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Pratt Institute

Museum and Library Education Outreach Final Project:

LGBTQIA+ Resources in the Middle School Library

**PROJECT DESCRIPTION:**

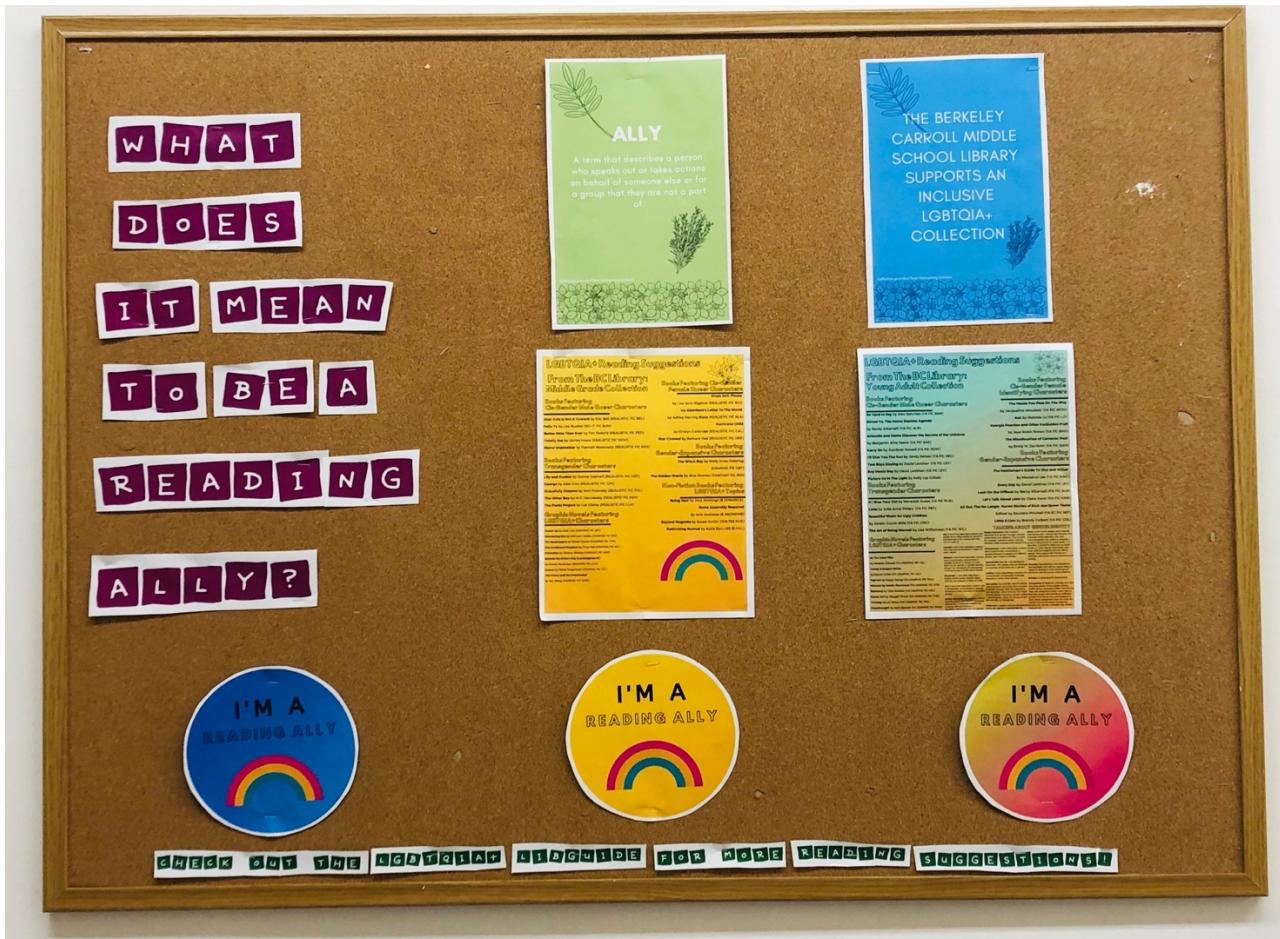
This educational experience will be an attempt to highlight, and explore the LGBTQIA+ resources available for both students and faculty in the Berkeley Carroll Middle School Library. The activity specifically supports the 6th grade Science team, which is incorporating a unit on gender & sexuality as part of their health curriculum this spring. The library will create several supporting materials as aids to the curricular project. The standalone library activity will be the “6<sup>th</sup> Grade Reading Ally Book Tasting” – a chance to display the LGBTQIA+ books in the library collection (primarily Middle Grade and Young Adult fiction titles) that represent characters with different gender identities. The ultimate purpose of the book tasting is for each student to check out a library book of their choice that includes a character with a different gender identity than their own. This book will then be analyzed, and discussed by each student in a combined librarian, and teacher facilitated book discussion group.

The LGBTQIA+ library resources highlighted throughout the activity include:

- An LGBTQIA+ LibGuide (created for the activity)
- Middle Grade and Young Adult fiction books representing different gender and sexual identities
- Non-fiction & informational books that discuss LGBTQIA+ history, issues, and experiences
- Online resources:
  - Relevant eBooks
  - Databases with research material in LGBTQIA+ topics such as current issues, opposing viewpoints, and LGBT history

**OUTREACH:**

As this activity is part of school curriculum and not being promoted to the public, outreach will primarily take the form of passive library programming. This “promotion” will take place through the library bulletin board (see Figure 1), the library digital billboard (see Figure 2), and a Reading Ally book display (see Figure 3). The link to the [LGBTQIA+ Libguide](#) (see Figure 4) created specifically for this activity will also be sent to parents before the 6<sup>th</sup> Grade Reading Ally Book Tasting, in order to explain the library resources being used in the curriculum.



*Figure 1. Reading Ally Bulletin Board*

## Book Suggestions For Being a Reading Ally!

### Book Suggestions For Reading Allies!



Born on Water Island in the Virgin Islands during a hurricane, which is considered bad luck, twelve-year-old Caroline falls in love with another girl--and together they set out in a hurricane to find Caroline's missing mother. -Follett

CALL NO: REALISTIC FIC CAL

*Find more reading suggestions on the LGBTQIA+ LibGuide!*



## Book Suggestions For Reading Allies!

Hoping to keep his older brother Nathan silent about his secret crush on another boy at their school, twelve-year-old Alan agrees to a ruthless sibling competition involving nearly impossible tasks--from standing up to their demanding father to getting a first kiss. - Follett

CALL NO: REALISTIC FIC BEL

*Find more reading suggestions on the LGBTQIA+ LibGuide!*



### Book Suggestions For Reading Allies!

"Melly only joined the school band because her best friend, Olivia, begged her to. But to her surprise, quiet Melly loves playing the drums. It's the only time in her life she doesn't feel like a mouse. Now she and Olivia are about to spend the next two weeks at Camp Rockaway, jamming under the stars in the Michigan woods. - OCLC

CALL NO: REALISTIC FIC BIG

*Find more reading suggestions on the LGBTQIA+ LibGuide!*

Figure 2. A Selection of the Reading Ally digital billboard slides (to be played on the library television)



Figure 3. Reading Ally book display in the library

**Pre-Visit Activity:**

As the purpose of the “Reading Ally Book Tasting” is for each 6<sup>th</sup> grader to check out a self-selected book for classroom reading, any pre-activity in the classroom will include an introduction to the books that will be available. This will enable students to enter the library on the day of the book tasting with some idea of the book they would like to read. Introduction to the books can be done via the LGBTQIA+ Libguide (URL <https://libguides.berkeleycarroll.org/LGBTQIA>), which includes summaries for each available book, as well as topics arranged by the gender identity associated with the character(s) of the books. The second part of the pre-visit activity will be an introduction (facilitated by the Science teachers as part of the health curriculum) of terms associated with gender identity. A list of pre-determined terms (listed below) will be decided on by the Science teachers, and these will be included in classroom discussion, on the main page of the LibGuide, and printed out on “glossary cards” (see Figure 5) that will be posted in the library on the day of the book tasting. This introduction to relevant terms will help the students understand some of the topics, and vocabulary they may encounter in the books they choose.

***Terms Relating to Gender & Sexual Identity That Will Be Included in the Curriculum***

*(All definitions provided by Welcoming Schools LGBTQ Definitions<sup>1</sup>):*

**Asexual:** *A term that describes a person who lacks sexual attraction or desire for other people.*

**Bisexual:** *A term that describes a person who is emotionally, romantically or sexually attracted to people of more than one sex, gender or gender identity, though not necessarily simultaneously, in the same way or to the same degree.*

**Cisgender:** *A term that describes a person whose gender identity aligns with the sex assigned to them at birth.*

**Gay:** *A term that describes a person who is emotionally, romantically or sexually attracted to some members of the same gender.*

**Gender-Expansive:** *An adjective used to describe people that identify or express themselves in ways that broaden the culturally defined behavior or expression associated with one gender.*

**Gender Expression:** *How a person expresses their gender through outward presentation and behavior. This includes, for example, a person’s name, clothing, hairstyle, body language and mannerisms.*

**Heterosexual:** *A term describing a person who is emotionally, romantically or sexually attracted to people of a different gender. Also known as straight.*

**Intersex:** *The term used for 2% of babies who are born with naturally occurring variations in chromosomes, hormones, genitalia and other sex characteristics.*

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<sup>1</sup> Welcoming Schools. LGBTQ definitions for adults [web page]. Retrieved May 7, 2019 from <http://www.welcomingschools.org/resources/definitions/definitions-for-adults/>

**Lesbian:** *A term describing a woman who is emotionally, romantically or sexually attracted to some other women.*

**LGBTQ:** *An acronym for lesbian, gay, bisexual, transgender, queer and/or questioning. Additions to this acronym can include A, for “asexual” or “ally,” and I, for “intersex.”*

**Queer:** *A term some people use to identify themselves with a flexible and inclusive view of gender and/or sexuality. Also used interchangeably with LGBTQ to describe a group of people such as “queer youth.” It is also seen in academic fields, such as queer studies or queer theory. Historically it has been used as a negative term for LGBTQ people. Some people still find the term offensive while some embrace the term as an identity.*

**Sexuality:** *Describes how one experiences and expresses one’s self as a sexual being. It begins to develop in early childhood and continues over the course of one’s lifetime.*

**Transgender or Trans:** *An umbrella term that describes people whose gender identity and/or gender expression differs from the sex they were assigned at birth: A term used to describe people who identify as a different gender from the sex they were assigned at birth. Being transgender does not imply any specific sexual orientation; transgender people may identify as straight, gay, lesbian, bisexual, etc.*

## LGBTQIA+ Home

## LGBTQIA+ Library Resources



This Libguide will be an attempt to highlight, and explore the LBGTQIA+ resources available for both students and faculty in the Berkeley Carroll Middle School Library.

## Terms Used On This Libguide

Here's a short glossary on some terms you might find on this LibGuide (all definitions provided by the [Welcoming Schools LGBT Definitions](#) handout)

**Asexual:** A term that describes a person who lacks sexual attraction or desire for other people.

**Bisexual:** A term that describes a person who is emotionally, romantically or sexually attracted to people of more than one sex, gender or gender identity, though not necessarily simultaneously, in the same way or to the same degree.

**Cisgender:** A term that describes a person whose gender identity aligns with the sex assigned to them at birth.

**Gay:** A term that describes a person who is emotionally, romantically or sexually attracted to some members of the same gender.

**Gender-Expansive:** An adjective used to describe people that identify or express themselves in ways that broaden the culturally defined behavior or expression associated with one gender.

**Gender Expression:** How a person expresses their gender through outward presentation and behavior. This includes, for example, a person's name, clothing, hairstyle, body language and mannerisms.

**Heterosexual:** A term describing a person who is emotionally, romantically or sexually attracted to people of a different gender. Also known as straight.

**Intersex:** The term used for 2% of babies who are born with naturally occurring variations in chromosomes, hormones, genitalia and other sex characteristics.

**Lesbian:** A term describing a woman who is emotionally, romantically or sexually attracted to some other women.

**LGBTQ:** An acronym for lesbian, gay, bisexual, transgender, queer and/or questioning. Additions to this acronym can include A, for "asexual" or "ally," and I, for "intersex."

**Queer:** A term some people use to identify themselves with a flexible and inclusive view of gender and/or sexuality. Also used interchangeably with LGBTQ to describe a group of people such as "queer youth." It is also seen in academic fields, such as queer studies or queer theory. Historically it has been used as a negative term for LGBTQ people. Some people still find the term offensive while some embrace the term as an identity.

**Sexuality:** Describes how one experiences and expresses one's self as a sexual being. It begins to develop in early childhood and continues over the course of one's lifetime.

**Transgender or Trans:** An umbrella term that describes people whose gender identity and/or gender expression differs from the sex they were assigned at birth: A term used to describe people who identify as a different gender from the sex they were assigned at birth. Being transgender does not imply any specific sexual orientation; transgender people may identify as straight, gay, lesbian, bisexual, etc.

## BC Online Resources

This page on [online library resources](#) has links to eBooks about gender and sexuality that are available from the BC Library, with instructions on how to access each one. There are also lists of databases (also accessible through the BC Library), that have relevant information on the topics of gender and sexual identity. These would be especially helpful if you're doing research for a class, or for fun!

## BC Library Books

This Libguide provides tons of book recommendations for titles we have in the BC library. All of the books feature characters, or topics that represent different gender & sexual identities!

## Pages are categorized by:

- [Middle Grade Titles](#)
- [Young Adult Titles](#)
- [Nonfiction & More](#)

There are also boxes for book recommendation lists, and information on LGBT book lists like the Rainbow Book List, and the Stonewall Book Awards.

## Websites &amp; More Resources

The [Websites and More](#) page includes resources that are openly accessible online. On this page you can find:

- Helpful glossaries with terms relating to sexual & gender identity
- Organizations that work with LGBTQIA+ youth & allies
- Information on IDAHOBIT - The International Day Against Homophobia, Biphobia & Transphobia (BC Middle School will be participating in IDAHOBIT on May 17, 2019!)

Home Middle Grade Collection Young Adult Collection Non-Fiction Collection & More! Online Library Resources Websites & More Resources +

PAGE URL: <https://libguides.berkeleycarroll.org/c.php?g=934218&p=8734863> PAGE LAYOUT

Search for Books, eBooks, Websites & more 

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**LIBRARY Catalog**

Nov 10, 2017

Middle Grade Books Featuring Featuring Cis-Gender Male Queer Characters

Alan Cole Is Not a Coward by Eric Bell  
Call Number: REALISTIC FIC BEL  
ISBN: 9780062567024  
Publication Date: 2017-09-05



Felix Yz by Lisa Bunker  
Call Number: SCI-FI FIC BUN  
ISBN: 9780425288504  
Publication Date: 2017-06-06



Better Nate Than Ever by Tim Federle  
Call Number: REALISTIC FIC FED  
ISBN: 1442446897  
Publication Date: 2013-02-05



Totally Joe by James Howe  
Call Number: REALISTIC FIC HOW  
ISBN: 06983957X  
Publication Date: 2005-10-01



Marco Impossible by Hannah Moskowitz  
Call Number: REALISTIC FIC MOS  
ISBN: 978150643710  
Publication Date: 2013-03-19



The Hidden Oracle by Rick Riordan  
Call Number: FANTASY FIC RIO  
ISBN: 9781484732748  
Publication Date: 2016-05-03




May 5, 2019

bibliography of quality books with significant and authentic GLBTQ content, which are recommended for people from birth through eighteen years of age." - from the Rainbow Book List About page

Below are a few of the Middle Grade books included in Rainbow Book Lists from the past few years. All of the books listed by year can be found [here](#).

Drum Roll, Please by Lisa Jenn Bigelow  
Call Number: REALISTIC FIC BIG  
ISBN: 9780062791146  
Publication Date: 2018-06-26



Ivy Aberdeen's Letter to the World by Ashley Herring Blake  
Call Number: REALISTIC FIC BLA  
ISBN: 9780316515467  
Publication Date: 2018-03-06



The Marvels by Brian Selznick (Illustrator)  
Call Number: MYSTERY FIC SEL  
ISBN: 0545488689  
Publication Date: 2015-09-15




May 4, 2019

Middle Grade Books Featuring Featuring Cis-Gender Female Queer Characters

Drum Roll, Please by Lisa Jenn Bigelow  
Call Number: REALISTIC FIC BIG  
ISBN: 9780062791146  
Publication Date: 2018-06-26



Ivy Aberdeen's Letter to the World by Ashley Herring Blake  
Call Number: REALISTIC FIC BLA  
ISBN: 9780316515467  
Publication Date: 2018-03-06



Hurricane Child by Khery Callender  
Call Number: REALISTIC FIC CAL  
ISBN: 9781338129304  
Publication Date: 2018-03-27




May 6, 2019

Middle Grade Books Featuring Gender-Expansive Characters

The Witch Boy by Molly Knox Ostertag  
Call Number: GRAPHIC FIC OST  
ISBN: 9781338089523  
Publication Date: 2017-10-31





May 6, 2019

Middle Grade Graphic Novels Featuring LGBTQIA+ Characters

Power Up by Kate Leth; Matt Cummings (Illustrator)  
Call Number: GRAPHIC FIC LET  
ISBN: 9781608868377  
Publication Date: 2016-06-28



Wandering Son by Shimura Takako (Artist); Mait Thonn (Translator)  
Call Number: GRAPHIC FIC SHI  
ISBN: 9781606994160  
Publication Date: 2011-07-19



The Backstagers by James Tynion; Rian Sygh (Illustrator)  
Call Number: GRAPHIC FIC TYN  
ISBN: 9781608869930  
Publication Date: 2017-07-25



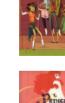
The Cardboard Kingdom by Chad Sell  
Call Number: GRAPHIC FIC SEL  
ISBN: 9781524719371  
Publication Date: 2018-06-05



Drama by Raina Telgemeier  
Call Number: GRAPHIC FIC TEL  
ISBN: 0545326982  
Publication Date: 2012-09-01



Beware the Kitten Holy by Noelle Stevenson; Grace Ellis; Brooke; Brooke Allen (Illustrator); Shannon Watters (Illustrator)  
Call Number: GRAPHIC FIC LUM  
ISBN: 9781608866878  
Publication Date: 2015-04-07



The Prince and the Dressmaker by Jen Wang  
Call Number: GRAPHIC FIC WAN  
ISBN: 9781626723634  
Publication Date: 2018-02-13




May 4, 2019



May 4, 2019

Figure 4. Screenshots of LGBTQIA+ Libguide pages



Figure 5. Example of a "Glossary Card" that will be posted in the library during the 6<sup>th</sup> Grade Ally Book Tasting

**ACTIVITY:**

*Description of Library Activity:* The 6<sup>th</sup> Grade Ally Book Tasting will be, as stated above, a chance for students to explore a selection of the titles available in the Berkeley Carroll Middle School Library. All selected titles include a character, or characters with different gender and/or sexual identities.

*Duration of Activity:* 1 hour

*Set-Up:*

- 5 tables, each displaying books with different represented gender identities. Each table should have a label determining the represented gender identity of the titles.
  - TABLE 1: Books Featuring Cis-Gender Male Queer Characters
  - TABLE 2: Books Featuring Cis-Gender Female Queer Characters
  - TABLE 3: Books Featuring Gender-Expansive Characters (including bisexual, asexual, intersex, and non-conforming characters)
  - TABLE 4: Books Featuring Transgender Characters
  - TABLE 5: Non-Fiction Books (primarily memoirs) Featuring Experiences Regarding Different Gender Identities
- Glossary Cards (see Figure 5) on display
- Book Tasting “Menu Cards” (See Figure 6) printed for each student

*Learning Objectives:*

- Students will be able to “taste” a variety of books that represent different gender, and sexual identities.
- Students will determine which title they would like to read for their classroom assignment.
- By observation of titles, students will gain a short introduction to gender representation in Middle Grade and Young Adult publishing.

*Lesson Plan:*

- Students will spend 8 minutes at each of four tables, with a chime signifying a move to the next table. The 8 minutes will be spent quietly looking at the books arranged on the table. The books will remain at their designated tables, and not taken by the students.
- Students will have a book tasting “menu” (See Figures 6 & 7.) in which they will note the title & author of any books that might seem interesting. They can also write down any notes on which gender or sexual identity they see represented in the title, or how the particular identity might be represented. A “glossary” of preferred terms will be posted on the wall, and also included on each “menu card” if students are unsure of how to reference something appropriately.
- After the activity, students will write their top three book choices down to give to their Science teachers. Within the week, the Science teachers, along with librarians will ensure that each 6<sup>th</sup> grader gets one of their top three reading choices. Each student should have their book in hand by one week after the book tasting.

# LGBTQIA+ Reading Suggestions

## From The BC Library: Middle Grade Collection



### Books Featuring Cis-Gender Male Queer Characters

**Alan Cole Is Not A Coward** by Eric Bell (REALISTIC FIC BEL)  
**Felix Yz** by Lisa Bunker (SCI-FI FIC BUN)  
**Better Nate Than Ever** by Tim Federle (REALISTIC FIC FED)  
**Totally Joe** by James Howe (REALISTIC FIC HOW)  
**Marco Impossible** by Hannah Moskowitz (REALISTIC FIC MOS)

### Books Featuring Transgender Characters

**Lily and Dunkin** by Donna Gephart (REALISTIC FIC GEP)  
**George** by Alex Gino (REALISTIC FIC GIN)  
**Gracefully Grayson** by Ami Polonsky (REALISTIC FIC POL)  
**The Other Boy** by M.G. Hennessey (REALISTIC FIC HEN)  
**The Pants Project** by Cat Clarke (REALISTIC FIC CLA)

### Graphic Novels Featuring LGBTQIA+ Characters

**Power Up** by Kate Leth (GRAPHIC FIC LET)  
**Wandering Son** by Shimura Takako (GRAPHIC FIC SHI)  
**The Backstagers** by James Tynion (GRAPHIC FIC TYN)  
**The Cardboard Kingdom** by Chad Sell (GRAPHIC FIC SEL)  
**Princeless** by Jeremy Whitley (GRAPHIC FIC WHI)  
**Beware the Kitten Holy (Lumberjanes #1)**  
 by Noelle Stevenson (GRAPHIC FIC LUM)  
**Drama** by Raina Telgemeier (GRAPHIC FIC TEL)  
**The Prince and the Dressmaker**  
 by Jen Wang (GRAPHIC FIC WAN)

**YOUR NAME:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

### Books Featuring Cis-Gender Female Queer Characters

**Drum Roll, Please**  
 by Lisa Jenn Bigelow (REALISTIC FIC BIG)  
**Ivy Aberdeen's Letter To The World**  
 by Ashley Herring Blake (REALISTIC FIC BLA)  
**Hurricane Child**  
 by Kheryn Callender (REALISTIC FIC CAL)  
**Star-Crossed** by Barbara Dee (REALISTIC FIC DEE)

### Books Featuring Gender-Expansive Characters

**The Witch Boy** by Molly Knox Ostertag (GRAPHIC FIC OST)  
**The Hidden Oracle** by Rick Riordan (FANTASY FIC RIO)

### Non-Fiction Books Featuring LGBTQIA+ Topics

**Being Jazz** by Jazz Jennings (B JENNINGS)  
**Some Assembly Required**  
 By Arin Andrews (B ANDREWS)  
**Beyond Magenta** by Susan Kuklin (306.768 KUK)  
**Rethinking Normal** by Katie Rain Hill (B HILL)

**A SPACE FOR NOTES & YOUR TOP READING CHOICES (TITLE & AUTHOR):**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Figure 6. Front of Book Tasting Menu

# LGBTQIA+ Reading Suggestions

## From The BC Library: Young Adult Collection

### Books Featuring Cis-Gender Male Queer Characters

**So Hard to Say** by Alex Sanchez (YA FIC SAN)

**Simon Vs. The Homo Sapiens Agenda**

by Becky Albertalli (YA FIC ALB)

**Aristotle and Dante Discover the Secrets of the Universe**

by Benjamin Alire Saenz (YA FIC SAE)

**Carry On** by Rainbow Rowell (YA FIC ROW)

**I'll Give You The Sun** by Jandy Nelson (YA FIC NEL)

**Two Boys Kissing** by David Levithan (YA FIC LEV)

**Boy Meets Boy** by David Levithan (YA FIC LEV)

**Picture Us In The Light** by Kelly Loy Gilbert

### Books Featuring Transgender Characters

**If I Was Your Girl** by Meredith Russo (YA FIC RUS)

**Luna** by Julie Anne Peters (YA FIC PET)

**Beautiful Music for Ugly Children**

by Kirstin Cronn-Mills (YA FIC CRO)

**The Art of Being Normal** by Lisa Williamson (YA FIC WIL)

### Graphic Novels Featuring LGBTQIA+ Characters

**As The Crow Flies**

by Melanie Gillman (YA GRAPHIC FIC GIL)

**Young Avengers Series**

by Kieron Gillen (YA GRAPHIC FIC GIL)

**Taproot** by Keezy Young (YA GRAPHIC FIC YOU)

**Nimona** by Noelle Stevenson (YA GRAPHIC FIC STE)

**Spinning** by Tillie Walden (YA GRAPHIC FIC WIL)

**Honor Girl** by Maggie Thrash (YA GRAPHIC FIC THR)

**Tomboy** by Liz Prince (YA GRAPHIC FIC PRI)

**Dreadnought** by April Daniels (YA GRAPHIC FIC DAN)

*Figure 7. Back of Book Tasting Menu*



### Books Featuring Cis-Gender Female Identifying Characters

**The House You Pass On The Way**

by Jacqueline Woodson (YA FIC WOO)

**Ash** by Malinda Lo (YA FIC LO)

**Georgia Peaches and Other Forbidden Fruit**

by Jaye Robin Brown (YA FIC BRO)

**The Miseducation of Cameron Post**

by Emily M. Danforth (YA FIC DAN)

### Books Featuring Gender-Expansive Characters

**The Gentleman's Guide To Vice and Virtue**

by Mackenzi Lee (YA FIC MAC)

**Every Day** by David Levithan (YA FIC LEV)

**Leah On the Offbeat** by Becky Albertalli (YA FIC ALB)

**Let's Talk About Love** by Claire Kann (YA FIC KAN)

**All Out: The No-Longer-Secret Stories of Kick-Ass Queer Teens**

Edited by Saundra Mitchell (YA SC FIC MIT)

**Little & Lion** by Brandy Colbert (YA FIC COL)

### TALKING ABOUT GENDER IDENTITY

**Ally:** A term that describes a person who speaks out or takes actions on behalf of someone else or for a group that they are not a part of.

**Asexual:** A term that describes a person who lacks sexual attraction or desire for other people.

**Bisexual:** A term that describes a person who is emotionally, romantically or sexually attracted to people of more than one sex, gender or gender identity, though not necessarily simultaneously, in the same way or to the same degree.

**Cis-gender:** A term that describes a person whose gender identity aligns with the sex assigned to them at birth.

**Gay:** A term that describes a person who is emotionally, romantically or sexually attracted to some members of the same gender.

**Gender-Expansive:** An adjective used to describe people that identify or express themselves in ways that broaden the culturally defined behavior or expression associated with one gender.

**Gender Expression:** How a person expresses their gender through outward presentation and behavior. This includes, for example, a person's name, clothing, hairstyle, body language and mannerisms.

**Heterosexual:** A term describing a person who is emotionally, romantically or sexually attracted to people of a different gender. Also known as straight.

**Homophobia:** The fear and hatred of or discomfort with people who are attracted to members of the same sex or gender.

**Lesbian:** A term describing a woman who is emotionally, romantically or sexually attracted to some other women.

**Non-binary:** An umbrella term for people who transcend commonly held concepts of gender through their own expression and identities. Other terms for this might include gender expansive, gender creative or genderqueer. Some non-binary people also identify as Transgender.

**Pansexual:** A person who can be attracted to any sex, gender or gender identity.

**Queer:** A term some people use to identify themselves with a flexible and inclusive view of gender and/or sexuality. Also used interchangeably with LGBTQ to describe a group of people such as "queer youth." It is also seen in academic fields, such as queer studies or queer theory. Historically it has been used as a negative term for LGBTQ people. Some people still find the term offensive while some embrace the term as an identity.

**Sexuality:** Describes how one experiences and expresses one's self as a sexual being. It begins to develop in early childhood and continues over the course of one's lifetime.

**Straight:** A slang term for heterosexual.

**Transgender or Trans:** An umbrella term that describes people whose gender identity and/or gender expression differs from the sex they were assigned at birth. A term used to describe people who identify as a different gender from the sex they were assigned at birth. Being transgender does not imply any specific sexual orientation: transgender people may identify as straight, gay, lesbian, bisexual, etc.

**POST-ACTIVITY:**

With cross-curricular support, students will have several chances during school to read their chosen title. They will also be expected to read their book at home, so that they are done with their title within two weeks.

*Book Discussion Group:* After two weeks, there will be a cross-departmental (Science/Humanities/Library) book discussion group during one period. Each 6<sup>th</sup> grader will be expected to have finished their book by this time, and be prepared to discuss the title in terms of: how gender expression is incorporated in their title (as a primary theme? Secondary theme?); how the author enables the reader to understand a different gender identity; and potential issues with gender identity in MG/YA publishing (stereotyping, a lack of certain perspectives, etc.)

Teachers will be provided with a Book Discussion Guide, provided by the library (See Figure 8.) with suggested questions for leading the discussion. Suggested questions also listed below.

*Suggested Book Discussion Questions:***QUESTIONS ABOUT THE BOOK:**

- What is the title of the book?
- Who wrote the book?
- When was the book written?

**QUESTIONS ABOUT GENDER IDENTITY, AND GENDER EXPRESSION:**

- What form of gender identity, or identities are portrayed in the book?
- Is the character's gender identity the main theme of the book?
- Is the gender identity written in a positive way? Or as problematic?

**QUESTIONS ABOUT CHARACTER PORTRAYAL:**

- Is the main character the one with the different gender identity?
- Is the character with the different gender expression comfortable with their identity?
- How does the author of the book allow the reader to understand the experience of the character?

**QUESTIONS ABOUT SUPPORTING THEMES & CHARACTERS:**

- Are the other themes in the book besides the character's gender identity?
- Are there secondary, or other characters with different gender identities?
- How do the secondary characters treat the character with the different gender identity?

**THINKING CRITICALLY:**

- Do you see any problems with how gender identity is portrayed in the book? Think about stereotypes, language, or scenarios that might be unrealistic.

## LGBTQIA+ Book Discussion Questions

Your Name: \_\_\_\_\_

### ABOUT THE BOOK

- What is the title of the book?
- Who wrote the book?
- When was the book written?

### GENDER EXPRESSION

- What form of gender expression, or expressions are portrayed in the book?
- Is the character's gender expression the main theme of the book?
- Is the gender expression written in a positive way? Or as problematic?

### CHARACTER PORTRAYAL

- Is the main character the one with the different gender identity?
- Is the character with the different gender expression comfortable with their identity?
- How does the author of the book allow the reader to understand the experience of the character?

### SUPPORTING THEMES & CHARACTERS

- Are the other themes in the book besides the character's gender identity?
- Are there secondary, or other characters with different gender identities?
- How do the secondary characters treat the character with the different gender identity?

### THINKING CRITICALLY...

- Do you see any problems with how gender identity is portrayed in the book? Think about stereotypes, language, or scenarios that might be unrealistic.

Figure 8. Book Discussion Guide

**EVALUATION:***For Students:*

- Student participation, focus, and engagement will be visually observed by librarians during the book tasting, as well as the book discussion.
- While the books will be provided to the students via both the library, and classroom collections, circulation numbers of books included on the LibGuide, on display, and on associated resource lists will be assessed at the end of the unit to see if there is any significant increase in numbers of checkouts for books including themes on gender and sexual identity.
- After the unit, students will also be given a short Google Poll evaluation after the unit, regarding the effectiveness of the library in helping with their corresponding school assignment. Questions asked may include:
  - Did having the 6<sup>th</sup> Grade Reading Ally Book Tasting in the library help you decide which book to read for the assignment?
  - Did you feel like the library promoted the LGBTQIA+ collection appropriately? Were there books you didn't see represented that you would like included on the Libguide, or in the library collection?
  - Did you use the Libguide before, or after the Book Tasting to determine which book to choose for the assignment?

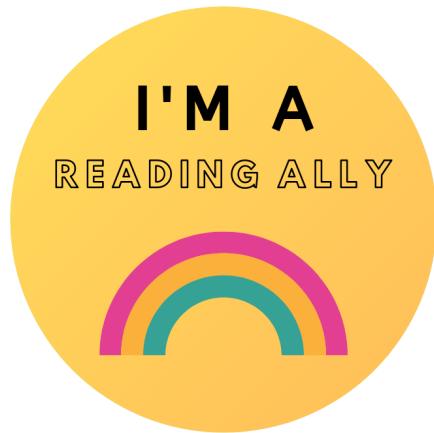
*For Teachers:*

- During the 6<sup>th</sup> Grade cycle meeting after the unit is over, a check-in will occur between the librarians and teachers, regarding the effectiveness of the library in supporting the Gender and Sexual Identity Science unit. Questions asked may include:
  - Did you use associated resources to supplement this assignment? Including catalog resource lists, and/or the Libguide?
  - Did you feel that the 6<sup>th</sup> Grade Reading Ally Book Tasting helped the students in their decision of what book to read?
  - Do you feel like the library has an adequate selection of LGBTQIA+ books to fulfill this assignment requirement? Was there enough of a diversity in reading choices for students to choose, and discuss several different titles?
  - How effective were the provided questions in facilitating a reading discussion?

- What would you ask the librarians to do differently the next time this unit is taught?

**Just For Fun!**

After the unit (including after the discussion), all 6<sup>th</sup> graders will receive a library-designed, and library-made “Reading Ally” pin! (See Figure 9).



*Figure 9. Reading Ally Pin Design*