



FACING
HISTORY &
OURSELVES

All Community Read Guide:

Borders and Belonging

How does your understanding of where you belong shape who you are, your choices, and the decisions you make?

In our recent All Community Reads, Facing History & Ourselves has witnessed the transformative power of literature to cultivate empathy, build shared understanding, and inspire civic agency. This year, we are excited to introduce a new approach that offers more flexibility and choice for participants.

We have carefully selected six compelling books—three for middle school and three for high school—that align with Facing History’s **Borders & Belonging ELA Collection**. Each book explores themes that resonate deeply with today’s students: the distinction between fitting in and truly belonging; navigating the complex landscape of geographic, social, and identity borders; and reimagining the concept of home. Engaging in cross-generational discussions of these big ideas develops the capacity to participate in conversations across differences and provides a powerful opportunity for members of your school community to consider their own agency to cultivate a sense of belonging for themselves and others.

Recognizing the range of approaches that schools take toward reading initiatives, this year **we are offering a choice between two models: a whole-school read of one book, or book clubs with multiple titles**. This flexibility allows schools to tailor the reading experience to meet their unique educational goals and the needs of their students. You can use the resources in this guide, alongside Facing History’s **Whole-School Read Guide: Foster a Literacy Community** or **Centering Student Voice and Choice: A Book Club Guide**, to plan and implement a customized community experience.

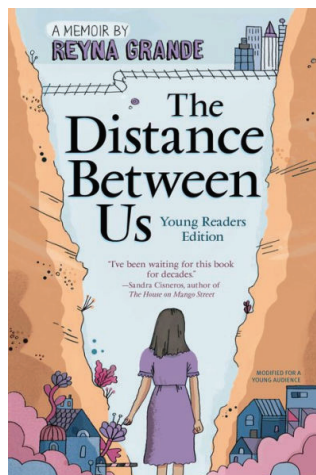
We hope you join us on this innovative literary journey to explore the tangible and intangible borders that can shape our sense of belonging. **Read on to learn about this year’s titles and to get started on planning a Facing History All Community Read at your school!**

All Community Read Titles

Middle School-Level Books



Other Words for Home
By Jasmine Warga



The Distance Between Us
(Young Readers Edition)
By Reyna Grande

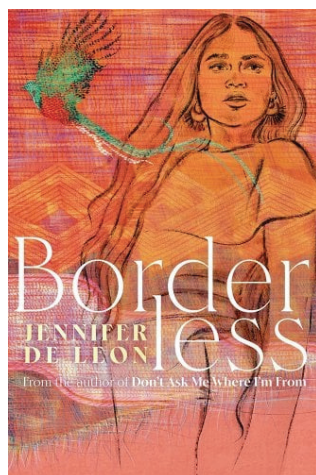


Some Places More Than Others
By Renée Watson

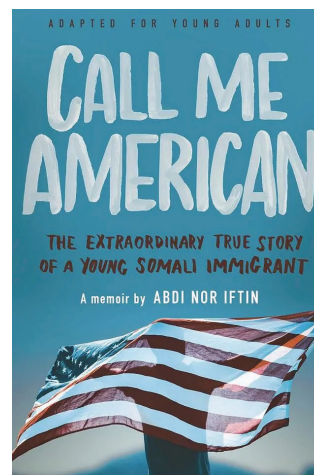
High School-Level Books



Home Is Not a Country
By Safia Elhillo



Borderless
By Jennifer De Leon



*Call Me American:
The Extraordinary True
Story of a Young Somali
Immigrant*
(Adapted for Young
Adults)
By Abdi Nor Iftin

Contents

Why Borders & Belonging?	1
Step 1: Choose Your Approach: Whole-School Read or Book Clubs?	2
Option 1: The Whole-School Read Approach	2
Option 2: The Book Club Approach	2
Step 2: Choose Your Text(s)	4
Step 3: Prepare Staff for Your All Community Read	6
Engage in Professional Learning with Facing History Resources	6
Prepare Your Discussion Leaders	8
Prepare to Cultivate a Brave and Reflective Community	8
Prepare to Read and Discuss the Book in Class	9
Step 4: Facilitate Student Engagement Before and During Reading	12
Step 5: Plan Milestone All Community Read Events	15
Mini-Guides for Each Book	16
All Community Read Planning & Implementation Checklist	17

Why Borders & Belonging?

There is a fundamental human desire to belong—to be part of a group that values, respects, and cares for us. Social psychologist Solomon Asch described this desire to feel valued, respected, and cared for in a community as “among the most powerful forces to be found.”¹ Our sense of belonging can impact our self-esteem, agency, and the meaning we ascribe to our lives. Young adults, deeply attuned to their peers and surroundings, are no exception. They seek respect and belonging in groups where they can be supported, heard, and understood.

This year, Facing History’s All Community Read invites your school to explore how the human need for belonging—and the borders that include and exclude us—can shape our lives and the world around us. The six books we have selected explore not only physical borders but also the invisible boundaries that can influence our identities and interactions in the world.

Exploring the intersection of borders and belonging is especially relevant for young people, who are navigating their rapidly developing identities and social roles. Everyday actions—like choosing what to wear, making friends, or even smiling at someone—can impact their and others’ sense of belonging for better and for worse. By engaging with books that depict characters who are navigating complex borders and who sometimes struggle to belong, we can normalize these feelings for students, helping them reframe their experiences with the understanding that the factors that shape belonging are both internal and external. This dual perspective has the potential to increase empathy and deepen students’ understanding of the complex dynamics that influence everyone’s sense of belonging.

Ultimately, belonging is not just about where we come from or what we look like; it’s about our shared experiences and values as humans. This year’s All Community Read aims to inspire students to recognize their capacity to foster belonging, both for themselves and others, and to actively participate in discussions within their school community. More than just reading books, the experience is about building bridges across the borders that might otherwise divide us, fostering more inclusive and empathic school environments.

¹ Geoffrey L. Cohen, *Belonging: The Science of Creating Connection and Bridging Divides* (New York: W. W. Norton & Company, 2022), 5.

Choose Your Approach: Whole-School Read or Book Clubs?

Schools take different approaches to an all community read, depending in part on their academic schedule and curricular goals. This section offers guidance for two possibilities—a whole-school read with one title or book clubs with three or more titles. Facing History has resources to support both options!

Option 1: The Whole-School Read Approach

In this approach, all of the students and staff in the school read the same book independently during the same period of time. Discussions about the book can happen in a class that all students take part in, such as advisory, homeroom, or grade-level meetings. A whole-school read encourages participants to co-construct meaning, consider different perspectives, challenge stereotypes, and collectively build empathy and shared understanding.

Pros: Creates a unified experience and conversation across the entire school and fosters communal bonds.

Cons: Limits exposure to one genre and a smaller range of perspectives. May not be equally engaging or meaningful for all participants.

Key Resource: Whole-School Read Guide

If you choose the whole-school read approach, Facing History's [Whole-School Read Guide: Foster a Literacy Community](#) will 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 for all stages of the process, from planning to implementation to celebration.

Option 2: The Book Club Approach

In this approach, each student chooses one book from a pre-approved list to read independently during the same period of time. As with a whole-school read, discussions happen in a class that all students take part in, such as advisory, homeroom, or grade-level meetings. Students can meet in pairs or small groups with others who are reading the same title. Alternatively, they may meet in small groups with peers who read different books to discuss a topic or theme across titles. Teachers might combine advisories or homerooms to help ensure that everyone has at least one discussion partner. Book clubs provide a personalized experience that emphasizes student autonomy and choice. This approach not only fosters a deeper

connection to the story; it also has the potential to increase student buy-in when they have agency to choose what they read and discuss.

Pros: Books clubs can increase student engagement through choice, and they allow for discussions on a wider range of topics and perspectives.

Cons: Requires more coordination and resources to manage multiple books and discussion groups.

Key Resource: Book Club Guide

If you choose the book club approach, read Facing History's **Centering Student Voice and Choice: A Book Club Guide** for practical resources, questions, and activities that support critical thinking and conversation around issues of identity, belonging, choice, and agency. Exploring these ideas through communal book clubs invites young readers to build empathy as they consider how these concepts play out in other people's lives while simultaneously deepening their understanding of their own experiences and the world around them.

Pages 1–5 of the **Book Club Guide** provide insights into Facing History's core principles for book clubs, along with strategies for generating excitement and organizing your groups. While this guide is tailored to classroom book clubs, you can adapt the strategies for advisory groups, homerooms, or grade-level discussions.

Once you have chosen your approach, read through the associated Key Resource guide and develop a concrete plan for how you will structure your school's event. For additional support, use the **All Community Read Planning & Implementation Checklist** at the end of this document.

Choose Your Text(s)

Regardless of which approach you choose, you'll need to carefully curate the text(s) that your community will engage with. Some titles may be more appropriate than others for your students, based on complexity and/or content. Even if you take the book club approach and offer students a choice, you may not wish to offer all of the options on our list. You know your community best.

TIP 1 Define your goals.

Start with **Section 1: Planning Your Whole-School Read (pages 1–6)** of the [Whole-School Read Guide](#). This section will assist you in defining your goals, selecting the best book from this year's options to meet your school's desired outcomes, developing a reading schedule, and preparing your discussion leaders.

TIP 2 Survey your options.

Review the [Mini-Guides for Each Book](#), which include the following:

- A summary and rationale explaining how the book aligns with Borders & Belonging themes
- A "Content Considerations" section that details any potentially sensitive topics, imagery, and language
- Resources that provide historical and contemporary context for the book's setting and plot

TIP 3 Read any title you are considering in its entirety.

While summaries and reviews provide helpful overviews of a book's plot and themes, it is important that members of your All Community Read planning team read the full book(s) you select before moving forward with the planning process. To help you evaluate the options, use **Engage in the Text-Selection Process (pages 2–3)** of the [Whole-School Read Guide](#).

TIP 4 Go deeper with the Unit Planning Guide for teaching fiction

and memoir.

Facing History's [ELA Unit Planning Guide](#) supports the pre-planning and design process for ELA units and daily lesson plans that center students' identities and experiences as young adults in the world today. **We recommend that you review the following sections of the ELA Unit Planning Guide to further support your text-selection process:**

- **[Section 2: Choose an Anchor Text \(pages 14–24\)](#):** The questions and resources in this section of the ELA Unit Planning Guide will guide you through a text-selection process that takes into account your learning goals, the identities and experiences of your students, and your curriculum as a whole.
- **[If You Are Considering a Text That Contains Dehumanizing Language \(pages 22–23\)](#):** Some books on this year's list contain instances of racist slurs and/or derogatory language. This section of the ELA Unit Planning Guide will inform your text-selection process if you are considering a book that includes dehumanizing language.

We can't overstate the importance of having adult facilitators read the All Community Read book in its entirety before initiating discussions with students. This preparation is crucial not only for facilitating meaningful conversations but also for equipping facilitators with the necessary tools to support student engagement during class.

Prepare Staff for Your All Community Read

After establishing learning goals, text selection(s), and the arc of your All Community Read, it's time to consider how your staff will foster and maintain discussion spaces where all students and adults feel like they can speak authentically and that their voices matter. To get you started in this ongoing process, this section provides on-demand professional learning resources, guidance for preparing facilitators, and resources for contracting and journaling—core components of every Facing History classroom. You can find additional guidance for cultivating classroom communities that invite reflection and conversation in the opening sections of the [Whole-School Read Guide](#) and [Book Club Guide](#).

Engage in Professional Learning with Facing History Resources

RESOURCE 1 “Exploring Borders & Belonging in an All Community Read” Webinar

This webinar kicks off our All Community Read by introducing the six book options and providing strategies for engaging your school community. [Register](#) to have members of your All Community Read planning team join live on December 4, 2024, from 7:00 to 8:15 pm ET or to be notified when the recording is available on demand. Participants will leave this webinar with Facing History resources and strategies for engaging adults and students with one—or all—of our selected books.

RESOURCE 2 Richard Blanco Interview Videos

Award-winning poet and memoirist Richard Blanco sat down with Facing History to discuss borders and belonging. Deepen your understanding of the theme by watching and reflecting on one or more of the following videos with your school's faculty and staff.



Video: [Richard Blanco: Navigating the Borders of Belonging](#): In this video, Richard Blanco considers the ways his identity has shaped his sense of self and where he belongs. (Video length: 2 min. 23 sec.)

REFLECTION QUESTIONS:

- What are examples of different kinds of borders that Richard Blanco has negotiated in his life? How have these borders shaped his sense of who he is and where he belongs?

- What ideas or lessons can you take from this video that could help your students understand the fluidity of borders and the ways in which those borders can shape our sense of belonging in the world?



Video: Richard Blanco: Finding Belonging in Others: In this video, Richard Blanco explores how storytelling and poetry cultivate empathy and foster connection between individuals and groups. (Video length: 4 min. 45 sec.)

REFLECTION QUESTIONS:

- Richard Blanco explains that by sharing his specific experiences, he taps into universal feelings of identity and belonging. How can educators use personal stories in the classroom to help students connect with broader universal themes? What might be the benefits and challenges of this approach?
- Blanco describes poetry as a bridge of empathy that helps individuals connect with others' experiences and emotions. Discuss the role of art and poetry in your own school. How can they be used effectively to discuss complex themes such as belonging and identity?



Video: Richard Blanco: Searching for Home: In this video, Richard Blanco reflects on the role of storytelling, writing, and memory in his journey to answer the question "Where am I from?" (Video length: 7 min. 18 sec.)

REFLECTION QUESTIONS:

- How does Richard Blanco define "home" for himself based on his experiences? How has his relationship to the concept of home shaped his sense of who he is and where he belongs in the world?
- What ideas or lessons can you take from this video to help your students understand the many concepts of "home" and the ways in which reimagining home can aid our sense of belonging to ourselves and with others?

RESOURCE 3 Exploring Borders & Belonging in Young Adult Literature

In this webinar, young adult authors Malaka Gharib and Randy Ribay discuss themes of borders and belonging in their books, in their lives, and in classrooms. Prepare to facilitate student discussions of complex issues by watching and reflecting on one or both of the following clips with your school's faculty and staff.



Webinar: Exploring Borders and Belonging in Young Adult Literature

CLIP 1 (43:10–46:50): In this clip, Randy Ribay discusses the importance of student readiness and safety in discussing identity and belonging in the classroom.

REFLECTION QUESTIONS:

- How can well-intentioned questions place the “burden of representation” (45:27) on some students in a classroom discussion?
- What ideas or lessons can you take from this video to help you support discussion of complex or fraught topics without putting students on the spot?

CLIP 2 (37:00–42:29): In this section, the two authors reflect on the question “Where are you from?” and its implications for belonging and identity.

REFLECTION QUESTIONS:

- How do Malaka Gharib’s and Randy Ribay’s responses to the question “Where are you from?” reflect their views on how that question relates to their sense of belonging? How can understanding their experiences help you create a more inclusive reading and discussion environment for your students?
- Malaka Gharib and Randy Ribay both discuss the impact of phrasing as well as intent when being asked about their identities. How can the way we phrase questions and our intentions behind them promote inclusivity or create barriers to belonging? What ideas or lessons can you take from this video to support contracting with your discussion group?

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. You can find guidance for preparing discussion leaders in **Section 1: Planning Your Whole-School Read** (pages 5–6) of the [Whole-School Read Guide](#).

Prepare to Cultivate a Brave and Reflective Community

At Facing History, we understand that before students can participate in courageous conversations, they need to know that they are part of a classroom community where they are known, valued, and supported. This process begins with teachers and students co-creating rules and norms for how everyone will treat one another. The following resources support the creation of brave and reflective discussion spaces where students can bring their full selves to conversations about literature and life.

- **Create a community contract:** Prepare students to engage with and support one another through complex conversations by creating a

classroom contract with agreed-upon norms and behaviors. Such a contract increases the likelihood of each student feeling seen, heard, and valued. We recommend revisiting the contract at the outset of each session to reestablish group norms and commitments.

- **Incorporate a journaling routine:** In addition to creating and upholding the classroom contract, journaling is an instrumental tool for helping students develop their ability to process what they are learning, practice perspective-taking, and make informed judgments about what they see and hear. Providing students with time and space to reflect on complex issues and questions allows them to formulate their ideas before sharing their thoughts with their peers.

Prepare to Read and Discuss the Book in Class

Familiarize yourself with the following strategies for reading aloud and addressing sensitive content, particularly scenes that may include dehumanizing language or other challenging material. While it is impossible to anticipate every reaction, this proactive approach can help you prepare to guide students through the complexities of the text in ways that take into account their reading identities and sense of belonging.

Considerations and Strategies for Reading Aloud

- **Ideas for Reading Short Passages Aloud:** At Facing History, we do not recommend “popcorn”-style reading or cold-calling on students because these practices can cause anxiety for students who are not comfortable reading out loud. Instead, we recommend that the facilitator read short passages out loud, ask for a student volunteer to read, or play the excerpt from the audiobook version if you have access to it. If you are adopting a book club approach where students lead their own discussions, we recommend that you model read-aloud and discussion strategies with the whole group first.
- **Ideas for Reading Chapters Aloud:** For longer sections of the book, consider using the Reading Stations teaching strategy, which offers students options for how they read in community with one another. You can assign students to stations or give them agency to choose one that feels right for them. Please note that Reading Stations works best for a whole-school read rather than book clubs, which might be too much of a logistical challenge to organize.
- **Engaging with the Language of the Text:** Some books on this year’s list include dialect, accents, and languages other than English, which are all important parts of people’s identities that are worthy of respect and celebration. Review the section **Prepare Students to Engage with the Language of the Text (pages 54–55)** in the ELA Unit Planning Guide to prepare if this is the case for your book.

- **Addressing Dehumanizing Language in the Book:** Some books on this year's list include instances of dehumanizing language, which require a different kind of intentional preparation. Review **Discussing Texts with Dehumanizing Language (pages 55–56)** in the [ELA Unit Planning Guide](#) to prepare to address any dehumanizing language in your book. For some of your students, reading and hearing this kind of language in school may create an environment where they feel like they don't belong and where they cannot learn, so it is important that the adults in your school community prepare with intention and care.

Anticipating and Supporting Emotional Responses

- **Teaching Emotionally Challenging Content:** Many of the book options describe experiences that may be emotionally distressing for some or all students to read and discuss. It is crucial that students have the opportunity to process individually and together the emotions and questions that these stories evoke. However, it is difficult to predict how students will respond to a given story. One student may respond with emotion, while others may not find it powerful in the same way. In addition, people demonstrate emotion in different ways. Some students will be silent. Some may laugh. Some may take days to process difficult stories. For some, a particular firsthand account may be incomprehensible; for others, it may be familiar.
- It is especially important for facilitators to look at student work and their participation in discussions for evidence of how students are processing what they have encountered in the books. If necessary, follow up with individual students to offer support, or set aside additional class time for students to talk through and articulate their thoughts and feelings. We also recommend that facilitators do the following:
 - Let students know in advance when they are about to encounter material that some may find upsetting. If necessary, omit or allow students to skip sections that you believe will be too distressing for them.
 - Briefly review the classroom contract with students before beginning the unit. This will help to reinforce the norms you have established and the idea of the classroom as a safe space for students to voice concerns, questions, or emotions that may arise.
 - Create space for students to have a range of reactions and emotions. Some students will not want to share their reactions to emotionally challenging content in class, and facilitators should respect that—and encourage other students to respect that—in class discussions. When teaching emotionally challenging content, it is crucial for educators to allow for a variety of responses, or none at all, from students to authentically support their emotional growth and academic development.

- **Choosing Discussion Questions:** You can access discuss questions for each All Community Read Title in the [Mini-Guides for Each Book](#). For each question, we recommend that you start by having students review the corresponding section of the book by using one of the read-aloud strategies described above. We also encourage you to invite students to bring their own questions to the discussions. We recognize that some of the discussion questions may evoke emotional responses from students. Before discussions, preview the questions and make sure students understand that they always have a choice in disclosing or not disclosing private and personal information. You may also want to give students an opportunity to journal responses to some of the questions rather than opening them up for discussion.

Consult our [Mini-Guides for Each Book](#) to familiarize yourself with any content considerations for your book, such as sensitive topics, challenging language, and/or potentially triggering events. This information will help prepare you to guide students through sections of the book that require extra care and attention.

Facilitate Student Engagement Before and During Reading

This section offers a variety of activities and teaching strategies designed to enrich the classroom reading and discussion experience of any All Community Read title. These strategies and activities are useful for building anticipation for your book and the overarching theme of Borders & Belonging, fostering student-centered discussions, and helping your students engage with the text in creative ways. We recommend that you select activities that align with your All Community Read goals—or, better yet, offer students several options and involve them in deciding how they wish to explore and discuss their book.

Build Excitement for the Book

- **Introduce the Book**

Spark students' interest and build schema by having them explore the cover and skim the pages of your All Community Read book(s). Invite students to make predictions and ask questions about the contents. Two Facing History teaching strategies that can support this introduction are Introducing a New Book and See, Think, Wonder.

- **Introduce Borders & Belonging**

Facing History's Borders & Belonging Introductory Lessons, What Is Belonging? and How Do Borders Shape Belonging?, help prepare students to engage with the big ideas in this year's All Community Read titles. Taken together, they develop students' conceptual understanding of the ways in which the tangible and intangible borders we encounter in our lives can shape our sense of belonging in the world. Consider integrating these lessons into your All Community Read if you have time.

Get Students Talking

- **Asking Compelling Questions**

The activities in this learning experience help students facilitate their own conversations, with handouts that include over 20 Facing History questions for discussing a work of literature and strategies to keep the conversation moving.

- **Concentric Circles**

This kinesthetic discussion strategy supports students' active listening and interaction with a wide range of classmates. It works well when the energy in the classroom is waning and facilitators are looking for ways to build movement into student discussion.

- **Pick a Number**

For this strategy, students have choice and agency to pick a quotation or question that they are interested in exploring with their classmates. Facilitators can select short passages from the book or discussion questions as prompts. Alternatively, students can suggest their own ideas for prompts and post them around the room to initiate the strategy.

Dive into Characterization and Setting

- **Exploring Identity in Literature and Life**

The activities in this learning experience help students explore the complexity and fluidity of identity in the world of the text and in their own lives. There are four kinds of identity charts, starting with individual identity and then adding layers of complexity to help students consider their relationship to place, other people, and society. Teachers should choose a path that works well with their class period length and learning goals. Consider having students start an identity chart for the protagonist at the beginning of the book and add to it over the course of the All Community Read.

- **Map the Internal World of a Character**

The activities in this learning experience prompt students to draw evidence from the book and their own understanding of the world to analyze a character's thoughts, feelings, motivations, and sense of belonging. By exploring a range of human experiences in literature, students can deepen their understanding of others who may differ from them, as well as have opportunities to reflect on and share aspects of their own identities that they would like others to recognize.

- **Exploring the Moral Universe of Setting**

The activities in this learning experience support students in mapping the different settings in the book and considering how the written and unwritten rules of a place can shape characters' interactions, choices, and actions. The moral universe of setting helps students understand the ways in which time and place influence our identities, sense of belonging, and moral decision-making processes.

Slow Down, Take a Breath, Reflect

- **Borders & Belonging Journal Prompts**

Explore a menu of 26 journal prompts designed to support student reflection for a Borders & Belonging unit. Use these prompts to help prepare students for a discussion or for a personal reflection at the end of class.

- **Text-to-Text, Text-to-Self, Text-to-World**

This teaching strategy supports students in connecting passages or scenes from the book to their own lives, another text, or the world around them. This strategy works well as a culminating activity in a discussion session.

- **Sketch to Stretch**

This reading comprehension and reflection strategy asks students to visualize a short passage of text and interpret it through drawing. This strategy works well for passages with vivid imagery or symbols and for books written in verse.

- **Rapid Writing**

This reflection strategy helps students unpack their responses to the book using a structured protocol that requires alternating between thinking and writing. Rapid writing encourages students to go deeper with their thinking on a topic by prompting them to revisit and add to their ideas multiple times.

Make Connections to the Broader World

- **Making Contemporary Connections to Literature**

The activities in this learning experience help students draw connections between social issues that the book explores and the impact of those issues on our world today. The activities foster important competencies in students, requiring them to practice perspective-taking, engage with big questions, and develop opinions about contemporary issues that impact them and others in their immediate communities and around the world.

Plan Milestone All Community Read Events

Attend Our Online Author Event

On March 6, 2025, Facing History will host authors Safia Elhillo and Reyna Grande in a conversation about the themes of their books. This event will be broadcast live online as a classroom-friendly YouTube event and will feature a special Q&A with questions from Facing History students. Plan to attend with students as a “virtual field trip” to kick off, deepen, or celebrate your community’s engagement in this shared reading experience. Check our [All Community Read](#) webpage for more details and registration.

Plan a Community Celebration

Get inspiration from **Section 3: Connecting Your Whole-School Read to the World** of the [Whole-School Read Guide](#) to design a culmination-of-learning celebration for your school community.

Mini-Guides for Each Book

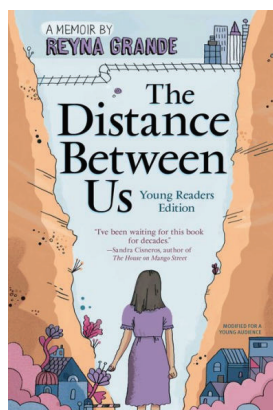
Facing History, with support from our ELA Advisory Board teachers, has developed title-specific mini-guides for this year's All Community Read books. Each mini-guide includes a rationale for the book, publisher's summary, content considerations, historical and contemporary context, and discussion questions. You can find additional Facing History student-facing discussion questions and handouts that are not text-specific at the end of the [Whole-School Read](#) and [Book Club](#) guides.

Click on a cover to access the title's mini-guide.

Middle Grade Titles



Other Words for Home
By Jasmine Warga



The Distance Between Us
(Young Readers Edition)
By Reyna Grande

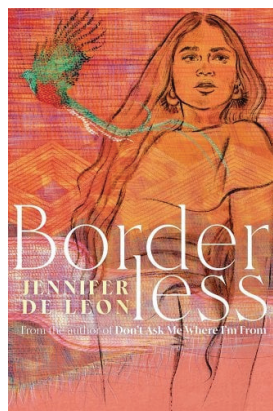


Some Places More Than Others
By Renée Watson

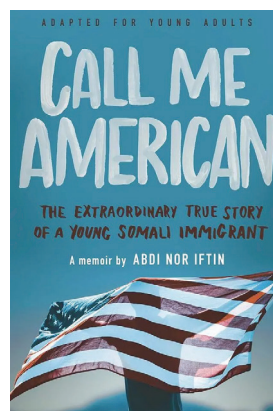
High School Titles



Home Is Not a Country
By Safia Elhillo



Borderless
By Jennifer De Leon



Call Me American: The Extraordinary True Story of a Young Somali Immigrant
(Adapted for Young Adults)
By Abdi Nor Iftin

All Community Read Planning & Implementation Checklist

Use this checklist to assist your planning team in organizing a successful All Community Read event at your school this year.

Participate in an Educator Webinar

- ☐ Attend Facing History's [All Community Read Educator Webinar](#) on December 4, 2024, or watch the on-demand recording when you are ready.

Choose Your Reading Format and Select the Appropriate Guide

- ☐ Decide whether your school will conduct a whole-school read with one book or organize book clubs with two or three of the books for your grade levels.
- ☐ For a whole-school read, use the [Whole-School Read Guide: Foster a Literacy Community](#) to plan the content and logistics of your school's event.
- ☐ For book clubs, use the [Centering Student Voice and Choice: A Book Club Guide](#) to plan the content and logistics of your school's event.

Select Your Book(s)

- ☐ Read any books you are considering in their entirety before making a final decision.
- ☐ Announce your selection(s) and acquire copies for participating students and staff.

Prepare Staff for the All Community Read

- ☐ Engage staff in on-demand professional learning (see Step 3 of this guide).
- ☐ Determine how you will cultivate brave and reflective spaces for discussion.
- ☐ Develop a facilitation plan to guide the conversations.

Engage Students and Staff in Book Discussions

- ☐ Select engaging activities and discussion strategies from Step 4 of this guide.

Plan Milestone All Community Read Events

- ☐ Attend Facing History's virtual author event; check our [All Community Read](#) event page for more details.
- ☐ Celebrate! Bring your community together to reflect, synthesize, and connect.