require thorough **research**. Browse the **bibliography** (a list of all of the resources Ms. Silvey used to find information while researching Pete Seeger) at the end of *Let Your Voice Be Heard: The Life and Times of Pete Seeger*. Notice that the author uses both **primary** and **secondary resources**. This has to do with how close the person who prepares the resource is to the original event that he or she is describing. For instance, a person who is involved in an accident and tells a police officer what happened is a primary resource. The mother of the person in the accident telling a neighbor about the accident is a secondary resource. Primary resources include diaries and journals, photos, research reports, letters, etc. Secondary resources include books, articles, and so on. *Let Your Voice Be Heard: The Life and Times of Pete Seeger* would be considered a secondary resource for someone doing a report on Pete Seeger. Look for examples of primary and secondary resources as you read the book.
5. As you read *Let Your Voice Be Heard: The Life and Times of Pete Seeger* you may find **words** that you are not familiar with. In your notebook, make a list of at least ten words for which you don't know the meaning. Write down the word, the sentence the word is found in, and the page number the sentence is found on. Then try to figure out the meaning of the word from **context** (how the word is used in the sentence and the sentences around it). Write down what you think it means. Then look up the word in an online dictionary like <http://www.wordsmyth.net> or www.diction.com or <http://learnersdictionary.com> or <http://www.wordcentral.com> and write down the actual meaning of the word. Did you correctly figure out what the word meant through context?
6. When a new book is published, experts **review** the book to help readers decide if they want to read and/or purchase that particular book. Below is a review of *Let Your Voice Be Heard: The Life and Times of Pete Seeger* from a professional journal, *Booklist*, which publishes book reviews. Notice that the review includes:
 - a *brief* summary of the book (without giving too much away)
 - a statement about who might read this book
 - a description of how the book looks and how the material is presented
 - comments about the quality of the writing of the book
 - an overall thumbs up or thumbs down for the book (books given “starred” reviews are seen as exceptional)

***Booklist* – June 1, 2016 - Starred Review**

Grades 5 – 8 - “This informative biography introduces folksinger and activist Pete Seeger, whose privileged family gave him a love of music, an awareness of social inequities, and a determination to challenge injustices. Mentored by Alan Lomax and Woody Guthrie, he played banjo while singing traditional and original songs. After serving in WWII, he performed with the Weavers, who were targeted by the House Un-American Activities Committee in the 1950s. Seeger’s principled response to the committee is legendary, but more important in the long run was his day-to-day life during those years. Blacklisted, he crisscrossed the country playing at schools and colleges, building a fan base of young idealists who loved folk songs. And the rest is history, recorded here in succinct accounts of Seeger’s activism in Vietnam War protests, the civil rights movement, and the environmental cleanup of the Hudson River. Illustrated with photos, this well-researched account of Seeger’s life makes excellent use of primary source materials. Silvey may not be the first to call Seeger ‘the Johnny Appleseed of folk music,’ but she makes a strong case for the title and, along the way, explains some facets of American history that may be new to children. A lively, unique contribution to the biography shelves. —Carolyn Phelan”

Once you have finished reading *Let Your Voice Be Heard: The Life and Times of Pete Seeger*, be prepared to write your own review of the book that will include each of the items listed above.

AS YOU READ

1. Anita Silvey begins the **introduction** to *Let Your Voice Be Heard: The Life and Times of Pete Seeger* by telling us the story of Pete Seeger performing in a concert in 1949 in Peekskill, New York, with Paul Robeson. Do some research on this event. Check out at least one **primary resource** (for instance, read or listen to Pete Seeger’s own account at: http://www.democracynow.org/2014/1/31/video_pete_seeger_recalls_the_1949 or Frank Volkmann’s personal account of what he saw: <https://www.youtube.com/watch?v=FQFEV2lufsA> and one **secondary resource** on the Peekskill riots. Compare and contrast these different accounts of the Peekskill riots. Why do you think Anita Silvey chose to start the book by telling us this story? What does it tell us about Pete Seeger?
2. As you read about the life of Pete Seeger, construct a **timeline** that includes what you feel are at least ten of the most important events from his life—beginning with his birth on May 3, 1919, and ending with his death on January 27, 2014. Be sure to include both the event and the date on which it occurred. Be prepared to defend your choices of important events from Seeger’s life.
3. On page 3, Silvey tells us that, “Pete Seeger became the most important **folk singer** of the twentieth and twenty-first centuries.” At <http://www.wordsmyth.net/?level=2&ent=folk+music>, **folk music** is defined as, “music made up and played by the common people of a region or country. Such music is often simple, with parts that are played over and over.” Pete Seeger was a singer of folk music. As we learn on page 15, Seeger believed that, “These songs had all the meat of human life in them.” As a group, do a sampling of well-known American folk singers. Find pictures of each of these individuals and at least one example of his or her work, either a video of him or her singing this song or the lyrics to this song. What do these individuals seem to have in common in terms of their lives and their music? Besides Seeger, some important American folk singers not discussed in the book include:
 - Bob Dylan
 - Joni Mitchell
 - Alison Kraus
 - Gordon Lightfoot
 - Richie Havens
 - Ani deFranco
 - Cat Stevens
 - Emmylou Harris
 - The Kingston Trio
 - Joan Baez
 - Peter, Paul, and Mary
 - Odetta
 - Simon and Garfunkel
 - Tracy Chapman
 - Harry Chapin
 - Janis Ian
 - Tom Paxton
 - Crosby, Stills, Nash, and Young
 - Blind Boys of Alabama
 - Ritchie Valens
4. On page 4, we learn that Seeger came from a very **privileged** family. The word “privileged” is defined at <http://www.merriam-webster.com/dictionary/privileged> as, “having special rights or advantages that most people do not have.” In what ways was Seeger’s family privileged? In what ways is your own family privileged? In what ways have you heard this term used in discussions of the events that you hear about in the news? Are there groups in your school who enjoy “privilege”? Are there groups in your community who enjoy “privilege”? Discuss examples of individuals who enjoy privilege in your world—including yourself.

Despite the fact that Seeger came from a privileged background, he became an advocate for the underprivileged. In Chapter 1, we learn some of the reasons why he fought for the underprivileged. Discuss some of those reasons with your group.

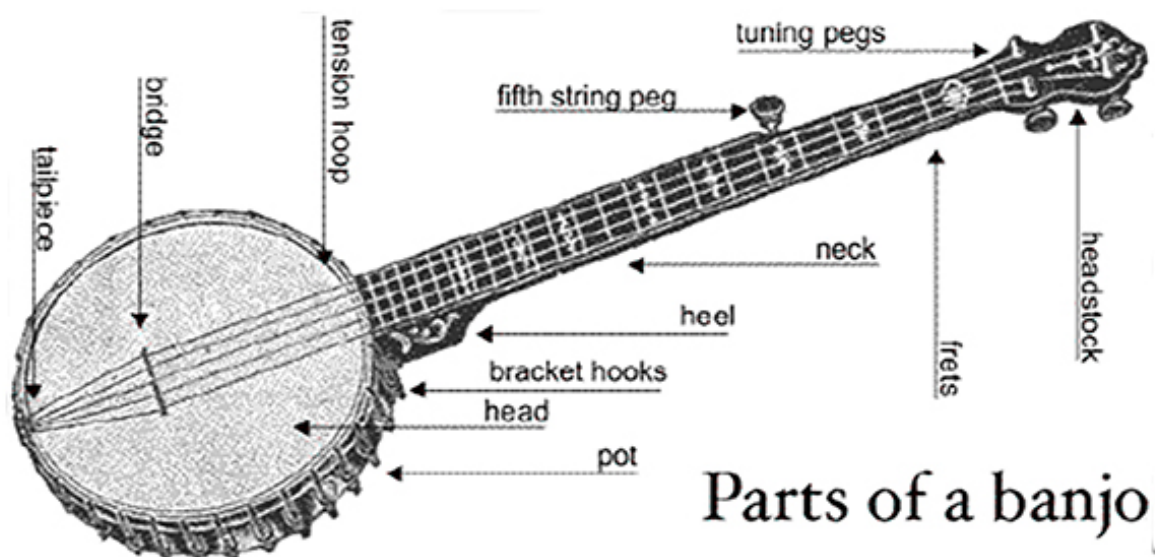
5. Pete Seeger had many **mentors** in his life. At <http://www.merriam-webster.com/dictionary/mentor>, a “mentor” is defined as “someone who teaches or gives help and advice to a less experienced and often younger person.” For instance, Seeger’s parents were mentors for him as musicians and as advocates for workers’ rights. When asked by a young person at the 2010 National Book Festival who some of her mentors were, Anita Silvey said she got her first writing mentor at the age of 54—an author named Hal Miller, whose book she edited. <https://www.youtube.com/watch?v=1Fe0gQrVyFI> Who have been some significant mentors in your own life, adults who have taken a special interest in you and guided you in certain areas of your life (a teacher, a coach, a parent, a grandparent, etc.)? Make a list of these mentors and include a few sentences stating the ways in which they have been positive influences in your life. Discuss these individuals with your group.

As an extension of this activity, write a **personal letter** to one of these individuals expressing your admiration and thanks for the ways in which they have had a positive influence on your life. Remember that a friendly, personal letter usually includes a **heading, greeting, body, closing, and signature**. If you need help on the proper form for a personal letter, check out this website: <http://www.nhcs.net/parsley/curriculum/postal/friendlyletter.html>.

6. Both of Seeger’s parents were musicians. They influenced Seeger’s interest in, and education as, a musician. Pete Seeger believed in the power of **music**. He said that, “A good song makes you laugh, it makes you cry, it makes you think,” http://www.brainyquote.com/quotes/authors/p/pete_seeger.html and that, “Songs are funny things. They can slip across borders. Proliferate in prisons. Penetrate hard shells. I always believed that the right song at the right moment could change history.” <http://wcbfm.cbslocal.com/top-lists/14-quotes-from-pete-seeger-to-help-remember-his-legacy/>. Do you agree or disagree with these statements? Give examples of songs that you really like because they make you “laugh” or “cry” or “think” to support your ideas.
7. On pages 6-7, Silvey tells us about the influence of traditional **Appalachian folk music** in Seeger’s young life. First of all, find the area in the United States known as “Appalachia” on a map. Then listen to the contemporary Appalachian folk music of Chance McCoy and the Appalachian String Band and “Gospel Plow.” How would you describe both the music and lyrics of this song? <https://www.youtube.com/watch?v=y4KJ4ISq8XA&list=PLP8g8OsnhevRt0dJytPoT926iIHm52fA->.
8. We learn in Chapter 2 that **reading** was important to Seeger as he grew up. What were some of the books that had an impact on Pete Seeger? How did Seeger’s reading help make him into the person he became? Do you consider yourself a reader? What are some of your all-time favorite books? Who brought those books into your life? Author Anita Silvey was also an avid reader while growing up (and still is!). *The Secret Garden*, which was passed down to her from her great-great aunt, is at the top of Silvey’s list.

With your group members, make a list of reasons why reading is important. Children’s author Tomie dePaola says that, “Reading is important because if you can read, you can learn anything about everything, and everything about anything.” Hear more at: <https://www.youtube.com/watch?v=7epT0qUaaX4>.

9. At a private school named Avon, Pete Seeger became interested in the banjo. What attracted Seeger to the banjo? Explore this musical instrument – what it looks like, its parts, its sounds, famous banjo artists, etc. Check out this video of Earl Scruggs and several contemporary musicians whom you might recognize <https://www.youtube.com/watch?v=yQIJuu3N5EY>, or this preview of the Broadway show, *Bright Star*, written by Steve Martin and Edie Brickell, which features folk and banjo music <https://www.youtube.com/watch?v=jWUsNKIB014>. Share your findings with your group. What instruments are similar in sound to the banjo? What does the banjo communicate that other instruments do not or cannot? Do you play a musical instrument? How would you compare it to the banjo?



Parts of a banjo

<http://www.tommyjordan.com/>

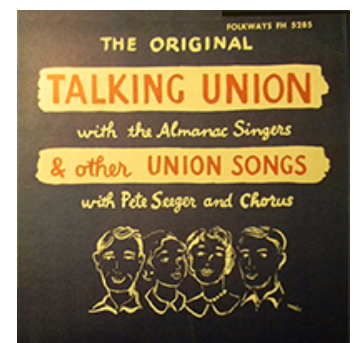
10. Reread page 27 and the paragraph that begins, “Until the **labor movement** began to gain strength in the 1930’s...” The labor movement was something that Pete Seeger saw as vital and worth fighting for. In fact, we learn that he formed “People’s Songs,” a union for singers. He also used his music to “say something important” about working conditions for certain groups. For instance, his song “Talking Union,” says:

“Now, if you want higher wages let me tell you what to do
 You got to talk to the workers in the shop with you.
 You got to build you a union, got to make it strong,
 But if you all stick together, boys, it won't be long.
 You get shorter hours, better working conditions,
 Vacations with pay...”

(You can see the complete lyrics at:

https://play.google.com/music/preview/Tjat4xgwt7efg4b6bsvqvgqeevu?lyrics=1&utm_source=google&utm_medium=search&utm_campaign=lyrics&pcampaignid=kp-lyrics.)

(You can listen to the song at: <https://www.youtube.com/watch?v=C13JFv4JfH8>.)



Interview an adult who has a full-time job (primary resource) about their working conditions, which labor unions and labor activists have worked to improve. Ask him or her things like:

- What is the name of your place of business?
- Describe the work that you do there.
- How many hours a week are you required to work? On what days? From what time to what time? Are you required to work on the weekend? Are you required to work overtime? If so, are you paid for this time?
- Do you believe that you get paid fairly for the work you do? Why or why not?
- How old do you have to be to work at your place of business? Are children allowed to work there?
- Do you receive health insurance from your employers?
- Do you receive rest and lunch breaks at your place of business?
- Do you have sick leave?
- Is your work environment safe? Explain why or why not?
- Are you a member of a union? If so, which union?

Labor unions have fought for workers in each of the above areas. In what ways has the adult you interviewed benefited from the work of labor unions? How have children benefited from the work of labor activists like Pete Seeger? Explore more about child labor at:

<http://www.history.com/topics/child-labor>.

11. Define the word “hootenanny” found on page 31. <http://www.dictionary.com/browse/hootenanny>
Versions of hootenannies still exist today. There are many great videos of hootenannies on YouTube. Have you ever been to and/or participated in a hootenanny? Describe the experience to your group members.
12. Silvey tells us about one of Pete Seeger’s most iconic songs on page 41, “Wimoweh,” the story of the South African Lion King of the Zulus. Compare and contrast the versions of this song and note how it has transformed over the years.

Here is the original version, written by Solomon Linda (1920’s): <https://www.youtube.com/watch?v=X3rWuxqx5cc>.

Here is the version of the song, sung by Pete Seeger and The Weavers (1950’s):
<https://www.youtube.com/watch?v=77VUYPVMtWY>.

Here is a later version of “The Lion Sleeps Tonight (Wimoweh)” by The Tokens who popularized the song (1961):
<https://www.youtube.com/watch?v=OQlByoPdG6c>.

You might also be familiar with the version of the song from Disney’s *The Lion King*.

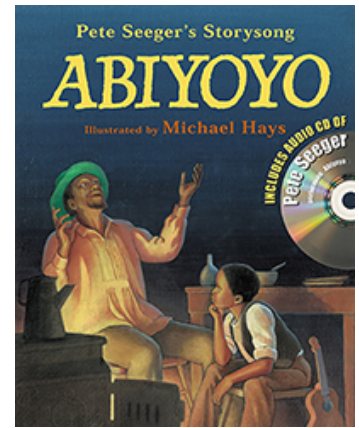
What does it tell you about music when a song can survive, be known, and be popular for nearly one hundred years? Can you think of other songs that have survived and remained popular in different versions for many years (“We Will Overcome,” for example)?



13. Feeling outcast from the music community after he was accused of being a Communist, and of writing and performing rebellious and anti-American music by the House Un-American Activities Committee, Seeger performed “Abiyoyo,” which was based on a South African lullaby.

The song eventually became a children’s picture book. You can watch and listen as Pete Seeger “sings” the book on *Reading Rainbow* at: <https://www.youtube.com/watch?v=zzFc9761OSo>.

With your group, discuss some of the **themes** or messages found in “Abiyoyo.” Give examples from current events, and/or from your own life, that show these themes to be true.



14. Another of the important issues that Seeger used his music to speak out about was the **environment**. While living in Beacon, New York, the Hudson River was literally in Seeger and his family’s backyard. While sailing on the Hudson River, Seeger saw the ways in which it was polluted, and decided that he would take it upon himself to clean up the river that he and his family loved. (Chapter 9) One of the ways in which he thought he could accomplish this was by building a replica of the sailing sloops that once sailed the Hudson River, which he named the “Clearwater.” For more information about the Clearwater project check-out: <http://www.clearwater.org/about/the-clearwater-story/>. What were some of the other specific ways that Seeger worked to clean up the Hudson River?

Seeger became an important part of the “green revolution” and proved that one person really can make a difference. What are some specific ways in which you and your family work to take care of the environment? Come up with a list of additional ways that you as an individual can make a difference? If you need help, take a look at these sites:

- <http://footprintseducation.org/kidz-zone/how-can-i-help.php> This is the Kidz Zone at Footprints Conservation Society whose mission is “...to increase public awareness of non-toxic living, recycling practices, conservation of natural resources and options for sustainable development that help to reduce our footprint on the Earth. Children are the future of our planet and they harness the power of change!”
- <http://pbskids.org/zoom/activities/action/way04.html> PBS Kids asks, “Do you love the outdoors? Even though the Earth is a big place, every little bit you do to take care of it is important.”
- <http://kidsforsavingearth.org> At Kids for Saving Earth, the mission is to “...educate, inspire, and empower children to protect the Earth's environment.”
- http://vault.sierraclub.org/education/nature_journal.asp The Sierra Club has lots of ideas for how kids can be activists for the environment, such as creating a nature journal. Find directions at this website.

One way to advocate for the environment is to recycle. Just as musicians like Pete Seeger wrote songs to bring attention to the issues they believed in, many artists have created works of art from recycled materials to draw attention to environmental issues. Here are some examples:



1. <http://www.jeanshin.com/soundwave.htm>
Created by Korean artist, Jean Shin, this sculpture was made from recycled record albums.)
2. <http://www.flamingpetal.co.nz/category/recycling/>
This sculpture, which is in a park in Lima, Peru, was made from recycled tires.
3. <http://inhabitat.com/two-glowing-fish-sculptures>
Set on a beach in Rio de Janeiro, this sculpture made from recycled plastic water bottles was designed for the U.N. Conference on Sustainable Environment in 2012.

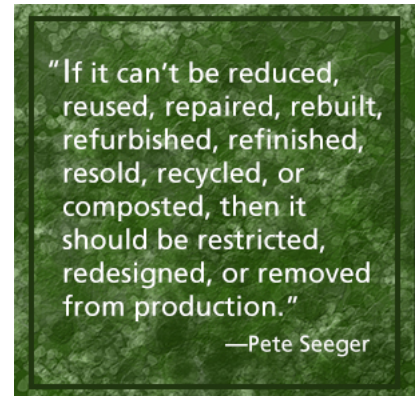
Work with your group to create a 3-dimensional piece of art, made strictly from recycled items, to display in your classroom. Invent a name for your sculpture and make a sign that includes the name of the sculpture and of the artists who created it. (Be sure to ask your teacher if there are any size limitations.)

15. Choose one of Pete Seeger's most **well-known songs** from the list below to look at more carefully.
 - "If I Had a Hammer"
 - "This Land Is Your Land"
 - "Turn, Turn, Turn"
 - "We Shall Overcome"
 - "What Did You Learn in School?"
 - "Where Have All the Flowers Gone?"

Listen to the song. Find the lyrics to the song. Review what was happening in the world and in Pete Seeger's life that inspired him to write the song. Think about the words and music that Seeger chose to communicate his message. Is the song still applicable to what is happening in the world today? Why or why not? Create a collage of current pictures that support the lyrics of the Pete Seeger song you have chosen and present it to your group or class.

Can song lyrics be considered poetry? Why or why not? Choose an issue that you feel very strongly about and write a poem about it. Present the poem to your group members and/or class. Collect the poems your group or class has written and bind them into a book. If possible, make copies for all of your group members.

16. Pete Seeger not only believed in **activism**. He was an **activist**, defined at <http://learnersdictionary.com/definition/activism> as “a person who uses or supports strong actions (such as public protests) to help make changes in politics or society.” Seeger said, “If there's something wrong, speak up!” http://www.brainyquote.com/quotes/authors/p/pete_seeger.html and “Participation, that’s what’s gonna save the human race.” <http://wcbfm.cbslocal.com/top-lists/14-quotes-from-pete-seeger-to-help-remember-his-legacy/>.



Seeger used his music to speak out about important issues (workers’ rights, civil rights, the environment, and war, for example) and to work towards change. Go back to the issue you wrote about in your poem (question #15). Explore ways in which you can be an activist to create positive change in the area that you think is important. Come up with a list of credible organizations who try to make positive changes with this issue, as well as a list of actions that you can take. Check out the Youth Activism Project website for examples of things other youth have done to have a voice and make a difference: <http://youthactivismproject.org/success-stories/> You can also check out teen blogger, activist, and public speaker Hannah Alper’s blog, “Call Me Hannah” <http://callmehannah.ca/> to see how one teen is changing the world!

FOLLOW-UP

1. Refer back to the first question in the “Before You Read” section. What makes *Let Your Voice Be Heard: The Life and Times of Pete Seeger* an example of **nonfiction** writing and a **biography**? With your group, come up with a list of books that can be considered nonfiction books and a list of books that can be considered biographies.
2. Share examples of **primary resources** and **secondary resources** used by Silvey in *Let Your Voice Be Heard: The Life and Times of Pete Seeger*. For at least one online primary or secondary resource, look at the quality and reliability of that resource. For instance, for a website, you could consult the “About Us” section to determine who put the website together and any biases that the creators of the website may have. Take a look at the RAD CAB website: <http://www.radcab.com/>. Discuss with your group members the **relevancy**, **appropriateness**, **detail**, **currency**, **authority**, and **bias** (RAD CAB) of the online resource. Give the resource a “thumbs up” or a “thumbs down” for its quality.
3. Share the list of **words** that you did not know before you began reading *Let Your Voice Be Heard: The Life and Time of Pete Seeger* with your group members. Combine your lists, putting the words in alphabetical order, along with their definitions, to come up with a vocabulary list for the book.

4. Go back to the **cover** of *Let Your Voice Be Heard: The Life and Times of Pete Seeger*. Think about the way in which the book looks and feels. Photos from different periods in Seeger's life are used throughout the book to support what the author tells us. Are these photos a positive addition to the book? Why or why not? Are these photos **primary** or **secondary resources**? Do some more exploring online and find photos of some of the events that you chose for your timeline. Add these photos to your timeline and share them with your group and/or class.



Spartacus Educational



Zinn Education Project



Daily Mail



Union Song

5. Now write your own **review** of *Let Your Voice Be Heard: The Life and Times of Pete Seeger*. Your review should be one paragraph in length and include a brief summary of the book, a statement about who might read this book, a description of how the book looks and how the material is presented, and comments about the quality of the writing of the book. It should end with an overall thumbs up or thumbs down for the book.

ABOUT ANITA SILVEY

Beloved young people's literature expert, **Anita Silvey**, has spent over forty years developing her expertise. She has worked as a book publisher and editor and literary critic, has authored and edited several books, has appeared on radio and television, and has served on many children's literature-related boards. For her work, she has received many recognitions including The Association of Educational Publishers' Distinguished Achievement Award in 2009. In regards to her expertise on children's literature, *Publisher's Weekly* said, "It would be hard to find a more authoritative voice than Anita Silvey."



For more information about Anita Silvey, visit her website <http://www.anitasilvey.com>, or check out this video of her speech in Washington D.C. at the 2010 National Book Festival <https://www.youtube.com/watch?v=1Fe0gQrVyFI>.

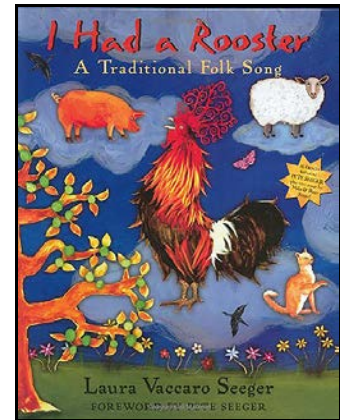
Additional books by Anita Silvey:

- *Untamed: The Wild Life of Jane Goodall* (2015)
- *The Plant Hunters: True Stories of Their Daring Adventures to the Far Corners of the Earth* (2012)
- *Children's Book-A-Day Almanac* (2012)
- *Henry Knox: Bookseller, Soldier, Patriot* (2010)
- *Everything I Need to Know I Learned from a Children's Book* (2009)
- *I'll Pass for Your Comrade: Women Soldiers in the Civil War* (2008)
- *500 Great Books for Teens* (2006)
- *100 Best Books for Children* (2004)
- *The Essential Guide to Children's Books and Their Creators* (2002)
- *Children's Books and Their Creators* (1995)

EXPLORE FURTHER

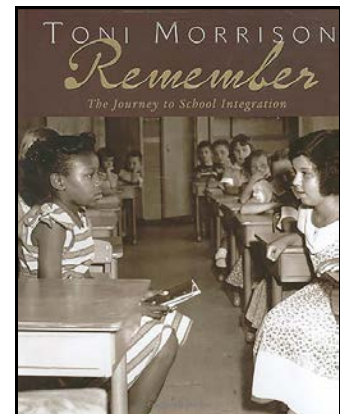
Books by Pete Seeger

- *Pete Seeger: In His Own Words* (2012)
- *Some Friends to Feed* (2005)
- *The Deaf Musicians* (2004)
- *One Grain of Sand* (2002)
- *Abiyoyo Returns* (2001)
- *I Had a Rooster* (2000)
- *Pete Seeger's Storytelling Book* (2000)
- *Where Have All the Flowers Gone: A Singer's Songs, Stories, Seeds and Robberies* (1993)
- *Everybody Says Freedom: A History of Civil Rights in Songs and Pictures* (1989)
- *Carry It On!: A History in Song and Picture of the Working Men and Women of America* (1985)
- *The Foolish Frog* (1973)
- *The Imcompleat Folksinger* (1972)
- *Steel Drums: How to Play Them and Make Them* (1964)
- *Abiyoyo* (1963)
- *How to Play the 5-String Banjo* (1954)



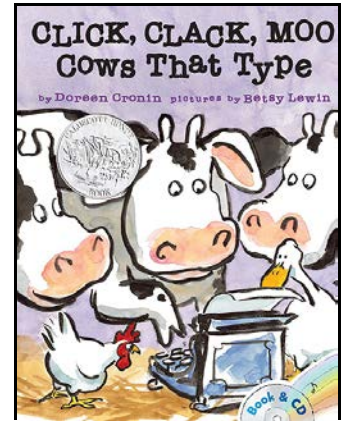
Books on the Civil Rights Movement

- *Claudette Colvin: Twice Towards Justice* by Phillip Hoose (nonfiction, 2009)
- *Freedom Walkers: The Story of the Montgomery Bus Boycott* by Russell Freedman (nonfiction, 2009)
- *I Am Malala* by Malala Yousafzai (nonfiction, 2014)
- *Marching for Freedom* by Elizabeth Partridge (nonfiction, 2009)
- *One Crazy Summer* by Rita Williams-Garcia (fiction, 2010)
- *P.S. Be Eleven* by Rita Williams-Garcia (fiction, 2013)
- *Remember: The Journey to School Integration* by Toni Morrison (nonfiction, 2004)
- *Revolution* by Deborah Wiles (fiction, 2014)
- *The Revolution of Evelyn Serrano* by Sonia Manzano (fiction, 2012)
- *Stella by Starlight* by Sharon M. Draper (fiction, 2015)
- *Voice of Freedom: Fannie Lou Hamer* by Carole Boston Weatherford (nonfiction, 2015)
- *We've Got a Job* by Cynthia Levinson (nonfiction - 2015)



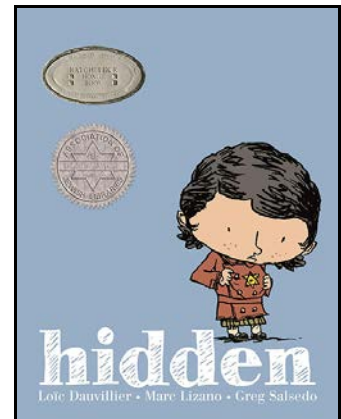
Books on Workers' Rights

- *Audacity* by Melanie Crowder (fiction, 2015)
- *Breaker Boys: How a Photograph Helped End Child Labor* by Michael Burgan (nonfiction, 2011)
- *Click, Clack, Moo: Cows That Type* by Doreen Cronon (fiction, 2000)
- *Counting on Grace* by Elizabeth Winthrop (fiction, 2006)
- *Factory Girl* by Barbara Greenwood (nonfiction, 2007)
- *Flesh and Blood So Cheap: The Triangle Fire and Its Legacy* by Albert Marrin (nonfiction, 2011)
- *Harvesting Hope: The Story of Cesar Chavez* by Kathleen Krull (nonfiction, 2003)
- *Sí Se Puede! Yes, We Can! Janitor Strike in L.A.* by Diana Cohn (fiction, 2002)
- *Uprising* by Margaret Peterson Haddix (fiction, 2007)



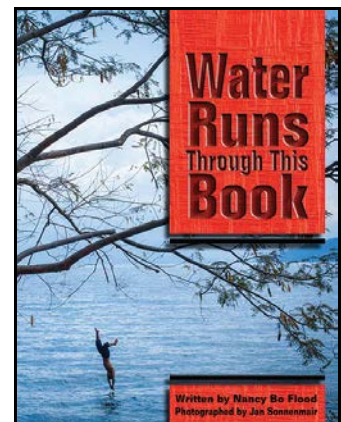
Books about War and Peace

- *Anna and the Swallow Man* by Gavriel Savit (fiction, 2016)
- *The Book Thief* by Markus Zusak (fiction, 2010)
- *Child Soldier: When Boys and Girls Are Used in War* by Michel Chikwanine and Jessica Dee Humphreys (nonfiction, 2015)
- *The Color of Home* by Mary Hoffman (fiction, 2002)
- *Hidden: A Child's Story of the Holocaust* by Loic Dauvillier (fiction, 2014)
- *Pax* by Sara Pennypacker (fiction, 2016)
- *The War the Saved My Life* by Kimberly Brubaker Bradley (fiction, 2015)



Books about Saving the Environment

- *Global Warming* by Seymour Simon (nonfiction, 2010)
- *The Hive Detectives: Chronicle of a Honey Bee Catastrophe* by Loree Griffin Burns (nonfiction, 2010)
- *One Plastic Bag: Isatou Ceesay and the Recycling Women of Gambia* by Miranda Paul (nonfiction, 2015)
- *Skink – No Surrender* by Carl Hiaasen (fiction, 2014)
- *Tracking Trash: Flotsam, Jetsam, and the Science of Ocean Motion* by Loree Griffin Burns (nonfiction, 2007)
- *The True Blue Scouts of Sugar Man Swamp* by Kathi Appelt (fiction, 2013)
- *Water Runs Through This Book* by Nancy Bo Flood (nonfiction, 2015)



Books on Activism

- *A Is for Activist* by Innosanto Nagara (nonfiction, 2012)
- *Be a Change Maker: How to Start Something That Matters* by Laurie Ann Thompson
- *Because They Marched: The People's Campaign for Voting Rights That Changed America* by Russell Freedman (nonfiction, 2014)
- *The Boy Who Harnessed the Wind* by William Kamkwamba (nonfiction, 2009, there are three versions of this book)
- *Claudette Colvin: Twice Towards Justice* by Phillip Hoose (nonfiction, 2009)
- *Rad American Women A -Z: Rebels, Trailblazers, and Visionaries Who Shaped Our History ... and Our Future!* By Kate Schatz (nonfiction, 2015)

