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CITIZEN'S BANK

**New Haven Free Public Library**



**The Heroes** in our lives  
AN AFTER SCHOOL INITIATIVE IN THE CITY OF NEW HAVEN

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## THE NEW HAVEN FREE PUBLIC LIBRARY

New Haven Free Public Library provides free and equal access to knowledge and information in an environment conducive to study and resource sharing. Through its collection, media, services and programs, the library promotes literacy, reading, personal development and cultural understanding for the individual and the community at large.

The library consists of four facilities: Main (Ives) Branch, Fair Haven Branch, Mitchell Branch and Stetson Branch. It lends books, offers timely, accurate reference services, and provides learning resources to support diverse educational goals for the out-of-school citizen.

## NEW HAVEN READS

Initially organized in 2001, New Haven Reads opened its first Book Bank in the Chapel Square Mall, distributing a modest number of free books to

area individuals and organizations. It has grown substantially over the years and in 2004 we gave out well over 100,000 books. New Haven Reads also runs a free tutoring program that serves approximately 40 young and adult students. We are open from 1 to 6 Monday through Friday and from 12 to 4 on Saturdays and are now located at 45 Bristol Street in the Dixwell neighborhood.

New Haven Reads is a 501 (c) (3) non-profit organization and it receives the majority of its financial support from Yale University that provides free rent and a grant from the Class of '55 Project administered through Dwight Hall at Yale. Many of our tutors are Yale students.

## READ TO GROW

Read to Grow is an organization comprised of three programs that promote literacy: Books for Babies (brings a new book and the message of literacy to new families at their bedside in the hospital), Books for Kids (collects and redistributes books

from communities with a surplus to communities with a need) and the Library Hotline (coordinates access to information about the many programs offered by Connecticut's libraries).

Read to Grow has a simple mission: get books into homes and hands and encourage families to set aside time for reading with and talking with their children.

## THE VOLUNTEER CENTER FOR GREATER NEW HAVEN

The Volunteer Center for Greater New Haven is a non-profit organization. It strives to build broader community engagement in volunteers and volunteerism in order to assist non-profit organizations. There are hundreds of non-profits in New Haven alone who are providing services to a diverse range of activities and populations, including people with great needs and vulnerability.

**MY HERO** is a not-for-profit educational web project that celebrates the best of humanity. Its mission is to enlighten and inspire people of all ages with an ever-growing internet archive of hero stories from around the world. MY HERO uses current web technologies to provide a unique educational experience that promotes literacy and cross cultural communication.

**Libraries for the Future** provides programs at the national, state and local levels, typically in partnership with libraries, library systems, foundations and community-based organizations. It currently operate in more than 100 communities in 20 states. Its signature programs include Family Place, a national program that transforms libraries into centers for healthy child development and family literacy, and Equal Access Libraries, model programs that help libraries animate new technologies and enhance their capacities as centers for information and education.

The mission of Development Without Limits is to provide dynamic and challenging learning experiences for young people and adults. Development Without Limits works with community-based organizations, after school and summer programs, schools, and other educational institutions in developing curriculum and training staff.



## I. THE HEROES IN OUR LIVES AN AFTER SCHOOL INITIATIVE IN THE CITY OF NEW HAVEN

### WHAT IS THE HEROES IN OUR LIVES INITIATIVE?

"A hero is an ordinary individual who finds the strength to persevere and endure in spite of overwhelming obstacles." -Christopher Reeve

The Heroes in Our Lives is an after school program launching its pilot phase February, 2005. The goal of the program is to promote reading and learning in the after school hours. It also aims to give young people a chance to become more familiarized with their local libraries and to get acquainted with local community based organizations. How? Through an exploration of heroes.

If there's one thing that really speaks to young people, it's heroism. From superman to the local fireman, children love anyone (or anything) that has the power to do good. The qualities of the hero—selflessness, bravery and humility—are qualities that young people naturally admire but rarely take the time to consider in-depth. This program uses young people's inherent interest in heroes as a springboard to get them thinking about themselves, their communities, their history and their future. They consider, in detail, what makes a hero. Perhaps most importantly, they contemplate how they can become more heroic in their day-to-day lives.

Under the leadership of the New Haven Free Public Library, staff members from after school programs throughout the City of New Haven will come together to learn about the program. They then use the ideas for activities, free books, and educational material loans to implement their own programs. Training workshops and special events will afford staff

the opportunity to keep the lines of communication open.

This handbook is designed to provide you with an overview of The Heroes in Our Lives program. In these pages, you will find out what resources are available, get trainings and events schedules, important contact information, and some ideas for getting started.

## WHY HEROES?

William Brown, Director of the Eli Whitney Museum, a participant in the Heroes in Our Lives program, has this to say about studying heroes:

The stories of heroes may be imperfect history. Still they are unrivaled teachers.

The stories teach us the power of intuition: with just a few clues, we find the hero we need to find. We find heroes before we understand the need.

The stories remind us that missteps, risks, and disappointments visit all lives . . . famous or not.

The stories show us the choices that make a life important. They remind us that all lives, and our lives, are made of choices.

So why study heroes? When we study the life of a hero, we think about our own life. These stories are a mirror that allows us to see more clearly our dreams, our strengths, and our choices.

## WHO'S INVOLVED?

This program would not be possible without the collaboration of the following organizations. More in-depth descriptions of each of the major supporters are provided on the inside cover of this handbook. Here is a brief summary of the roles that each will play:

### THE NEW HAVEN FREE PUBLIC LIBRARY

provides leadership, organization and direction, choose monthly themes with corresponding book selections, develop activities for events and general management of the program.

### THE VOLUNTEER CENTER FOR GREATER NEW HAVEN

helps with the operation, provide meeting areas for staff training; arrange for volunteers at programs and in other capacities as the program develops.

### NEW HAVEN READS BOOK BANK

provides free, gently-used giveaway books to after school sites for monthly celebration activities.

### READ TO GROW

provides free copies of selected titles to both the Library and the Book Bank for distribution at special celebration events.

## THE MY HERO PROJECT

provides curriculum-based training and development assistance to after school providers. This includes instruction in the creative use of its web-based hero interactive journal for kids, My Hero.Com.

## DEVELOPMENT WITHOUT LIMITS

provides training and other resources to help programs develop their own The Heroes in Our Lives initiatives.

## HOW DOES THE INITIATIVE WORK?

After school staff attend an initial training session during which time they gather the information and resources they need for implementing their own The Heroes in Our Lives program. Equipped with this knowledge, after school staff returns to their programs to lead activities with their young people that relate to the monthly theme. The 5 monthly themes are African American Heroes, Women Heroes, Cultural Heroes, Local Heroes, and Heroes in Myth and Legend.

The program kicks-off with a celebration, ends with a culminating event, includes a mid-program celebration and offers several training and collaborative brainstorming opportunities throughout.



## II. EVENTS

Events are a great way to get young people, their families and after school staff energized about the program. During the five months, there is three major events open to all young people, families and after school staff. Each event has its own flair and focus, and is an exciting opportunity to celebrate heroes, play games, enjoy some entertainment, celebrate accomplishments and have a good time.

The **kick-off event** is held at the New Haven Free Public Library, and includes entertainment and book giveaways. This is a chance to get kids and families excited about the program, and for after school staff to learn more about it as well.

**Hero Day** held at one of the participating organizations' sites is a chance for young people to participate in a variety of interactive learning activities centered around the theme of heroes. It also is an opportunity for participating after school sites to show off their skills and ideas by facilitating activities with the young people and families who attend.

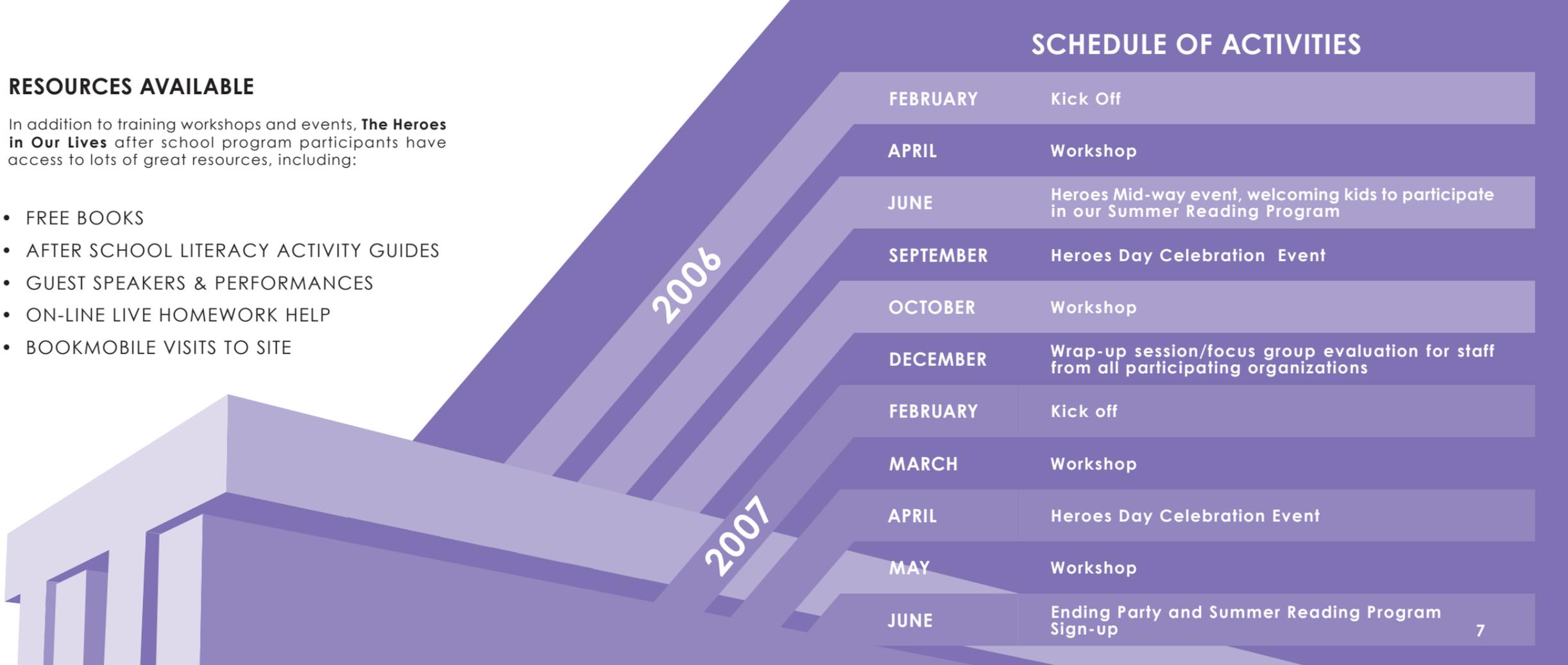
The **culminating event** is an opportunity for the young people to share what they have learned with their families. This is also an opportunity to showcase what they have created during the program—from posters to plays and everything in between.

## RESOURCES AVAILABLE

In addition to training workshops and events, **The Heroes in Our Lives** after school program participants have access to lots of great resources, including:

- FREE BOOKS
- AFTER SCHOOL LITERACY ACTIVITY GUIDES
- GUEST SPEAKERS & PERFORMANCES
- ON-LINE LIVE HOMEWORK HELP
- BOOKMOBILE VISITS TO SITE

## SCHEDULE OF ACTIVITIES



|           |   |
|-----------|---|
| FEBRUARY  | Kick Off  |
| APRIL     | Workshop  |
| JUNE      | Heroes Mid-way event, welcoming kids to participate in our Summer Reading Program     |
| SEPTEMBER | Heroes Day Celebration Event  |
| OCTOBER   | Workshop  |
| DECEMBER  | Wrap-up session/focus group evaluation for staff from all participating organizations |
| FEBRUARY  | Kick off  |
| MARCH     | Workshop  |
| APRIL     | Heroes Day Celebration Event  |
| MAY       | Workshop  |
| JUNE      | Ending Party and Summer Reading Program Sign-up                                       |

### III. THEMES AND ACTIVITIES

#### AFRICAN-AMERICAN HEROES FEBRUARY

**“Life’s most persistent and urgent question is, ‘What are you doing for others?’” Martin Luther King, Jr.**

#### ACTIVITY IDEAS

The history of African-Americans goes far back, spans continents, and is filled with important figures. In this, Black History Month, help your young people learn about some of the African Americans who were great heroes of their times and ours.

#### STORIES & BOOKS

Read a book to your group that relates well to the theme of African American heroes. You can choose from the supplied reading list, from the KidzLit program or from your own personal library. After you’ve shared the story, lead an activity

that will help the young people internalize the message.

#### EXAMPLE:

Read *The Story of Ruby Bridges* by Robert Coles. Help the young people discuss how the story connects with their own lives. What adversity do they face on a daily basis? How do they overcome it? Then, have them get into small groups and develop short scenes in which they explore what Ruby Bridges’ day-to-day life might have been like. Have the groups present their scenes to each other and allow time for reflection. These scenes could also be developed into a full-fledged play—with costumes and sets—that the young people could perform for their families and communities at the culminating event.

#### TECHNOLOGY

Check out the My Hero website at [www.myhero.com](http://www.myhero.com). The site usually highlights heroes on a monthly basis, and since February is Black History Month, this will

be a good resource. Have each young person in your group select an African-American hero to tell the rest of the group about. This is a good interactive learning strategy, as well as a way to get your group familiar with the My Hero website, so they can try making their own hero page sometime.

For more information about African-American heroes, check out these websites:

Contemporary African American History Makers, by Sonya Stinson: <http://www.black-collegian.com/african/trailblzr.shtml>

Celebrating African American History, interviews with and about prominent African Americans from Jerry Jazz Musician: <http://www.jerryjazzmusician.com/mainHTML.cfm?page=aahistory.html>

The Internet African American History Challenge ©, from Bright Moments: <http://www.brightmoments.com/blackhistory/>

#### WOMEN HEROES MARCH

**“It was we, the people; not we, the white male citizens; nor yet we, the male citizens; but we, the whole people, who formed the Union... Men, their rights and nothing more; women, their rights and nothing less.” Susan B. Anthony**

In this, Women’s History month, help your young people learn about the women throughout time who have been heroes. The month was created because women heroes have historically been left out of a lot of written history, so now is our chance to change that.

#### ACTIVITY IDEAS STORIES & BOOKS

Share a story about an important woman hero with your young people. This could be from the Heroes in Our Lives reading list,

the KidzLit program, or one that you personally know and love. After you read the book to your group, brainstorm with your young people to make a list of other women who would be considered heroes. Then, lead them in an activity.

#### EXAMPLE:

Read *Amelia and Eleanor Go for a Ride* by Pam Munoz Ryan to your group.

Brainstorm and/or research a list of other women heroes. Have the young people consider other women heroes from the list you have made. Then, have them write up a story in which two women heroes meet. They can write up their own stories, or act out scenes showing the meeting. If you want to take it even further, the group can create a whole play or a video of their stories. The group can then gather all of their stories of fictional, historic

meetings and publish them as a magazine.

#### TECHNOLOGY

Check out the My Hero website at [www.myhero.com](http://www.myhero.com). Have each young person in your group look at the site and choose a woman hero to tell the rest of the group about.

For more information about women heroes, check out these websites:

The National Women’s History Project Biography Center: <http://www.nwhp.org/tip/biographies/biographies.html>

Famous Firsts by American Women: <http://www.infoplease.com/spot/womensfirsts1.html>

Women’s History Month Online Exhibit, by the History Channel: <http://www.historychannel.com/exhibits/womenhist/main.html>

## CULTURAL HEROES APRIL

"We must become the change we wish to see in the world." *M.K. Gandhi*

This month, our theme is broad—it encompasses diverse heroes of every background. This is a good opportunity to learn more about the cultural backgrounds of the young people and staff in your program as well!

### ACTIVITY IDEAS STORIES & BOOKS

Choose a story about an important cultural hero from the Heroes in Our Lives reading list, the after school Kidzlit program, or that you know and love. Read the book to your group and lead some activities that will help the story come to life.

### EXAMPLE:

Read *Louis Braille: The Blind Boy Who Wanted to Read*, by Dennis Fradin to your group.

Discuss how Braille overcame immense obstacles and helped others in the process. Have participants in your program choose a culture that they don't know very much about. Then, help them find a hero from that background who also overcame obstacles. Once they've chosen a hero, help them create a poster that demonstrates what makes him or her a cultural hero. Hang the posters up for everyone to see and keep them afterwards so you can share them at the culminating event.

### TECHNOLOGY

Check out the My Hero website at [www.myhero.com](http://www.myhero.com). Young people and adults from all over the world have created web pages about their heroes. Have each of your young

people choose a cultural hero to tell the rest of the group about.

For more information about cultural heroes, check out these websites:

Notable Hispanic Americans-  
<http://www.infoplease.com/spot/hhmbio7.html>

Notable American Indians-  
<http://www.infoplease.com/spot/aihmbioaz.html>

Notable Asian Pacific Americans-  
<http://www.infoplease.com/spot/asianambios.html>

## LOCAL HEROES MAY

"My heroes are and were my parents. I can't see having anyone else as my heroes." *Michael Jordan*

Heroes are everywhere! It is not just the famous men and women of history who are heroes, but anyone who overcomes obstacles and helps others. This month we have the chance to honor the heroes all around us.

### ACTIVITY IDEAS STORIES & BOOKS

Choose a story about an important local hero from the reading list, the Kidzlit program, or just pick a story that means a lot to you personally. Read the book to your group and then lead some activities that will help the young people start thinking about heroes in their midst.

### EXAMPLE:

Read *Officer Buckle and Gloria* by Peggy Rathman to your group.

Help the young people brainstorm a list of questions they would like to ask a police officer. Then, arrange for a visit to a nearby police or fire station. Or, invite an officer or firefighter to visit your program to speak with your young people about safety issues. (This idea comes from the After School Kidzlit Activity Guide for Officer Buckle and Gloria.)

### TECHNOLOGY

Check out the My Hero website at [www.myhero.com](http://www.myhero.com). Have your group look at examples of local heroes (see the category, "Community Heroes"). Then, have your participants choose a hero in their own lives who they would like to make a My Hero webpage about. It's easy to do, and in addition to learning about heroes, you get to learn about the web, too.



## HEROES IN MYTH AND LEGEND JUNE

“Fiction reveals truth that reality obscures.” *Ralph Waldo Emerson*

### ACTIVITY IDEAS STORIES & BOOKS

Read a story to your group about an important fictional hero. This can come from the Heroes in Our Lives reading list, the after school KidzLit program, or from your own bookshelf. Then, lead some activities that will help the story come to life.

Example: Read Hercules: *The Man, the Myth, the Hero* by Kathryn Lasky

You can use this story as a way to begin to look at the heroes of myths – Greek, Roman, Indian, Native American and more. Using the library and the web, help your young people learn about other mythical heroes. Then, have

them make up a few of their own! They can create posters or trading cards with pictures and information about their mythical heroes on them.

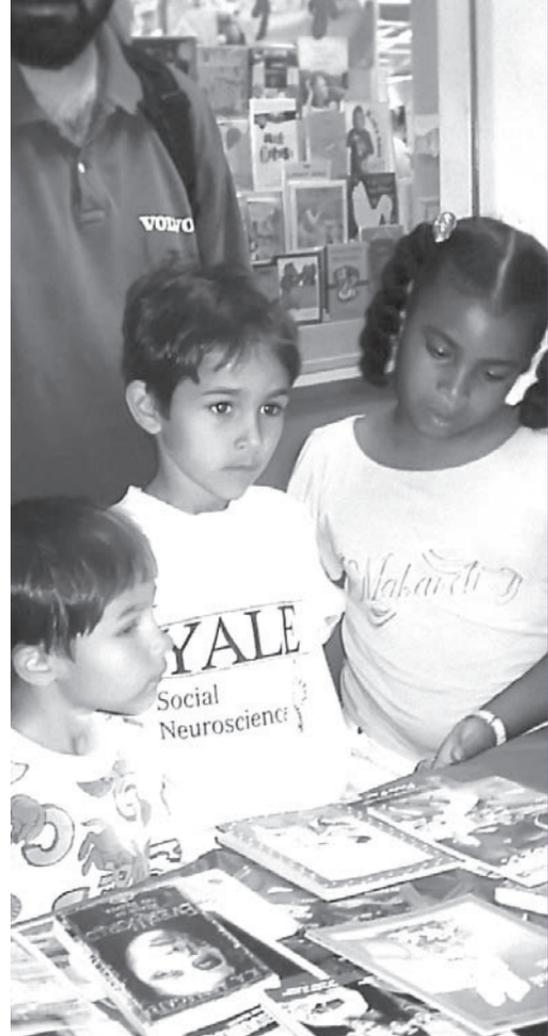
### TECHNOLOGY

Check out the My Hero website at [www.myhero.com](http://www.myhero.com). Have your group look at examples of fictional heroes (see the category, “Literary Heroes”). Then, have your participants choose a story about a fictional hero that they would like to read to the group. Volunteers can read their stories aloud and the group can discuss them. As an alternative, the young people can ask you to read the story aloud for them.

For more information about heroes in myth and legend, check out these websites:

Gods, Heroes and Myth:

<http://www.gods-heros-myth.com/>  
Mythography-<http://loggia.com/myth/>



## III.THEMES AND ACTIVITIES

### LITERARY HEROES OCTOBER

“Nurture your mind with great thoughts. To believe in the heroic makes heroes.” *Benjamin Disraeli*

Often times, children's heroes are fictional characters – but that doesn't mean they are not real! It can be wonderfully inspiring for young people to learn about the heroes behind the heroes – the writers who make the fictional heroes come to life. Use the rich resources of the library to help bring these literary heroes to life.

### ACTIVITY IDEAS STORIES & BOOKS

Read a book to your group that highlights a literary hero. You can choose from the supplied reading list, from the KidzLit program

or from your own personal library. After you've shared the story, lead an activity that will help the young people expand on the ideas.

### EXAMPLE:

Read *The Wizard behind Harry Potter*, by Marc Shapiro. Discuss with the young people how they think J.K. Rowling thought up the world of Harry Potter. Break down the elements of that world – setting, characters, stories, etc. Have them make up their own magic worlds, with magical characters and creatures, places and objects. From there, you can go in so many ways – they can act out their characters and stories, write them down, draw or paint – the possibilities are endless.

### TECHNOLOGY

Check out the My Hero website at [www.myhero.com](http://www.myhero.com). The site has a whole section for literary heroes. Have each young person in your group select a literary hero to tell the rest of the group about. This is a good

interactive learning strategy, as well as a way to get your group familiar with the My Hero website, so they can try making their own hero page sometime

For more information about literary heroes, check out these websites:

Fun Trivia and Quizzes about Literary Heroes: [http://www.funtrivia.com/quizzes/literature/mixed\\_literature/literary\\_characters.html](http://www.funtrivia.com/quizzes/literature/mixed_literature/literary_characters.html)

Children's Authors & Illustrators: <http://www.ucalgary.ca/~dKbrown/authors.html>

Authors and Their Websites: <http://www.authorsontheweb.com/>

## FAMILY HEROES NOVEMBER

*"The family is the nucleus of civilization."*  
William J. Durant

When you ask a young child, "Who is your hero?" she is most likely to mention a close relative, often a parent or older sibling. We often glamorize famous or accomplished people as heroes, but family heroes are the most important of all. This month, we honor the heroes closest to us.

### ACTIVITY IDEAS STORIES & BOOKS

Read a book to your group that highlights family. You can choose from the supplied reading list, from the KidzLit program or from your own personal library. After you've shared the story, lead an activity that will help the young people expand on the ideas.

### EXAMPLE:

Read *A Chair For My Mother*, by Vera B. Williams. Have the children discuss what is the one thing that makes their home feel like home. In the story, the family loses everything in a fire, but they are able to work together to get the one thing that comforts everyone – a new chair. Have the young people draw pictures of their loved objects and give them a caption: "This is a picture of \_\_\_\_\_, \_\_\_\_\_ loves it."

### TECHNOLOGY

Check out the My Hero website at [www.myhero.com](http://www.myhero.com). The site has a whole section for family heroes. Have each young person in your group select their own family hero to honor, and make their own page on the My Hero website about their family hero.

For more information about family heroes, check out these websites:

Family Fun Activities:  
<http://familyfun.go.com/>

Family Activities & Experiments:  
<http://www.nationalgeographic.com/kids/activities/>

Family Friendly Web Portal:  
<http://www.kaboose.com/>

## ART & MUSIC HEROES DECEMBER

*"A community without artists is not a true community, only people living in the same vicinity."* Byrne Piven

Sometimes we complain that young people's heroes today are all pop stars and athletes. But that's not all bad – many musicians and artists are wonderful role models who we can all learn from. This month, we explore the arts and look for heroes who inspire our own creativity.

### ACTIVITY IDEAS STORIES & BOOKS

Read a book to your group that highlights art or music heroes. You can choose from the supplied reading list, from the KidzLit program or from your own personal library. After you've shared the story, lead an activity that will help the young people expand on the ideas.

### EXAMPLE:

Read *Andy Warhol*, by Linda Bolton. Discuss with the young people Warhol's idea of taking commercial objects that are seen as ordinary – soup cans, soap boxes, etc – and showing off their visual beauty by making them art objects. Have them choose their own favorite commercial object and make it art, by using drawing, painting, mosaic or three-dimensional techniques the way Andy Warhol did. Have a gallery day where the young people show off their work to the other kids and families.

### TECHNOLOGY

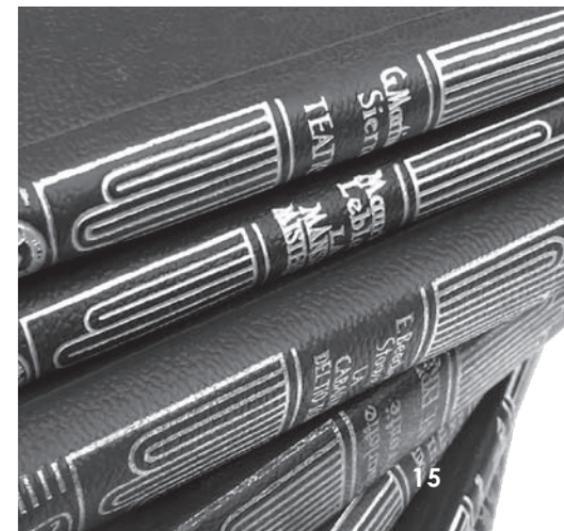
Check out the My Hero website at [www.myhero.com](http://www.myhero.com). The site has a whole section for artist heroes. Have each young person in your group select their own artist or musician to tell the rest of the group about, or they can make their own page on the My Hero website.

For more information about artist and music heroes, check out these websites:

Arts Activities:  
<http://www.artsandactivities.com/>

Children's Music:  
<http://www.childrensmusic.org/>

Major Modern & Contemporary Visual Artists:  
<http://www.the-artists.org/>



## HEROES IN OUR LIVES READING LIST

### AFRICAN AMERICAN HEROES FEBRUARY

**Amper, Thomas. *Booker T. Washington*.** Tells the story of Booker T. Washington's childhood following the end of slavery, his struggle to get an education, and his journey at age sixteen to the Hampton Institute.

**Coles, Robert. *The Story of Ruby Bridges*.** (1995) This is the true story of an extraordinary 6-year-old who helped shape history when she became the first African-American sent to first grade in an all white school. This moving book captures the courage of a little girl standing alone in the face of racism.

**Freedman, Russell. *Martha Graham, A Dancer's Life*.** (1997) A photo-biography of the American dancer, teacher, and choreographer who was born in Pittsburgh in 1895 and became a leading figure in the world of modern dance.

**Lindbergh, Reeve. *Nobody Owns the Sky*.** (1996) As a young woman in the 1920's, Bessie Coleman's chances of becoming a pilot were slim. But she never let her dream die and became the first licensed African-American aviator.

**Mathis, Sharon Bell. *Ray Charles*.** (2001) A biography of the Black musician who became famous despite his blindness.

**Medearis, Angela Shelf. *Our People*.** (1994) Parent and child discuss their African-American heritage and the contributions made to civilization by their people.

**Offinoski, Steve. *Oprah Winfrey, Television Star*.** (1993) The life and career of the black talk show host who has become one of the most successful women in television.

**Rappaport, Doreen. *Martin's Big Words: The Life of Dr. Martin Luther King, Jr.*** (2001) Dr. Martin Luther King Jr.'s message of love, justice, and freedom shines through every page of this powerhouse of a book. Watercolor and cut-paper collages pack



a visual punch, and the fluid narrative is simple enough for young readers.

**Ringgold, Faith. *If a Bus Could Talk: The Story of Rosa Parks*.** (1999) If a bus could talk, it would tell the story of a young African-American girl named Rosa who had to walk miles to her one-room schoolhouse in Alabama while white children rode to their school in a bus. It would tell how the adult Rosa rode to and from work on a segregated city bus and how an act of courage inspired others around the world to stand up for freedom.

**Rochelle, Belinda. *When Jo Louis Won the Title*.** (1994) Jo's grandfather helps her feel better about herself when he tells her the story about why she is named for the heavyweight boxing champion, Joe Louis.

## WOMEN'S HEROES MARCH

**Adler, David A. *America's Champion Swimmer, Gertrude Ederle*.** (2000) Describes the life and accomplishments of Gertrude Ederle, the first woman to swim the English Channel and a figure in the early women's rights movement.

**Blue, Rose. *Harriet Tubman: Riding the Freedom Train*.** (2002) This informative book covers Tubman's life from her birth as a slave to her work as a conductor on the Underground Railroad.

**Cooney, Barbara. *Eleanor*.** (1996) Presents the childhood of Eleanor Roosevelt, who married a president of the United States and became known as a great humanitarian.

**Hopping, Lorraine Jean. *Sally Ride, Space Pioneer*.** (2000) A biography of the first woman in space, discussing her childhood, career as an astronaut, and place in history.

**Joseph, Lynn. *Fly, Bessie, Fly*.** (1998) A brief biography of the woman who, in 1921, became the first African American to earn a pilot's license.

**Kirkpatrick, Patricia. *Maya Angelou*.** (2004) Examines the life and accomplishments of the African American writer, performer, and teacher. Includes a selection of her poetry.

**Krull, Kathleen. *Wilma Unlimited: How Wilma Rudolph Became the World's Fastest Woman*.** (1996) A biography of the African-American woman who overcame crippling polio as a child to become the first woman to win three gold medals in track in a single Olympics.

**Moss, Marissa. *Mighty Jackie, The Strike-out Queen*.** (2004) In 1931, seventeen-year-old Jackie Mitchell pitches against Babe Ruth and Lou Gehrig in an exhibition game, becoming the first professional female pitcher in baseball history.

**Ryan, Pam Munoz. *Amelia and Eleanor Go for a Ride*.** (1999) A fictionalized account of the night Amelia Earhart flew Eleanor Roosevelt over Washington, D.C. in an airplane.

**Stanley, Diane. *Joan of Arc*.** (2002) A biography of the fifteenth-century peasant girl who led a French army to victory against the English and was burned at the stake for witchcraft.

## CULTURAL HEROES

### APRIL

**Brown, Gene. *Anne Frank, Child of the Holocaust*. (1991)** A biography of the thirteen-year-old Jewish girl whose diary, published after her death in a Nazi concentration camp, made her famous all over the world.

**D'Aullaire, Ingri and Edgar Parin. *Pocahontas*. (1946)** With carefully researched details of early American Indian culture, the award-winning author-illustrators tell the story of Pocahontas, a brave young Indian woman who went against the precepts of her tribe to defend a white man, John Smith.

**Demi. *Gandhi*. (2001)** In beautiful language and exquisite illustrations inspired by Gandhi's own belief in the simplicity and truth of life, Demi captures the spirit that was Mahatma Gandhi and pays homage to this great man.

**Dillon, Leo and Diane Dillon. *Rap a Tap Tap: here's Bojangles-Think of That!***

**(2002)** This simple book for young children tells the life story of a groundbreaking African-American tap dancer. Bill "Bojangles" Robinson was one of the most popular entertainers of the 1920s-30s. People said he "talked with his feet," and in the Dillons' graceful paintings of old New York, he dances from page to page to the tune of a toe-tapping rhyme.

**Fradin, Dennis. *Louis Braille: The Blind Boy Who Wanted to Read*. (1997)** This beautiful illustrated book spotlights the amazing true story of an individual who made his mark on the world at a very early age. Drawn from primary resources, it is an uplifting and inspiring profile of a remarkable young person who overcame adversity.

**Johnson, Linda Carlson. *Mother Teresa, Protector of the Sick*. (1991)** A biography of the nun who founded the Missionaries of Charity to work with the destitute and dying, and was awarded the Nobel Peace Prize in 1979.

**Nardo, Don. *Women Leaders of Nations*. (1999)** Discusses some notable female

leaders of history, including Cleopatra, Queen Victoria, and Golda Meir.

**O'Grady, Scott. *Basher Five-Two: The True Story of F-16 Fighter Pilot Captain Scott O'Grady*. (1997)** U.S. Air Force Captain Scott O'Grady was shot down in his F-16 over Bosnia while helping to keep the peace. The plane exploded, and Captain O'Grady fell 5 miles to the ground below. In exciting detail, Captain O'Grady tells how he evaded capture and how, with little water and no food, he was able to survive on his own in enemy territory.

**Tallchief, Maria. *Tallchief: America's Prima Ballerina*. (1999)** Ballerina Maria Tallchief describes her childhood on an Osage reservation, the development of her love of dance, and her rise to success in that field.

**Winter, Jonah. *Frida*. (2002)** Again and again, Frida Kahlo turned the challenges of her life into art. Now Jonah Winter and Ana Juan have drawn on both the art and the life to create an insightful, playful tribute to one of the twentieth century's most influential artists.

## LOCAL HEROES

### MAY

**Huff, Regan. *Eli Whitney: The Cotton Gin and American Manufacturing*. (2004)**

Biography of a man who built machines that allowed work to be done faster and more precisely.

**Jackson, Donna M. *Hero Dogs: Courageous Canines in Action*. (2003)**

Presents stories about working and rescue dogs that help humans in many ways, such as those involved in the work at the World Trade Center disaster of September 11, 2001.

**McCully, Emily. *Mirette on the High Wire*. (1992)** Mirette learns tightrope walking from Monsieur Bellini, a guest in her mother's boarding house, not knowing that he is a celebrated tightrope artist who has withdrawn from performing because of fear.

**Polacco, Patricia. *Mr. Lincoln's Way*. (2001)** When Mr. Lincoln, "the coolest principal in the whole world," discovers that Eugene, the school

bully, knows a lot about birds, he uses this interest to help Eugene overcome his intolerance.

**Rathman, Peggy. *Officer Buckle and Gloria*. (1995)** The children at Napville Elementary School always ignore Officer Buckle's safety tips, until a police dog named Gloria accompanies him when he gives his safety speeches.

**Rickert, Janet Elizabeth. *Russ and the Almost Perfect Day*. (2000)** Russ, a student with Down syndrome, is having a perfect day until he realizes that the five-dollar bill he has found probably belongs to a classmate.

**Raven, Margot. *Angels in the Dust*. (1997)** Great Grandma Annie reminisces about life on her family's Oklahoma farm during the terrible drought of the 1930s when the region was known as the "Dust Bowl."

**Rockwell, Anne. *At the Firehouse*. (2003)** Jason, who loves fire engines, goes to the firehouse on Visitor's Day and learns all about being a firefighter.

**Wallace, Nancy. *Recycle Every Day*. (2003)** A busy family of rabbits demonstrates the three R's of recycling. Minna, a creative bunny, wants to win the Community Recycling Calendar Contest. She knows a lot about recycling but just can't come up with the perfect idea for her poster. Minna's family helps her find inspiration as they share their own recycling efforts.

**Williams, Vera B. *A Chair for My Mother*. (1982)** A child, her waitress mother, and her grandmother save dimes to buy a comfortable armchair after all their furniture is lost in a fire.



## HEROES IN MYTH AND LEGEND JUNE

**Cooney, Barbara. *Miss Rumphius.* (1982)** As a child, Miss Rumphius dreams of traveling to faraway places. Her grandfather assures her that this is possible, but also advises her to do something to make the world more beautiful. As an old lady, Miss Rumphius returns to her home by the sea, but realizes she has yet to fulfill her grandfather's wish. Inspired by her garden, Miss Rumphius creates a world of loveliness for those who live nearby.

**DePaola, Tomie. *The Legend of the Bluebonnet.* (1983)** A retelling of the Comanche Indian legend of how a little girl's sacrifice brought the flower called bluebonnet to Texas.

**Galdone, Paul. *The Elves and the Shoemaker.* (1984)** When the poor shoemaker and his wife discover the two naked little elves who have helped them become successful, they sew fine outfits for them.

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**Kellogg, Steven. *Johnny Appleseed.* (1988)** Presents the life of John Chapman, better known as Johnny Appleseed, describing his love of nature, his kindness to animals, and his physical fortitude.

**Kellogg, Steven. *Paul Bunyan.* (1984)** Recounts the life of the extraordinary lumberjack whose unusual size and strength brought him many fantastic adventures.

**Lasky, Kathryn. *Hercules: The Man, the Myth, the Hero.* (1997)** Recounts the story of the mythological hero, Hercules, child of Zeus and a mortal woman, including his twelve labors and ending with his ascension to Mount Olympus as a god.

**Lester, Julius. *John Henry.* (1994)** Retells the life of the legendary African American hero who raced against a steam drill to cut through a mountain.

**McCully, Emily. *Beautiful Warrior: The Legend of the Nun's Kung Fu.* (1998)** Tells the story of two unlikely kung fu

masters and how their skill in martial arts saves them both.

**San Souci, Robert D. *The Talking Eggs.* (1989)** A Southern folktale in which kind Blanche, following the instructions of an old witch, gains riches, while her greedy sister makes fun of the old woman and is duly rewarded.

**Wood, Audrey. *Heckedy Peg.* (1987)** A mother saves her seven children from Heckedy Peg, a witch who has changed them into different kinds of food.



## SUMMER READING PROGRAM:

In order to encourage kids and teens to read during the summer vacation, the New Haven Free Public Library offers the "Summer Reading Program". Every year the Summer Reading Program has a theme. The theme for the year 2006 is Paws, Claws, Tales and Scales. This special program will include weekly activities – Toddler/preschool storytime, story & activity programs for school-aged kids and teenagers, movies, and special performances. Kids and teenagers need to register for this program. When they register, they will receive a reading log to keep track of their summer reading. For every two hours kids and teens read, they will receive an incentive prize.

Kids and teenagers need to register at the New Haven Public Library for this program. At the conclusion of the Summer Reading program all readers are invited to the Summer Reading party.

For further information please call 946-8129

## WORKSHOP TRAINING AND EVENTS

Volunteer Center for Greater New Haven  
Kate Cosgrove 562-1854

New Haven Free Public Library  
Xia Feng 946-2279

Development Without Limits  
Eric Gurna (718) 781-5753

## SOURCES FOR FREE BOOKS

Read To Grow  
Linda Sylvester, Books for Kids Coordinator 488-6800

New Haven Reads Book Bank  
Chris Alexander, Coordinator 562-4076

## LIBRARY INFORMATION

For Public Library Services Main Library  
Children and Youth Services 946-8129

Fair Haven Branch 946-8115

Stetson Branch 946-8119

Mitchell Branch 946-8117

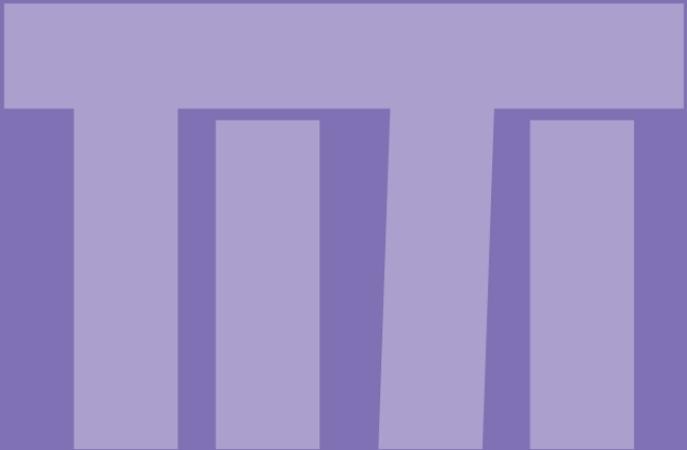
Readmobile Service 946-8129

Wilson Branch (opening July, 2006)

## CONTACT INFORMATION PARTICIPATING AFTER SCHOOL SITES

| NAME            | ORGANIZATION                                     | PHONE    | EMAIL                     |
|-----------------|--|----------|---------------------------|
| Elisha Brown    | Katherine Brennan Family Resource                | 946-6171 | elishabrown21@hotmail.com |
| William Brown   | Eli Whitney Museum                               | 777-1833 | wb@eliwhitney.org         |
| Tomi Veale      | L.E.A.P.   | 773-0770 | tveale@leapforkids.org    |
| Liz Gambardella | Farnam Neighborhood House                        | 562-9194 | farnamhouse@earthlink.net |
| Terry McCarthy  | YMCA Youth Center of New Haven                   | 776-9622 | tmccarthy@ccymca.org      |
| DJ Nadeau       | New Haven Boys and Girls Club                    | 787-0187 | djnadeau@bgcnewhaven.org  |
| Sujey Alicea    | Catholic Charities Centro San Jose               | 777-6771 | sujeyalicea@yahoo.com     |
| Xia Feng        | New Haven Free Public Library – Children's Dept. | 946-2279 | fxia@nhfpl.org            |

WWW.CITYOFNEWHAVEN.COM/LIBRARY



# New Haven Free Public Library