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Whole-School Read Guide:

Foster a Literacy Community

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Adolescence is a time when young people are crafting stories about who they are, how they understand the world, and how they fit into society. At Facing History and Ourselves, we recognize adolescence as a time of growth and opportunity—a time when young people are cultivating a sense of who they are and who they want to be. It is also a time when many young people feel defined by negative or limiting stereotypes that can influence their sense of belonging in school and their communities. Stories and storytelling, when chosen and practiced with care and intention, have the power to inform and transform the way adolescents see themselves and others.

With these ideas in mind, Facing History believes that literature can serve as an engaging and empathy-building opportunity for a whole-school read. Just imagine the students, faculty, administration, and staff at your school collectively grappling with, questioning, and experiencing a book as the plot unfolds, the characters develop, and the conflict builds. When adults and students engage in conversations around a shared story, there are opportunities to co-construct meaning, explore diverse interpretations, consider different perspectives, challenge stereotypes, and build empathy and shared understanding for one another.

We've created this planning guide to help you design and implement a whole-school read that centers students' voices and experiences. The questions and activities in this guide invite critical thinking and conversation around issues of identity, belonging, choices, and justice. Exploring these ideas in community with others invites the students and adults at your school to consider how these concepts play out in other individuals' lives as well as in their own.

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Planning Your Whole-School Read

Directions: The questions in this section support the planning and implementation of a Facing History Whole-School Read. Use them to guide team discussions as you define your goals, engage in the text-selection process, and envision the overall structure of your program.

We have designed these questions to offer structure and guidance for a planning process that can feel overwhelming and challenging. You do not need to engage with all of the questions to have a successful whole-school read! Choose those that feel right for your context as you consider the goals, desired outcomes, and structure of your program.

Select Leaders for Your Whole-School Read

A successful whole-school read takes time to plan, prepare staff for, motivate students about, and implement. It is best if the job doesn't fall to just one person. This can also be an exciting opportunity to invite students at your school into the planning process.

- Who will lead the planning and implementation process for your whole-school read?
- What support might they need, and who will provide it?
- How will they be compensated for their work? For example, can you honor them with a stipend, offer release time, or count it as an extracurricular?
- How can you engage students in the planning and implementation process?

Define Your Goals

Before beginning the process of choosing a text, it is important to consider the goals of your whole-school read. Understanding your “why” and your desired outcomes will help you communicate, plan, and implement a successful program.

- What experiences have you had implementing or participating in a whole-school read as an adult and/or as a student? What positive memories do you have about this experience? What negative memories do you have? What factors contributed to those impressions?
- What are the goals of your whole-school read? What is your “why”?
- At the end of the program, what will success and closure look like and feel like for students and staff?

- What are the larger themes and essential questions that you want your school community to engage with during the whole-school read? How might your students' and teachers' identities and life experiences shape their encounters with these themes and questions, in both positive and potentially negative or harmful ways?

Engage in the Text-Selection Process

Choosing a work of literature for your whole-school read can feel like the most daunting step of the planning process. Literature, regardless of genre, has the power to help us understand different perspectives, question our surroundings, and build empathy in meaningful and communal ways. However, stories can also marginalize, simplify, and even erase groups of people and their complexity from the curriculum. It is important to consider not only the goals of your whole-school read but also the identities and lived experiences of your school community, as well as the context of your curriculum as a whole, when selecting a book. The questions in this section are designed to prompt reflection and courageous conversations among the members of your planning team.

Tools for Purposeful Text Selection

We recommend that you start the text-selection process by exploring the resources in **Section 2: Choose a Coming-of-Age Text** of Facing History's Unit Planning Toolkit. The toolkit was designed to support individual teachers' and ELA departments' curriculum design processes, but the videos and educator resources are applicable to a whole-school read.

- What kind of book does your school community need right now? How do the books you are considering challenge stereotypes and build shared understanding of the experiences that individuals and groups may experience in the world?
- *If this is not the first whole-school read at your school, make a list of the books you have selected in the past. Take note of genre, author identity, protagonist and antagonist identity, setting, and key themes. Do any patterns emerge when you look at the list?*
 - *If you identify any patterns, ask yourself the following questions:* How might members of your school community who share aspects of their identities with characters in these books feel about having the books selected for whole-school reads? What about members of your community whose identities differ significantly from those you have centered? Where can you go to get help answering these questions if you feel unsure or in danger of making assumptions?

- How is diversity represented in the books you are considering? Is difference something characters must “overcome”? Or is difference incidental? In other words, does the story acknowledge one or more characters’ complex and diverse identities without the story being solely about those identities?¹
- What steps can you take to help ensure that the book you choose doesn’t reduce individuals or groups to a “single story”? What supplementary materials can you incorporate into your whole-school read that would add complexity and nuance to the story? Who can you look to in your school or local community to support this effort?
- Are you prepared to address the connections, comparisons, reflections, and tensions that may emerge as your community engages with a book that surfaces dynamics present in your own school, local community, and/or society? Who can help you with this work?
- How do the books you are considering reflect the identities, experiences, and voices of your students? How do these books offer insights into identities, experiences, and voices that differ from those of your students?
- How will the books connect students to perspectives, experiences, and values that both resonate with and challenge their own experiences as young people in the world today?
- *Note that for whole-school reads, students often read more independently than they do for an assigned text in their English or ELA classes.* Is the book you are considering—and any potential discussions and questions raised by it—appropriate for the range of reading ability, developmental readiness, and emotional maturity in your student community? Are there aspects of the book that you worry are developmentally inappropriate? If so, what are they, and what steps will your discussion leaders need to take to support students to engage with them so as not to cause harm?
- *It is also important to consider the context in which a text was written or created. Understanding relevant historical and contemporary context will help your students navigate the “world of the book.” It will also help them understand how to thoughtfully and critically make connections to the world outside of the book.* What historical or contemporary issues does the book raise that your students need to understand in order to fully engage with the story?

If the book is *not* contemporary, what historical context do you need to provide to help students understand the world of the book? What new ideas, insights, and imperatives have emerged since the book’s publication?

If the book *is* contemporary, what context do you feel connected to, and what context do you need to research and communicate to your discussion leaders?

- How will you communicate the goals of your program and a rationale for your text selection to administrators, faculty, staff, and students? How will you communicate this information to your students’ families?

¹ Lynsey Burkins, “Incidental Diversity,” Bring Me a Book National Collaborative, 2021.

Tips for Addressing Heterogeneous Reading Levels

Consider . . .

- Books in different formats: Young Readers Edition, audiobook, ebook, large-print edition, Spanish and other translations
- Anthologies that allow you to focus community discussions on specific short stories, personal narratives, or essays
- Graphic novels, which tell the story in words and images

Develop a Budget

Every school has a different budget and timeframe for a whole-school read. Some schools focus on an individual grade level, some include all students, and some invite their entire school community—students, staff, and caregivers—to read together. Schools might arrange for a community member or the author to speak at an assembly. Others might engage in a Day of Dialogue or student-led culminating discussion. What's most important is that participants are motivated and excited to read and talk about the book with one another.

- Given your goals, who in your school community will participate in the whole-school read?
- How many books will you need? How do you plan to borrow or purchase these copies?
- Does your school or district have an account with Sora that would allow participants to borrow books from the library? If your school doesn't have the budget to purchase the books, can you procure them through a district or state literacy grant or from a nonprofit like Read to Them or First Book?
- What issues does the book explore, and who in your local or school community could you ask to speak to those issues at an assembly?
- Is the author available for an in-person or virtual event?
- How much will the program cost? *Take into account any speaker costs, materials for discussion groups, and stipends when creating your budget.*

Develop a Reading Schedule

Some schools have an obvious time, such as advisory or a reading block, when the school community can read and discuss the book. Others need to get creative to find a shared time for reading and discussion. For example, schools might change their schedule for the period of the whole-school read and ask everyone to stop and read at a designated time each week, or students might be expected to read at home.

Some schools have found it helpful to have one or more assemblies at which students can share their thoughts about the book or related themes. This experience can deepen the connection between the book and the reading goals for your community.

- How will you communicate the reading schedule to members of your school community?
- How will you support students—and participating adults—in finding time to read the book alongside their other responsibilities (homework, extracurriculars, work, family commitments, etc.)? Where can you create space in the school day for students and staff to read?
- When will you bring small groups and/or the whole school together to read and discuss the book? Will you use class time, advisory blocks, or special community meetings?
- Where will discussion groups meet? Do you have space in your building for discussion groups to meet in classrooms, or will you need to get creative? For example, consider using administrative offices, corners of the cafeteria, backstage areas, or, if possible, outside spaces.
- How will you differentiate the reading schedule, discussion questions, and activities for students in different grades, for English Learners, and for students with learning differences? Who can help you develop a differentiated approach to the whole-school read?

Prepare Your Discussion Leaders

If you expect staff and/or students to facilitate discussions of the book, it is important to help them prepare in advance. Reading and talking about books is something that some people do every day. For others, especially individuals who don't have experience facilitating literature discussions, it might feel unfamiliar and even scary. Some schools enlist every adult on campus to be part of the whole-school read, with each one leading or co-leading a small group. Other schools support a student leadership club or class to step into this role and lead discussions.

- Will the discussions be adult-led, faculty-led, student-led, or some combination thereof? Will discussion leaders facilitate alone or in pairs, or will they have a choice?
- How will you communicate the goals of the whole-school read to your discussion leaders? How will you provide opportunities for their input? How will you know that they understand and share these goals?
- When will discussion leaders get a copy of and read the book? Where can you build in one or more opportunities for them to process the book together before they are asked to facilitate activities and discussions with their groups?

- Will discussion leaders use the classroom resources in this guide to create agendas for their own group meetings? When will they plan? Or will everyone follow the same plan each time they meet? If the latter, who will develop the plan that all discussion leaders will follow? How will discussion leaders receive this information, and when will they have time to prepare so that they can feel successful?
- How will you build in regular opportunities for students to talk about the questions, scenes, and themes that interest them?
- What support will you offer for English Learners and students with learning differences at your school? Who on your staff can help you develop and implement this support?
- How will you support discussion leaders over the course of the whole-school read? What system will you use to check in with them? How might you provide opportunities for discussion leaders to meet as a group over the course of the whole-school read to share successes, challenges, and questions?

Implementing Your Whole-School Read

Directions: Choose from the following activities to plan small-group and community discussions of your book for the whole-school read. Follow the links to the Facing History website for more detailed explanations of each activity.

1. Pre-Reading Kickoff

Before you begin your whole-school read, consider organizing kickoff events with adults (to create buy-in and shared goals for learning and community building) and with students (to get them excited to read and to create momentum and a sense of coherence). Choose one or more of the following activities to help get your whole-school read started.

- **Build the Foundation:** Start to build community in discussion groups by having each group create a **contract** that prepares them to engage in brave and reflective discussions about the book chosen for the whole-school read. Practice a routine of having groups revisit their contract at the beginning of each meeting.
- **Preview the Book:** Before students start the book, follow the steps of the **Introducing a New Book** teaching strategy to engage them in a pre-reading investigation. Then read and discuss the first chapter of the book out loud together as a school, in grade levels, or in smaller discussion groups.
- **Create Shared Reflection Spaces:** Create **Graffiti Boards**, or shared writing spaces, in the areas where discussion groups will meet during the whole-school read. For groups that aren't in a space that works for this activity, consider using the "Remote Learning" variation at the bottom of the strategy page if discussion leaders have access to a collaborative digital tool. Students can respond to your essential questions, questions from the **Whole-School Read Bookmark** or the **Between the Book and Me** handout, or questions that they develop. As an ongoing activity, groups can return to their graffiti boards as they read and discuss the book to add questions, share ideas, and respond to one another.

2. During-Reading Activities

Over the course of the whole-school read, schedule time for staff and students to read and discuss the book together. The goal is to keep everyone engaged and motivated. While it is important to guide discussions toward the themes and questions you are focusing on as a community, it is equally important that

students have agency to explore what interests them in the book. This section includes Facing History activities that help students explore themes of identity and belonging, group membership, choices, and moral decision-making in the book and in the real world. Depending on the pacing and structure of your whole-school read, you might choose one activity from each category.

- **Support Student-Centered Discussions**

Note: There are three student-facing handouts at the end of this guide to support group discussions of the book.

- **Set Discussion Goals:** Use the **Introduce** activity from the **Asking Compelling Questions** learning experience to help students set personal goals for their discussions and revisit the classroom contract.
- **Provide Student Discussion Prompts:** Distribute copies of the **Between the Book and Me** handout and invite students to choose questions that interest them to discuss with their peers.
- **Practice Entering into Discussions:** Distribute copies of the **Keep the Discussion Alive!** handout and model how to use the discussion sentence starters to help students develop the confidence and skills to enter into conversations about the book. Then let them fly solo!

- **Explore Identity and Belonging**

The following activities help students consider the many factors that can shape our sense of who we are and where we belong. Discussion groups can revisit these activities multiple times over the course of the whole-school read to help them talk about character development and draw connections to their own experiences.

- **Explore the Complexity of Identity:** Create identity charts for characters, using activities from the **Exploring Identity in Literature and Life** learning experience. This learning experience has activities and handouts for four kinds of identity charts. Consider having students create identity charts for the main character(s) after reading one or more chapters and then add to them as they read and discuss the book.
- **Consider Our Obligation to Others:** Introduce the concept of universe of obligation and use the graphic organizer handout in the **Reflecting on Our Obligation to Others** learning experience to help students consider the benefits of being part of an “in” group and the consequences of being part of an “out” group, both in the world of the book and in their own lives. Then have students map their own universe of obligation.
- **Examine the Written and Unwritten Rules of Society:** Introduce the concept of a moral universe with activities from the **Exploring the Moral Universe of Setting** learning experience to help students

understand the ways in which time and place influence our identity, sense of belonging, and moral decision-making process. Whether discussing the world of the book or navigating the written and unwritten rules of their own school, students will have much to say about how these rules impact their sense of belonging and their choices.

- **Examine Choices and Consequences**

The central conflict in a book often lies in the choices a character encounters and the many factors that can impact their decision-making process. In most stories, these conflicts can lead to “aha” moments: significant moments of growth for protagonists as they develop a new awareness about themselves and the world around them. Having opportunities to think and talk about the actions (or inactions) of characters in literature can help students better understand the consequences of the decisions they make in their own daily lives.

- **Develop Vocabulary to Discuss How We Respond to Injustice:** Use the two **Introduce** activities in the **Responding to Unfairness and Injustice** learning experience to help students define and practice applying the following terms to their own experiences: perpetrator, bystander, ally, and upstander. Then use the **Explore** activity to discuss the range of responses to injustice in your book.
- **Shine a Light on Upstanders:** Use the **Introduce** activities in the **Anatomy of an Upstander** learning experience to discuss factors that motivate us to help or not help someone. The **Explore** activity helps students consider the risks and rewards of choosing to be an upstander, as well as how we can cultivate “upstanding” in our own lives.
- **Connect Power, Agency, and Action:** Use the **Introduce** activities and handouts from the **Agency and Action** learning experience to help students consider the ways in which they are not only acted upon but are also actors in their own lives and communities. The **Explore** activity helps students recognize where characters in the book may or may not have agency and consider the many societal forces that play a role in increasing or limiting an individual’s agency in the text and in the world today.

Facing History Classroom Learning Experiences

You can find more Facing History classroom activities for discussion groups in **Section 7: Teaching with Facing History Learning Experiences** of our Unit Planning Toolkit.

Connecting Your Whole-School Read to the World

Directions: Choose one or more of the following ideas to plan and implement a culminating community celebration, or design your own.

Finish your whole-school read with a celebration of learning!

- **Speaker Event:** Invite the author to speak live or virtually at an assembly, or seek out community leaders who can speak to a related theme during an in-house field trip. Afterward, discuss how the author or speaker helped shed new light on the book.
- **Film Festival:** If there is a film version of the book (or a related film) that is developmentally appropriate for your school community, screen the film in the auditorium or organize a school-wide field trip if it's in theaters. Afterward, discuss how the film offers any new, different, or deeper insights into the book's themes and the experiences of the characters.
- **Culminating Project:** Life Road Maps

(Supply list: *white paper, colored paper, markers, pens, scissors, recycled magazines, colored pencils*)

This culminating activity is based on the **Life Road Maps** strategy. Rather than creating a map for a historical figure as explained in the strategy, students and staff will map their own life journey thus far by identifying moments when they learned something important about themselves, human nature, or the world around them.

- First, students brainstorm things that people might encounter when they take a trip or journey. Items on this list might include stop signs, speed bumps, traffic lights, dead ends, detours, highways, tolls, and rest stops. Record these ideas on the board, and give students an opportunity to discuss what the items might represent when applied to the metaphor of "life as journey." For example, a dead end might represent a decision that did not yield the desired result. A green light might represent getting approval to move ahead. A rotary (roundabout) might represent a difficult choice or the feeling of going around in circles.
- Then everyone spends some time reflecting on significant moments in their own journey and listing their ideas on a piece of paper or in journals. It can be helpful, and can enhance community building, if discussion leaders model

this process by sharing their own “aha” moments first. Remind students that significant moments in our journey can be as small as a conversation or as big as a major life event.

- Next, everyone chooses 5–7 moments that they feel comfortable sharing to represent visually on a road map. Discussion leaders should model by sharing their own maps first (or their maps in progress). This can be a fun time for everyone to work at tables in groups, with music playing, to share supplies, chat, and perhaps exchange life-event stories.
- Invite students to share their life road maps in a **gallery walk** and then present them to their discussion group. You can also create hallway or bulletin board displays for a whole-school celebration of learning.

Student Handouts to Support a Whole-School Read

Directions: Book discussions can be challenging, and the handouts in this section are designed to support your community, especially students, as they engage in discussions of identity development, belonging in groups, navigating relationships, choices, and decision-making. You can use the handouts “as is” or adapt them for your context.

- **HANDOUT: Whole-School Read Bookmarks**

As you kick off your whole-school read, provide everyone with a bookmark that includes some of the big questions you want your community to consider as they read and discuss your shared text.

- **HANDOUT: Between the Book and Me: Questions for Discussion and Reflection**

The questions on this handout are designed to support group discussions and individual reflection. *Regardless of your students’ age, asking them to make personal connections to a text requires care and intention.* Students should always have agency in what they choose to share about their lives. Journaling can be a good way for them to engage with the “Ask Yourself” questions on this handout.

Depending on your context, you may need to modify the handout. For example, you can reduce the number of questions in each section or focus on one section during a discussion. You can also modify the language. For example, you might change “Navigating Relationships with Family and Friends” to “Navigating Relationships with Loved Ones” if you know that many of your students have fraught relationships with family and/or friends. *You know your students best!*

- **HANDOUT: Keep the Discussion Alive!**

The skill of entering into and sustaining a discussion is one that students need to have modeled for them and should be given frequent opportunities to practice. This handout provides sentence starters for five ways that students can enter into a literature discussion to help prepare them to facilitate their own conversations.

Access **Google Doc**, **PDF**, and **Spanish** versions of all handouts in **this folder**.

Whole-School Read Bookmarks

Directions: Edit the bookmarks as needed for your context. Then print them on colored paper and distribute them to students and staff along with copies of the book.

SIDE 1Title: _____

Ask the Book

- ★ What factors make the character who they are?
- ★ What choices does the character face to take or not take action?
- ★ What might the character gain, risk, or lose if they take or don't take action?

SIDE 1Title: _____

Ask the Book

- ★ What factors make the character who they are?
- ★ What choices does the character face to take or not take action?
- ★ What might the character gain, risk, or lose if they take or don't take action?

SIDE 2

Title: _____

Ask Yourself

★ What makes me, me?

★ How does this book help me understand my own choices?

★ How does this book help me understand the impact of my choices—on myself and on other people?

SIDE 2

Title: _____

Ask Yourself

★ What makes me, me?

★ How does this book help me understand my own choices?

★ How does this book help me understand the impact of my choices—on myself and on other people?

Between the Book and Me

Directions: Use the questions in the left column to guide your discussions and the questions in the right column for personal reflection and journaling. Your teacher might assign you questions to discuss or might let you choose. There are a lot of questions, so consider choosing a box to focus on that feels relevant to what you've read or that interests you and your group members.

Reflecting on Who I Am	
Ask the Book	Ask Yourself
<p>What factors make up the characters' identities? How much of their identity do they control, and how much is controlled by other people or circumstances?</p> <p>Why do the characters believe what they believe? Who or what shapes their beliefs?</p> <p>Which character do you most relate to, and why? Which character do you least relate to, and why?</p>	<p>What makes me, me? What factors shape my identity?</p> <p>How do I navigate multiple, and sometimes competing, aspects of my identity?</p> <p>What individuals and experiences have shaped my beliefs about myself and the world around me?</p>

Navigating Relationships with Family and Friends	
Ask the Book	Ask Yourself
<p>What qualities of a good friendship do you see in the book? What qualities does each character bring to the friendship?</p> <p>How do characters' relationships with their friends impact how they feel about themselves and the world around them?</p> <p>What responsibility do the characters have to their family and friends? How does the way they understand their responsibility shape their decisions?</p>	<p>What qualities do I bring to my friendships? What qualities can I work on to be a better friend?</p> <p>How do expectations from the people in my life impact how I feel about myself and the world around me?</p> <p>What role do my family and friends have in shaping who I am and the choices that I make?</p>

Fitting In and Standing Out

Ask the Book	Ask Yourself
<p>How do characters navigate the tension between their desire to fit in and their need to express their own identities?</p> <p>How does the existence of “in” and “out” groups impact how characters make decisions and how they treat others?</p> <p>How do stereotypes and assumptions impact the way characters see themselves? How others see them?</p>	<p>What does it mean to fit in? How did I learn what it means to fit in?</p> <p>How can I belong to a group (of my own choosing or not) without losing my sense of who I am?</p> <p>What stereotypes or assumptions do people make about me? How does that make me feel?</p>

Considering Choices and Decision-Making

Ask the Book	Ask Yourself
<p>What role do love, friendship, and/or fear play in how characters make decisions? What other factors impact their decisions?</p> <p>Who in the book has the most power? What kinds of power do they have? Who in the book has less power? Who or what prevents them from having power?</p> <p>How does the amount of power each character has, or feels like they have, influence their choices and decisions?</p> <p>Where do you see characters making the choice to act as perpetrators of injustice? Where do you see them acting as bystanders? Allies? Upstanders? What do you think motivates their behavior?</p>	<p>How have I learned which differences between people matter and which ones do not? How do I respond to individuals or groups who seem different from me? What factors determine my response?</p> <p>When have I felt voiceless or powerless? What led me to feel that way?</p> <p>When have I felt like my voice was strong? What helped me find the power to express myself?</p> <p>How does this book help me understand my own behaviors and choices and the impact they can have on me and other people around me?</p>

Practicing Perspective-Taking

Ask the Book	Ask Yourself
<p>There's an old saying: "You can't understand someone until you've walked a mile in their shoes." What do you think it feels like to walk in the shoes of one of these characters? What do you think that character would want you, the reader, to understand about them?</p> <p>Who is telling the story? How does seeing this character's perspective impact your understanding of what is happening?</p> <p>Whose perspectives are missing from the story? Are there any characters who don't have a voice or who the reader only sees through the eyes of other characters? Why do you think the author chose not to develop their perspectives?</p>	<p>What stories do I tell about myself? What is the story of my family? What is the story of my community?</p> <p>What stories do other people tell about me and about people who share aspects of my identity?</p> <p>How does this book reflect my own identity and/or life experiences? How does it help me understand someone else's reality?</p> <p>What is the value in understanding someone else's perspective? What factors can make it challenging for me to understand someone else's perspective?</p>

Making Historical and Contemporary Connections

Ask the Book	Ask Yourself
<p>How does the past influence the characters as individuals and as members of their society? Does the past influence them differently depending on their identities?</p> <p>What are the historical legacies of the time period in which the book is set and/or written? How do these legacies play out today?</p> <p>What contemporary issues does the book explore? How does the book help to shed light on these issues? What do you think the author wants you to consider?</p>	<p>How am I connected to the past? How does history and the legacy of generations that came before me influence who I am today?</p> <p>Whose history is my history? Where do I see my history reflected in the stories that people write or tell? Where is my history missing from these stories?</p> <p>Where do I see myself and my experiences in the stories that are taught in my school? Where am I missing from these stories?</p>

Exploring Themes of Justice and Forgiveness

Ask the Book	Ask Yourself
<p>What injustice(s) occur in the book? For there to be justice for _____ (character or group), what needs to happen? Who should be held responsible? Who needs to be involved?</p> <p>What systems are present in the book to prevent conflict? How effective are these systems? Who do they serve well? Who do they fail to serve?</p> <p>What does it mean to forgive? Are there moments of forgiveness in the book? How do these moments impact the characters?</p>	<p>Which do I think is a more effective way to change a society: through laws or by influencing people's attitudes and beliefs? How might the two strategies work together?</p> <p>In my opinion, what is the relationship between justice and forgiveness? Does one need to come before the other? What makes me say that?</p> <p>Who has the right to forgive? What do I actually "give" someone when I grant them forgiveness?</p>

Participating in the World

Ask the Book	Ask Yourself
<p>What social issues are explored in the book (for example, racial injustice, gender discrimination, disability rights, voting rights, refugee rights, LGBTQ+ rights, gun violence, income inequality, housing and food insecurity, the ethics of science and technology)? What message does the book send about one or more of these issues?</p> <p>What does this book say about the world today?</p> <p>Why do you think the author wrote this book?</p>	<p>What social issue in the book most interests me? Or, what social issue outside of the book most interests me? What strengths, talents, and passions do I have that could help me engage with this issue?</p> <p>How will I think about the world differently as a result of reading this book?</p> <p>What lessons can I take from this book into my own life?</p>

Keep the Discussion Alive!

Directions: Sometimes we run out of things to talk about during a discussion. Silence is okay—it allows group members to collect their thoughts. But if you feel like you need help keeping the discussion alive, try using some of these sentence starters to get going and then build on each other's ideas.

Ask a Question

Why did . . .
Why did they choose to . . .
What happened when . . .
Wait! Who is . . .
How does _____ connect to . . .
Do you think that . . .
I wonder why the author . . .

Clarify Something

This makes sense now because . . .
Are you sure? I think this means . . .
I agree with you that this suggests . . .
I used to think . . . but now I think . . .
I'm not sure that . . .
I would like to talk about . . .
I have a different idea . . .

Make a Prediction

I think the next chapter will be about . . .
I wonder if . . .
Based on what is happening, I bet _____
will happen next because . . .
I think that . . .

Make a Comment

The most valuable idea is . . .

My favorite part/character so far is . . .

This is confusing because . . .

I don't like this part because . . .

This is similar to/different from . . .

I'm surprised that . . .

Make a Connection

This part/character reminds me of . . .

I see what the book is saying, but
from my experience, it's more like . . .

This reminds me of . . .

I can relate to this because . . .

This part connects to . . .