Rhode Island Center for the Book
At Rhode Island Council for the Humanities

2018 RESOURCE GUIDE

#1 New York Times Bestseller
ANGIE THOMAS

THE HATE U GIVE

“Absolutely riveting!”
JASON REYNOLDS

“Stunning.”
JOHN GREEN
WELCOME TO THE 16TH YEAR OF READING ACROSS RHODE ISLAND!

Reading Across Rhode Island, the statewide community read, kicks off its 16th year with The Hate U Give by Angie Thomas. Reading Across Rhode Island is a project of the Rhode Island Center for the Book at the Rhode Island Council for the Humanities, made possible through a vibrant collaboration of librarians, teachers, book group leaders and readers from across the state.

The 2018 program runs from January to May with readers in Rhode Island classrooms, libraries, and bookstores joining discussions and participating in lectures, art exhibits, poetry readings and dramatic interpretations focused on this year’s selection.

Jordan Seaberry, Director of Public Policy and Advocacy at The Institute for the Study and Practice of Nonviolence, serves as the program’s Honorary Chair.

GET THE BOOK
Pick up a copy of The Hate U Give at your local public library or bookstore and start up a conversation with your family, friends, coworkers, or even the person sitting next to you as you ride the bus. This is your chance to take a moment to have a great conversation with an old friend or to make a new one.

JOIN IN
Join us for a discussion about how different life experiences affect our identity, family and race and impact how we view the world. This relevant and forward-looking program will bring together different voices from across our communities to promote civil dialogue.

If you’re out and about, you might find copies of The Hate U Give in unexpected places. Our wandering books appear in public spaces such as parks, buses, malls and doctor’s offices. If you find a copy, it’s yours for a short time. Register the book online and see how far it travels (instructions are included in the book), read it, review it and release it for someone else to enjoy.
ABOUT THIS YEAR’S BOOK

A brave, thought-provoking, conversation-enabling novel about what prejudice looks like in the 21st century. Sixteen-year-old Starr lives in two worlds: the poor neighborhood where she was born and raised and her private high school in the suburbs. The uneasy balance between them is shattered when Starr is the only witness to the fatal shooting of her unarmed best friend.

ABOUT THE AUTHOR

Angie Thomas was born, raised, and still resides in Jackson, Mississippi. She is a former teen rapper whose greatest accomplishment was having an article about her in Right On! Magazine. She holds a BFA in creative writing and can still rap if needed. The Hate U Give is her first novel.
SUGGESTIONS FOR STUDENT RESPONSE

Created by Cynthia Skelton, Chariho High School (Some projects/papers have been aligned to the Common Core State Standards. Look for opportunities to enhance your students’ experience with this book.)

1. In the opening paragraph of the book, Starr says that there are two different versions of her. We later learn that these two versions are Garden Heights Starr and Williamson Starr. How are these two versions different? Provide evidence showing how Starr’s personality, speech, and behavior change according to her situation. Are there any parts of Starr that remain consistent across both versions of herself? (RL.CCR.1, RL.CCR.3, RL.CCR.4, L.CCR.5, L.CCR.3)

2. What perceptions and impressions do the black characters in Garden Heights have about white people in general? What perceptions and impressions do the white characters at Williamson have about black people in general? Are these impressions consistent with stereotypes of black and white people in America right now? What does the book suggest about the assumptions groups of people make about other groups of people? (RL.CCR.1, RL.CCR.2, RL.CCR.3)

3. Starr describes her family’s religious practice as “Christlim” on page 31. References to Black Jesus pervade the book, from the mural in the neighborhood to the picture hanging in Starr’s home next to Malcolm X’s portrait. What role does race play in the expression of religion? (RL.CCR.1)

4. Although Khalil dies in the second chapter of the book, we learn about him in flashbacks as well as from media reports. How do the media reports depict Khalil, and how accurately do they portray him? (RL.CCR.1, RL.CCR.5)

5. How does Angie Thomas portray both the negative and positive sides of Garden Heights? What problems does this community have, and what strengths does it have? (RL.CCR.1, RL.CCR.3)

6. On page 17 the meaning of the title of the book is explained by Khalil. Starr’s father expands on this further on pages 168-170. What do you understand about the title of this book? What does Thomas want her readers to know and understand by using this title? (RL.CCR.1, RL.CCR.2, RL.CCR.4)

7. In Chapter 2 Starr recounts the experience of receiving the two “big” talks from her parents about the facts of life: one is about sex and the other is about police. Have you ever given or received one of these talks? Describe your experience.

8. Chapter 2 describes the shooting of Khalil. Compare this scene to the reports and video of Philando Castille’s death. How did each of these routine traffic stops escalate so quickly? How did the police officer in each scenario perceive the situation to be so threatening, and why did he make the decisions that led to the victims’ deaths? What is the value in trying to see the situation through the officer’s eyes? (RL.CCR.1, W.CCR.7, W.CCR.9)

9. Starr’s father has a picture of Huey Newton displayed at his store. Research Huey Newton and explain how your understanding of Starr’s father is...
developed as a result of understanding Newton’s accomplishments and his legacy. (RL.CCR.3, RI.CCR.1, RI.CCR.2, W.CCR.7, W.CCR.8, W.CCR.9)

10. On page 36 Starr says that Garden Heights is one world and Williamson is another and “I have to keep them separate.” How does she keep her two worlds separate for most of the book, and is this justifiable? What happens when she allows her two worlds to come together? (RL.CCR.1, RL.CCR.2, RL.CCR.3)

11. The Civil Rights Act of 1964 abolished the legal segregation of the races, but American churches, neighborhoods, and schools are largely still racially segregated. What policies, court decisions, and attitudes contribute to the continuing segregation of American society? Does Starr’s situation in this book provide any insight into how we can integrate communities more effectively? (RL.CCR.1, RI.CCR.8, W.CCR.7, W.CCR.8, W.CCR.9)

12. Consider the parent-child relationships depicted in this book. Compare Brenda/Khalil, Iesha/Seven, and Starr and her parents. None of these parents are perfect, and yet their relationships with and effect on their children are very different. What does Thomas suggest matters most in raising children? (RL.CCR.1, RL.CCR.2, RL.CCR.3)

13. Consider the models of manhood presented by the characters of Carlos, Starr’s father, and King. What do each of these men think it means to “be a man?” How do they model their ideas of fatherhood and masculinity to their sons and to the other boys in the neighborhood? (RL.CCR.1, RL.CCR.2, RL.CCR.3)

14. When Hailey makes a joke about Starr’s love of fried chicken, Starr perceives racist undertones while Hailey claims the joke was purely about Starr’s eating habits. Is Starr being overly sensitive? Was Hailey not being sensitive enough to the historical use of this racial stereotype? How can we productively navigate all the sensitivities about identity and race these days? (RL.CCR.1, RL.CCR.4)

14. Gangs play a prominent role in this book. How did Starr’s father get involved with a gang, and how did he get out? What about DeVante and the other boys? What is the role of gangs in this community and why do gangs hold such power over individuals and the neighborhood at large? (RL.CCR.1, RL.CCR.3)

15. Starr experiences plenty of gang violence in Garden Heights, even witnessing her childhood friend Natasha getting killed by a stray bullet. Research the effect of gang violence on a specific city, like Detroit, LA, Chicago, Miami, or New York City. How are people in these areas affected by gang violence and what can communities, cities, states, and the federal government do to protect them? (W.CCR.7, W.CCR.8, W.CCR.9)

16. After Khalil’s funeral, and after the grand jury decides not to indict the officer
who killed Khalil, riots and violence break out in Starr’s neighborhood. How does Starr explain why people are willing to vandalize and hurt their own community? (RL.CCR.1)

17. Several of the characters reach a turning point and decide to take an action that will dramatically change their lives. What is the catalyst for this change in Starr? What about DeVante? What about Starr’s father? What about Mr. Lewis? (RL.CCR.1, RL.CCR.2, RL.CCR.3, RL.CCR.5)

18. All of Starr’s interracial relationships are affected by racial and economic issues, but no relationship is as severely threatened by these issues as her relationship with Chris. Why is Starr’s romantic relationship with a rich white boy so much more fraught than her relationships with her other rich white and Asian friends? (RL.CCR.1, RL.CCR.3)

19. The Pew Research Center, a nonpartisan institution responsible for conducting research, polling, and surveys on current social trends, has been collecting information on interracial marriage and relationships in the United States for many years. Examine and discuss some of their findings. (W.CCR.7, W.CCR.8, W.CCR.9)

20. The black characters in this book see Tupac Shakur as a poet, truth-teller, and political activist. Research Shakur and explain why Thomas may have included him in this book. Look up some of his songs and analyze the lyrics. Are they still relevant today? (RL.CCR.1, RL.CCR.2, RL.CCR.4, W.CCR.7, W.CCR.8, W.CCR.9)

21. Why does Starr’s dad help DeVante at such great risk to himself and his family? (RL.CCR.1)

22. On page 196, Starr recalls that her father told her that “there’s a rage passed down to every black man from his ancestors, born the moment they couldn’t stop the slave masters from hurting their families.” What reaction do you have to this statement?

23. Starr’s father tends to his roses throughout the novel, and the last sentence of the acknowledgements indicates that Thomas meant these roses to take on symbolic meaning to the reader. What do you think the roses mean? (RL.CCR.1, RL.CCR.2)

24. On page 443 there is a list of names that do not belong to characters in the book. Figure out who each one of these people is and what their story is. Why are there names here? (W.CCR.7, W.CCR.8, W.CCR.9)

25. Read this statement given by President Obama after George Zimmerman, who killed a young black man named Trayvon Martin, was acquitted of second-degree murder. Outline Obama’s main points and characterize the tone of these remarks. What do you think Obama wanted to achieve with these remarks? Was he successful? (RI.CCR.1, RI.CCR.5, RI.CCR.6, L.CCR.3)
BOOKS ON RELATED THEMES FOR ADULTS

FICTION

Compiled by Cheryl Stein, Rogers Free Library

RACE RELATIONS

Bluebird, Bluebird by Attica Locke

When it comes to law and order, East Texas plays by its own rules. Darren Mathew, a black Texas Ranger, know this all too well. When his allegiance to his roots puts his job in jeopardy, he travels up Highway 59 to the small town of Lark, where two murders—a black lawyer from Chicago and a local white woman—have stirred up a hornet’s nest of resentment. Darren must solve the crimes—and save himself in the process—before Lark’s long-simmering racial fault lines erupt.

Lightening Men by Thomas Mullen

Lightening Men is the follow up to Mullen’s Darktown. Officer Denny Rakestraw and “Negro Officers” Lucius Boggs and Tommy Smith have their hands full in an overcrowded and rapidly changing Atlanta. It’s 1950 and racial tensions are simmering as black families, including Smith’s sister, begin moving into formerly all-white neighborhoods.

New Boy by Tracy Chevalier

Arriving at his fifth school in as many years, diplomat’s son Osei Kokote knows he needs an ally if he is to survive his first day – so he’s lucky to hit it off with Dee, the most popular girl in school. But one student can’t stand to witness this budding relationship: Ian decides to destroy the friendship between the black boy and the golden girl. By the end of the day, the school and its key players – teachers and pupils alike – will never be the same again.

Small Great Things by Jodi Picoult

Ruth Jefferson is a labor and delivery nurse at a Connecticut hospital with more than twenty years’ experience. During her shift, Ruth begins a routine checkup on a newborn, only to be told a few minutes later that she’s been reassigned to another patient. The parents are white supremacists and don’t want Ruth, who is African American, to touch their child. The hospital complies with their request, but the next day, the baby goes into cardiac distress while Ruth is alone in the nursery. Does she obey orders or does she intervene?

The Tragedy of Brady Sims by Ernest J. Gaines

This novella revolves around a courthouse shooting that leads a young reporter to uncover the long story of race and power in his small town and the relationship between the white sheriff and the black man who “whipped children” to keep order.
POLICE SHOOTINGS/VIOLENCE

*Deadly Aim* by Patricia Rushford

When a police shootout results in the death of a 12-year-old boy, Officer Angel Delaney is blamed, convicted, and condemned by the media and the Sunset Cove community before the case even goes to trial.

*Without Fear or Favor* by Robert K. Tenenbaum

Tensions have been building between the police and black rights activists in Harlem and they reach a boiling point when a cop shoots down a seemingly unarmed teenager. The community, believing the teen had no weapon, rises up in anger and demands to have the officer prosecuted to the fullest extent of the law.

GANG LIFE/TUPAC

*After Tupac and D Foster* by Jacqueline Woodson

In the New York City borough of Queens in 1996, three girls bond over their shared love of Tupac Shakur’s music, as together they try to make sense of the unpredictable world in which they live.

*Dodgers* by Bill Beverly

East, a 15-year-old gang member from South L.A., sets out for Wisconsin with three other teenage boys at the behest of his uncle, on a mission to kill a key witness in an upcoming trial. Along for the ride is East’s brother, Ty, an emotionless killer at 13.

*Lola* by Melissa Scrivner Love

The Crenshaw Six are a small but up-and-coming gang in South Central LA who has recently been drawn into an escalating war between rival drug cartels. To outsiders, the Crenshaw Six appear to be led by a man named Garcia. But what no one has figured out is that the gang’s real leader (and secret weapon) is Garcia’s girlfriend, a brilliant young woman named Lola.

*T.H.U.G. L.I.F.E.* by Sanyika Shakur

*T.H.U.G. L.I.F.E.* is a vicious, heart-wrenching and true-to-life novel about an LA gang member that masterfully captures the violence and depravity of gang life.

NON-FICTION

Compiled by Maggie Browne, North Kingstown Free Library & Robyn Levine

*Called to Rise: A Life in Faithful Service to the Community that Made Me* by David O. Brown

The Dallas police chief who inspired a nation with his compassionate, community-focused response to the killing of five of his officers shares his uplifting personal story and a blueprint for the future of policing.


*Chokehold: Policing Black Men* by Paul Butler

Chokehold powerfully demonstrates why current efforts to reform law enforcement will not create lasting change. Butler’s controversial recommendations about how to crash the system, and when it’s better for a black man to plead guilty—even if he’s innocent—are sure to be game-changers in the national debate about policing, criminal justice, and race relations.

*A Colony in a Nation* by Chris Hayes

Hayes contends our country has fractured in two: the Colony and the Nation. In the Nation, we venerate the law. In the Colony, we obsess over order; fear trumps civil rights; and aggressive policing resembles occupation. How and why did Americans build a system where conditions in Ferguson and West Baltimore mirror those that sparked the American Revolution?

*The 57 Bus: A True Story of Two Teenagers and the Crime that Changed Their Lives* by Dashka Slater

If it weren’t for the 57 bus, Sasha and Richard never would have met. Both were high school students from Oakland, California, one of the most diverse cities in the country, but they inhabited different worlds. Sasha, a white teen, lived in the middle-class foothills and attended a small private school. Richard, a black teen, lived in the crime-plagued flatlands and attended a large public one. Each day, their paths overlapped for a mere eight minutes. But one afternoon on the bus ride home from school, a single reckless act left Sasha severely burned, and Richard charged with two hate crimes and facing life imprisonment.

*I Can’t Breathe: A Killing on Bay Street* by Matt Taibbi

On July 17, 2014, a forty-three-year-old black man named Eric Garner died on a Staten Island sidewalk after a police officer put him in what has been described as an illegal chokehold during an arrest for selling bootleg cigarettes. The final moments of Garner’s life were captured on video and seen by millions. His agonized last words, “I can’t breathe,” became a rallying cry for the nascent Black Lives Matter protest movement. A grand jury ultimately declined to indict the officer who wrestled Garner to the pavement.

*Nobody: Casualties of America’s War on the Vulnerable, from Ferguson to Flint and Beyond* by Marc Lamont Hill

In this analysis of state-sanctioned violence, Marc Lamont Hill carefully considers a string of high-profile deaths in America and incidents of gross negligence by government. To help us understand the plight of vulnerable communities, he examines the effects of unfettered capitalism, mass incarceration, and political power while urging us to consider a new world in which everyone has a chance to become somebody. Heralded as an essential text for our times, Marc Lamont Hill’s galvanizing work embodies the best traditions of scholarship, journalism, and storytelling to lift unheard voices and to address the necessary question, “how did we get here?”
Policing the Black Man: Arrest, Prosecution and Imprisonment by Angela J. Davis

A comprehensive, readable analysis of the key issues of the Black Lives Matter movement, this thought-provoking and compelling anthology features essays by some of the nation’s most influential and respected criminal justice experts and legal scholars.

Policing the Black Man explores and critiques the many ways the criminal justice system impacts the lives of African American boys and men at every stage of the criminal process from arrest through sentencing.

They Can’t Kill Us All: Ferguson, Baltimore and a New Era in America’s Racial Justice Movement by Wesley Lowery

Conducting hundreds of interviews during the course of over one year reporting on the ground, Washington Post writer Wesley Lowery traveled from Ferguson, Missouri, to Cleveland, Ohio; Charleston, South Carolina; and Baltimore, Maryland; and then back to Ferguson to uncover life inside the most heavily policed, if otherwise neglected, corners of America today.

When Police Kill by Franklin Zimring

Deaths of civilians at the hands of on-duty police are in the national spotlight as never before. How many killings by police occur annually? What circumstances provoke police to shoot to kill? Who dies? The lack of answers to these basic questions points to a crisis in American government that urgently requires the attention of policy experts. When Police Kill is a groundbreaking analysis of the use of lethal force by police in the United States and how its death toll can be reduced.

Why I’m No Longer Talking to White People About Race by Reni Eddo-Lodge

Exploring issues from eradicated black history to the political purpose of white dominance, whitewashed feminism to the inextricable link between class and race, Reni Eddo-Lodge offers a timely and essential new framework for how to see, acknowledge and counter racism. It is a searing, illuminating, absolutely necessary exploration of what it is to be a person of color today.

BOOKS ON RELATED THEMES
FOR YOUNG ADULTS

Compiled by Joan Glazer, Professor Emerita, Rhode Island College

FICTION

All American Boys by Jason Reynolds and Brendan Kiely

When Rashad, who is African American, is the victim of police brutality and his friend Quinn, who is white, is a witness, both lives are altered by the violence.
Black Boy White School by Brian F. Walker

Anthony is “Ant” in his black neighborhood in East Cleveland but “Tony” at Belton Academy, the white school he attends in Maine for one year. He says that year saved his life because he was not in his home neighborhood when his friend was shot and killed.

Bright Lights, Dark Nights by Stephen Edmond

The love between Naomi, from a nuclear African American family and Walter, a white student from a broken home, is tested when an incident involving Walter’s cop father incites a racial scandal that goes viral.

Dear Martin by Nic Stone

Justyce McAllister is a black seventeen-year-old, an outstanding student attending an exclusive preparatory academy when he begins writing “Dear Martin” letters to help himself by thinking about how Martin Luther King might view recent events, particularly his treatment by the police.

Fast Break by Mike Lupica

White twelve-year-old Jayson focuses on playing basketball after his mother dies but when he is caught stealing sneakers, Protective Services places him with an affluent black family, where he finds his world shaken up in this story strong in its sports theme.

How It Went Down by Kekla Magoon

This complicated story of a white assailant who shoots and kills a black sixteen-year-old is told through the voices of many characters, some directly and some only peripherally involved.

I Am Alfonso Jones by Tony Medina

Black teenager Alfonso is shot while shopping by an off-duty white cop who mistakes a coat hanger for a gun and wakes up on a ghost train with other victims of police shootings.

A Long Way Down by Jason Reynolds

Fifteen-year-old Will plans to murder the guy who killed his brother but at each stop the elevator makes on its way down, the ghost of someone connected to his brother gets on and gives Will new information.

Open Mic: Riffs on Life Between Cultures in Ten Voices by Mitali Perkins

This collection of stories shows that humor can make discussions about race easier, when it is laughing with, and not at.

What We Saw by Aaron Hartzler

After Kate’s friend Stacey accuses several boys of a gang rape at a high school party, and none of the students who were present will tell what they witnessed, Kate must decide whether to be the one who shares a video of the party with authorities.
NON-FICTION

Black Lives Matter by Sue Bradford Edwards
This book explores the shootings that began the movement Black Lives Matter and the tensions that brought them to light.

Every Body’s Talking: What We Say Without Words by Donna Jackson
Readers are given suggestions for interpreting body language by paying attention to nonverbal clues. One chapter explains how cultural differences affect interpretations.

March: Book Three by John Lewis and Andrew Aydin
This third book in the graphic novel trilogy completes the memoir of John Lewis and the history of the civil rights movement.

Please Excuse This Poem: 100 New Poets for the Next Generation
Brett Fletcher Lauer and Lynn Melnick, editors, 2015.
Young poets from diverse backgrounds write about their experiences and feelings, including responses to racial issues, providing a strong basis for discussion. (Note: Some readers have objected to the profanity in some of the poems.)

FILMS ON RELATED THEMES

Compiled by Ben Hanley, Barrington Public Library and Louise Moulton

FEATURE FILMS
Dear White People http://www.imdb.com/title/tt2235108/
Boyz in the Hood http://www.imdb.com/title/tt0101507/
Do the Right Thing http://www.imdb.com/title/tt0097216/
Straight Outta Compton http://www.imdb.com/title/tt1398426/
Fruitvale Station http://www.imdb.com/title/tt2334649/
Brooklyn’s Finest http://www.imdb.com/title/tt1210042/

SERIES
Dear White People http://www.imdb.com/title/tt5707802/
The Wire http://www.imdb.com/title/tt0306414/

DOCUMENTARY
Tupac: Resurrection http://www.imdb.com/title/tt0343121/)
Rise of Black Lives Matter
Stay Woke or Stay Divided
https://www.youtube.com/watch?v=wOzaR5rKAkE
AUTHOR ANGIE THOMAS’S INSPIRATION FOR THE BOOK

“I remember the first time I saw Emmett Louis Till. I came across his photo in a Jet magazine that marked the anniversary of his death. At the time, I was convinced he wasn’t real, or at least that he wasn’t a person. Mutilated beyond recognition, he looked more like a prop from a movie to me; a monster from some over-the-top horror flick. But he was a person, a boy, and his story was a cautionary tale, even three decades after he died. “Know your worth,” my mom would say, “but also know that not everyone values you as much as I do.” Still, Emmett wasn’t real to me. In a way, he was a tale of yesteryear. There was no way I’d ever have to worry about anything like that happening to me or to someone I knew. Things had changed, even in Mississippi. I grew up in a neighborhood that’s notorious for all the wrong reasons. While everything they showed on the news was true, there was so much more that you wouldn’t see unless you lived there. My neighbors were family. The neighborhood drug dealer was a superhero that gave kids money for snacks and beat up pedophiles that tried to snatch little girls off the street. The cops could be superheroes too, but I was taught at a young age to be, “mindful” around them. We’d all heard stories, and they were realer than Emmett. I remember the first time I saw the video of Oscar Grant. I was in college, which was in a nicer part of town than where I lived, but only ten minutes away from it, and it was very, very white. I did everything I could so no one would label me as the “black girl from the hood.” “I could leave home, blasting Tupac loudly, but by the time I arrived to pick up a friend, I was listening to the Jonas Brothers. I kept quiet whenever race came up, despite the glances I’d get because as the “token black girl,” I was expected to speak. But Oscar did something to me. Suddenly, Emmett wasn’t history. Emmett was still reality. The video was undeniable evidence that had never been provided for the stories I’d heard. Yet my classmates, who had never heard such tales, had their own opinions about it: “He should’ve just done what they said.” “I heard he was an ex-con and a drug dealer.” “They were just doing their job.” And I hate to admit it, but I still remained silent. I was hurt, no doubt. And angry. Frustrated. Straight-up pissed. I knew plenty of Oscars. I grew up with them and I was friends with them. This was like being told that they deserved to die. As the unrest took place in Oakland, I wondered how my community would react if that happened to one of our Oscars . . . or if I became an Oscar. From all of those questions and emotions, The Hate U Give was born. I’ve always told stories. When I can’t find a way to say the words out loud, I create characters that do it for me. The Hate U Give started...
as a short story, and I thought I was done telling Starr and Khalil's story because I foolishly hoped Oscar wouldn't happen again. But then there was Trayvon. Michael. Eric. Tamir. And there was more anger, frustration, and hurt for me, my peers, and the kids in my neighborhood who saw themselves in those gentlemen. So I expressed those feelings the best way I knew how, through story, in hopes that I would give a voice to every kid who feels the same way I do and is not sure how to express it. But my ultimate hope is that everyone who reads this book, no matter their experiences, walks away from it understanding those feelings and sharing them in some way. And maybe then, Emmett Louis Till can truly become history.”

NOMINATE THE NEXT READING ACROSS RHODE ISLAND BOOK!

The general criteria for book selection includes:

- A good story with a universal theme
- Appeal to a wide range of readers, from age 14 and up
- Accessible in language and content
- Available in different formats (i.e., paperback, audio, Braille)
- Written by an author who is available to visit and speak with Rhode Islanders about the book
- Over time, the titles selected should reflect diversity in content, culture and genre

Title & Author: _______________________________________________________________

__________________________________________________________________________

If you prefer, you may email your book nomination to kate@ribook.org.
To find Reading Across Rhode Island programs in your area, go to ribook.org.

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This booklet presents resources the Reading Across Rhode Island committee has gathered to enrich and expand this reading.

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Rhode Island Center for the Book at the Rhode Island Council for the Humanities is a statewide organization devoted to promoting personal and community enrichment by celebrating the art and heritage of reading, writing, making, and sharing books. Founded in 2003, the Rhode Island Center for the Book is an affiliate of the Center for the Book in the Library of Congress in Washington, D.C.