

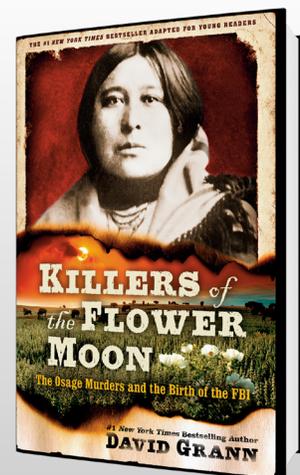
## EDUCATORS' BROCHURE FOR GRADES 7–12

# UNEXAMINED NARRATIVES

This educators' brochure highlights fiction and nonfiction titles that touch on topics forgotten, ignored, or deliberately suppressed—drawing attention to gaps and silences in dominant cultural reading. Integrate these titles into your social studies or English curricula for anti-bias reading.

Background photo used under license from Getty Images and Shutterstock

Includes an Educators' Guide for  
*Killers of the Flower Moon:*  
*Adapted for Young Adults*



## **A LETTER FROM JOANNE POWLESS, THE EDUCATOR WHO CREATED THIS GUIDE**

*Killers of the Flower Moon* is a must-read for students, parents, and teachers. The book explores facets of the story of the United States that are often overlooked or minimized. While many students are aware of the general history of the subjugation and forced movement of Native Americans, much of the intentional violence and malicious treatment, including the fact that it was often sanctioned and encouraged by the state, is glossed over. And we continue to learn more about the mistreatment of indigenous people well into modern times. Today, many Native Americans struggle to maintain their way of life as governmental and societal forces continue to impede on their land and lifestyle.

My family and I were very emotional reading *Killers of the Flower Moon*, even as the world became aware of some of the horrors of the boarding schools across Turtle Island, the name some Native Americans use to refer to North and Central America. The stories of forced migrations and family separations, as well as the denial of practice of culture and traditions, contained within highlight the dehumanization of indigenous people and force native readers to confront painful and difficult history. *Killers of the Flower Moon* tells the story of one Osage woman, Mollie Burkhart, as well as the entire Osage community, as they endured what has become known as the Reign of Terror. It is important for readers not only to hear these stories but also to believe these stories of trauma that have been known and shared within American Indian communities for generations, but which have often been deliberately suppressed by the white mainstream. Hearing, understanding, and believing these stories is a necessary first step toward accountability after centuries of denial and silence.

This guide was created by JoAnne Powless, Haudenosaunee from Onondaga Nation, wolf clan.  
She teaches 5th grade at the Onondaga Nation School.

# KILLERS *of the* FLOWER MOON

Adapted for Young Readers

## ABOUT THE BOOK

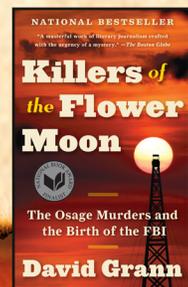
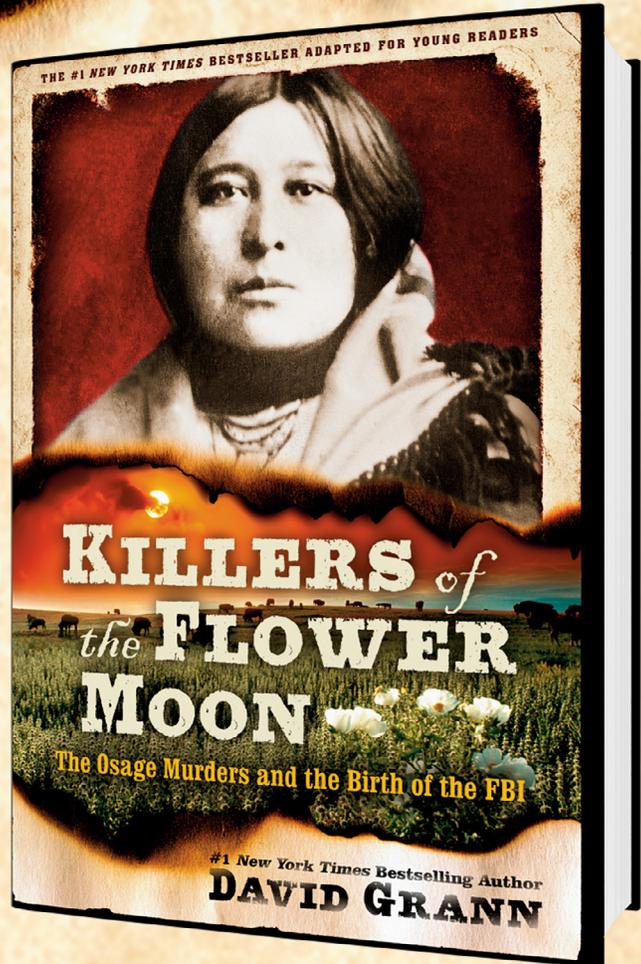
The *New York Times* bestseller and National Book Award finalist *Killers of the Flower Moon* is now adapted for young readers.

This book is an essential resource for young readers to learn about the Reign of Terror against the Osage people—one of history's most ruthless and shocking crimes.

In the 1920s, the richest people per capita were members of the Osage Nation in Oklahoma, thanks to the oil that was discovered beneath their land. Then, one by one, the Osage began to die under mysterious circumstances, and anyone who tried to investigate met the same end.

As the death toll surpassed more than twenty-four Osage, the newly created Bureau of Investigation, which became the FBI, took up the case, one of the organization's first major homicide investigations. An undercover team, including one of the only Native American agents in the bureau, infiltrated the region, using the latest techniques of detection. Working with the Osage, they began to expose one of the most chilling conspiracies in American history.

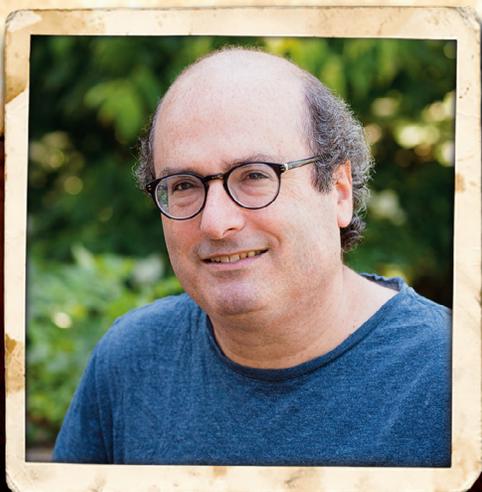
In this adaptation of the adult bestseller, David Grann revisits his gripping investigation into the shocking crimes against the Osage people. The book is a searing indictment of the callousness and prejudice toward Native Americans that allowed the murders to continue for so long.



*Killers of the Flower Moon*

David Grann

TR: 978-0-307-74248-3



Rebecca Mansell

## ABOUT THE AUTHOR

David Grann is a staff writer at the *New Yorker* and the bestselling author of *The Lost City of Z*, which was chosen as one of the best books of the year by the *New York Times*, *The Washington Post*, and other publications and has been translated into more than twenty-five languages. He is also the author of *The Devil and Sherlock Holmes*. His work has garnered several honors for outstanding journalism, including a George Polk Award.

## PRE-READING QUESTIONS AND ACTIVITY

“New World” is often used to refer to the western hemisphere, particularly the Americas, after the European Age of Exploration, beginning in the early sixteenth century. How does the term “New World” erase the histories of the indigenous people of North, Central, and South America?

Is it okay to do whatever it takes to obtain wealth and power? Why or why not? Give examples to support your answer.

### Social Studies Connection

The Osage people have had a long and at times turbulent relationship with the government of the United States. Read about how the Osage ended up in Oklahoma. Using a map, find their original homelands and their new settlement.

[“The Osage Nation”](#)

[“OSAGE.”](#)

[“Osage -- Treaties with the United States”](#)

### PRAISE FOR *KILLERS OF THE FLOWER MOON:* ADAPTED FOR YOUNG READERS

★ “Just the kind of  
**ABSORBING,**  
**GUT-WRENCHING WORK**  
of narrative nonfiction that readers  
will breathlessly page through  
to the conclusion.”

—*School Library Journal*, Starred Review

★ “**AN EYE-OPENING,**  
**CHALLENGING, AND**  
**THOROUGHLY SOURCED**  
saga that will open the door to  
many necessary conversations.”

—*Booklist*, Starred Review

“This **COMPELLING**  
**PAGE-TURNER**  
highlights criminal exploitation  
of Osage people and the  
work of the modern FBI.”

—*Kirkus Reviews*

## DISCUSSION QUESTIONS

### Chapter 1

What does the part title refer to?

Who is the marked woman? Why is she marked?

What do you notice about the way members of the Osage Nation are described by the press? How is the wealth of the Osage juxtaposed with their traditional way of life? (p. 5) Discuss how the use of words like *wild* and *primitive* dehumanize the Osage, and how the belief in the superiority of Western culture and traditions minimized indigenous civilizations.

Why was Mollie’s wealth and luxurious lifestyle noted by the author?

The author has included a quote from the 1920s in which an unnamed visitor to the reservation “expressed contempt at the sight of ‘even whites’ performing ‘all the menial tasks around the house to which no Osage will stoop.’” (p. 6) What is revealed by this quote? Why do you think the author chose to include it?

Discuss what you have learned about when and where this story takes place. Discuss the social hierarchy of the United States at the beginning of the twentieth century. Who holds the power? Who does society consider to be lesser? How did the Osage’s wealth and status upset the social fabric of the early twentieth century?

Native Americans are often shown in media representations to be fighting US soldiers or “honest homesteaders” and losing. How does *Killers of the Flower Moon* upend this stereotype? Why are stereotypes so damaging? Can you think of other stereotypes that permeate US history and culture?

What do you notice about the writer’s style? How would you describe this kind of storytelling?

### Chapter 2

What do you think about the nature of policing on the frontier as described in chapter 2? Do you think this system would serve justice? Why or why not?

Why do you think the cost of burial for the Osage is so high?

## DISCUSSION QUESTIONS *continued*

### Chapter 3

Why do some Osage Indians see the oil as a “blessed curse”? (p. 22)

What elements fostered corruption in the Osage Hills? Refer back to your discussion of policing from chapter 2.

Although the two murders caused a “sensation,” the authorities had little interest in investigating. (pp. 21–22) Why? Why did Mollie turn to William Hale for help?

How would you describe William Hale? How did he make his fortune? How did others describe him? What does it mean to be a benefactor?

Do you think that Rita’s husband, Bill, was correct to assume Lizzie was poisoned, or was he being paranoid?

### Chapter 4

President Thomas Jefferson referred to himself as the “father” of the Osage. (p. 33) Find a definition of *paternalism* and discuss. What is the problem with Jefferson’s claim?

Describe a typical buffalo hunt. How did the Osage use the buffalo? What happened to the buffalo population? Who caused this?

Why did the Osage leave Kansas? Do you think this was fair? Why or why not? What happened in their new home?

How did the Osage select where to move? What does this tell you about how much they trusted the government? Do you think they made a good decision? Did they have a choice? Discuss the ways in which the government lied to and mistreated the Osage and other Native Americans in this time.

How did Chief Wah-Ti-An-Kah and the Osage make such a clever deal with the US government? What do you think of the way he enforced this deal?

How did Mollie and her family receive their English names? How are names tied to identity? How would you feel if someone gave you a different name?

How did the government force families to send their children to boarding schools? What was school like for Mollie? What was its purpose? How did these institutions affect the behavior of those who attended?

Consider the quote: “The Indian must conform to the white man’s ways, peacefully if they will, forcibly if they must.” (p. 43) Do you consider the education of Native Americans at these schools forceful or peaceful? Why?

Describe the allotment system and the goal of such systems. Describe the nature of land ownership among the Osage before the allotment system was introduced. How did this system change the relationships of the indigenous people to their land and to one another?

How did the Osage delay the implementation of an allotment system? When they eventually made a deal with the government, it was different from those made by other nations. How and why?

Explain what a headright was and how the Osage were able to obtain it.

### Chapter 5

What is a guardianship in this context? Why did the United States think the Osage should have guardians? Do you think this was necessary? Who held guardianship positions? How were these people selected? Refer back to your discussion of paternalism.

What role did private detectives play in solving crimes? What do you think of their methods?

Why did the Osage believe they needed to reach out to the federal government for help? In their position, what would you do? What happened when the Osage sent Barney McBride to Washington, DC, on their behalf?

## DISCUSSION QUESTIONS *continued*

### Chapter 6

Who benefited from the corruption discussed at the start of chapter 6? Do they still benefit from it today?

A picture can be worth a thousand words. Describe and discuss the changes in Pawhuska over the course of the oil boom.

A reporter for *Harper's Monthly Magazine* wrote: "The Osage Indians are becoming so rich that something will have to be done about it." (p. 70) Why would the press "rarely, if ever, [mention] that numerous Osage had skillfully invested their money"? (p. 71) What effect did these stories have on the Osage, the other townspeople, and the government?

Describe the fate of E. W. Marland, one of the non-native oilmen. Why is excessive spending by some more acceptable than by others?

### Chapter 7

The Osage people began using electric lighting at night. Why was this done? Was it effective? Discuss the atmosphere among the Osage.

Discuss whether the stories of corruption and bootlegging match your understanding of life on the American frontier.

At this point in the narrative, at least twenty-four Osage have been murdered, along with several others who were close to the Osage or trying to help them. Do you have a theory as to who is responsible? Is it one person or a group? Are all the murders related?

### Chapter 8

Many of the law enforcement officers and community leaders the Osage turned to for help ultimately betrayed them. How did not being able to trust the people meant to protect them impact the Osage? How does this betrayal and distrust still impact communities of color today?

The author tells us J. Edgar Hoover wanted agents in his Bureau of Investigation (later called the FBI) to be "Caucasian, lawyerly, professional." In what

way was Tom White not the typical agent Hoover wanted? What do Hoover's requirements tell us about law enforcement, and society at large, at the time?

### Chapter 9

Describe Tom White's team. How were they selected, and what strengths did each possess to help solve the case? How would this investigation be different from the earlier inquiries run by local law enforcement?

### Chapter 10

When White investigated the Shoun brothers, the doctors who performed the autopsies on several of the murder victims, what did he uncover?

Agent Burger said of Morrison, "If he is not bumped off too soon he can do us a lot of good." (p. 112) And we are told a Kaw Indian woman was forced to sign a false statement by "a strange white man." Discuss the obstacles faced by White and his team.

### Chapter 11

Who was Bryan Burkhart? The author describes the "racist rant" Burkhart's aunt went on while being questioned by investigators. (p. 114) Why do you think the author included this detail?

How did the testimony of a farmer help Tom White? The farmer said that discussing the murders with the wrong person was "liable to get one planted in the ground." (p. 115) Discuss this statement and the farmer's relative proximity to the crimes. What does this tell you?

### Chapter 12

Discuss the state of the investigation at this time. What roadblocks did White and his team have to deal with? How did the passage of time since the initial crimes hinder the investigation?

Pike was hired by Hale as a private investigator to look into the Osage killings. How did this affect the investigation? Why were Hale, Pike, and Bryan and Ernest Burkhart meeting secretly?

## DISCUSSION QUESTIONS *continued*

### Chapter 13

This chapter describes White's father's time as the sheriff of Travis County, Texas. How do you think White's childhood shaped him?

Based on what you have read about how investigations were conducted at this time, would you support the death penalty? Why or why not?

### Chapter 14

"The more White investigated the flow of oil money from Osage headrights, the more he found layer upon layer of corruption." (p. 133) What are some of the ways in which the Osage were routinely swindled?

### Chapter 15

Who did Hale purchase a life insurance policy for? Why did Tom White see Hale's actions as suspicious?

How could headrights be obtained? Who controlled the headrights of the murdered Osage?

### Chapter 16

Why was it so difficult to prove Hale's involvement in the killings? How was he enabled by the governmental and social systems created during frontier times? Why were many white locals so reluctant to tell the police what they knew?

What outside influences had begun affecting the investigation? How? What were the remaining Osage doing to protect themselves?

### Chapter 17

Describe the confession of Burt Lawson. How did it change the case?

Why do you think Hale surrendered himself to the authorities?

Why was Tom White worried about Mollie?

What does Ernest Burkhart finally reveal?

### Chapter 18

Describe how Hale benefitted from the murders.

How did the media report on these new revelations? Does any of the language used in reporting stand out to you? Why?

Why was it considered "not only useless but positively dangerous" for Hale to be tried in the state legal system? The question of who benefits from the outcome of a court trial is still important in cases involving native people and their land. Why would it make a difference whether a state or local authority is in charge of a case instead of a national authority?

At this point, what does Mollie think of her husband's involvement in the murders? What do you think of Ernest?

Compare the descriptions of the Osage and the white onlookers in the courtroom. Compare the descriptions of William Hale and Mollie Burkhart. What do you notice?

Why did Burkhart take back his confession?

### Chapter 19

Kelsie Morrison testified that after he and Bryan Burkhart shot Anna Brown, he "went home and ate supper." (p. 186) What does this tell you about how he felt after committing murder? What does it imply about how he valued the lives of the Osage?

Why do you think Ernest Burkhart changed his story again? What implications does this hold for the prosecution?

### Chapter 20

The author says the trial turned on whether "a jury of twelve white men [would] ever punish another white man for killing an American Indian." He adds that a "prominent member of the Osage tribe put the matter more bluntly . . . "The question for them to decide is whether a white man killing an Osage is murder—or merely cruelty to animals." Based on all that you have read, discuss these statements. What

role does prejudice play in the judicial system in the United States, both then and now?

The Osage felt that the government did not have the ability to protect them or bring them justice. Do you agree?

How were they correct and incorrect about their assumptions?

How do you think Mollie felt during the trials, both before and after Ernest's confession? How do you think you would feel in a similar situation?

## Chapter 21

Is Hale remorseful for the Osage murders? Why do you think this? Cite evidence from the text.

What laws were changed or made in response to this case?

Why does White want to write about this story in the third person?

How would you characterize White? How would you characterize White's relationship with Hoover?

## Chapter 22

How has the town of Pawhuska changed and how has it remained the same? What are some of the lasting effects of the Reign of Terror?

Why is it important to remember and record stories such as this?

How did Ernest's children and grandchildren feel about him moving back to Osage County? How do you think you would have felt in a similar situation?

## Chapter 23

The author questioned whether Tom White was able to unearth the whole truth about the Reign of Terror. What questions remain?

What was the "Indian business"?

## Chapters 24–26

Read about the life of [Maria Tallchief](#). Research the ongoing contributions of the Osage to performance and art.

What do Kathryn Red Corn, Marvin Stepson, and Mary Jo Webb reveal about the Reign of Terror? How do you think such cases would be treated today? Do you think justice has been served? Why or why not?

How would you feel if you discovered injustice against your own grandparents or great grandparents?

## POST-READING QUESTIONS & ACTIVITIES

Before reading this book, what did you know about the conflict between indigenous people and white settlers on the frontier? What have you learned?

Research more recent Native American conflicts with the US government, like Standing Rock. How are these events similar to events described in *Killers of the Flower Moon*? How are they different?

Were William Hale and his associates the only ones responsible for the Osage Reign of Terror? Who else was involved and why?

Visit the [Osage cultural website](#) and research how the Osage people have preserved their culture and traditions.

Look up some of the newspaper articles from the time of the Reign of Terror. Write your own article using the details included.

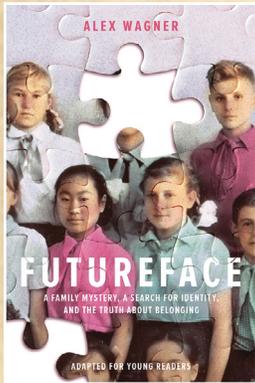
Create a TikTok video encouraging others to read this book.

Create FBI wanted posters for three people in the book, including a detailed description of each person and their crimes.

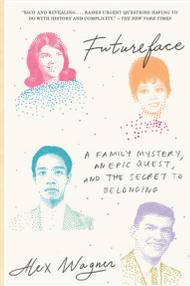
Select one of the Osage leaders from *Killers of the Flower Moon* and create a poster to honor them.

# MIDDLE-GRADE

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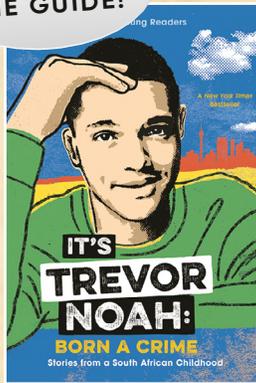
**Futureface**

Alex Wagner

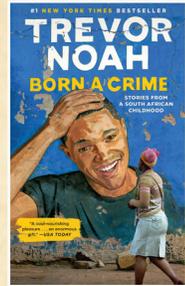
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*Who are my people? Where am I from?* This is the personal, hidden history that journalist Alex Wagner attempts to unveil as she travels the world to solve the mystery of her ancestry, facing questions about American identity and what it means to belong. Now adapted for young readers from the acclaimed adult memoir.



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**Obie Is Man Enough**

Schuyler Bailar

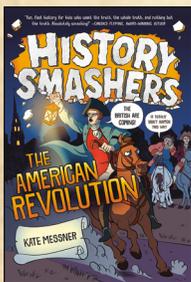
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**T**hrough illustrations, graphic panels, photographs, sidebars, and more, acclaimed author and former educator Kate Messner smashes misconceptions by exploring little-known details of famous moments in history. Smash myths with this important middle-grade series!

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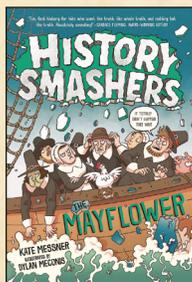
**History Smashers:**  
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Kate Messner;

Illustrated by

Justin Greenwood

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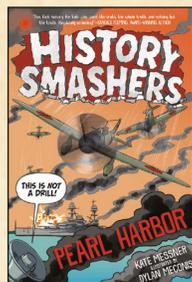


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**The Mayflower**

Kate Messner; Illustrated

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PB: 978-0-593-12031-6

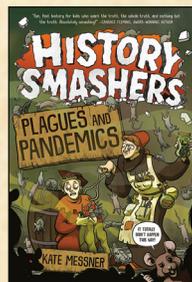


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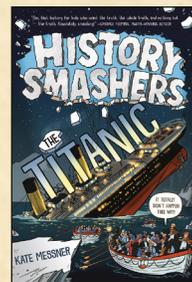


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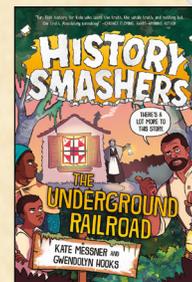


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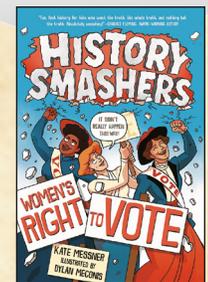
Kate Messner and

Gwendolyn Hooks;

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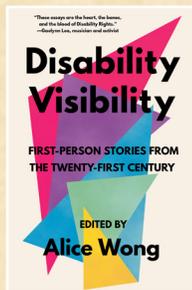
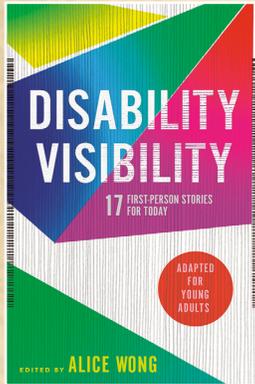
**History Smashers:**  
**Women's Right to Vote**

Kate Messner; Illustrated

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PB: 978-0-593-12034-7

# YOUNG ADULT ADAPTATIONS



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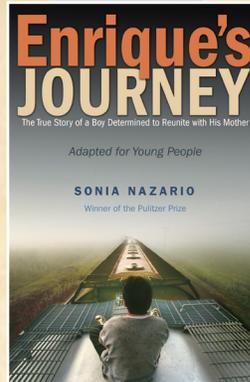
Alice Wong

HC: 978-0-593-38167-0

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The seventeen eye-opening essays in *Disability Visibility*, all written by disabled people, offer keen insight into the complex and rich disability experience, examining life's ableism and inequality, its challenges and losses, and celebrating its wisdom, passion, and joy. The accounts in this collection ask readers to think about disabled people not as individuals who need to be "fixed," but as members of a community with its own history, culture, and movements.

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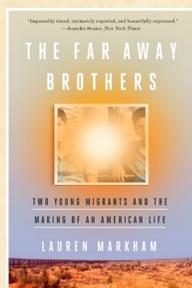
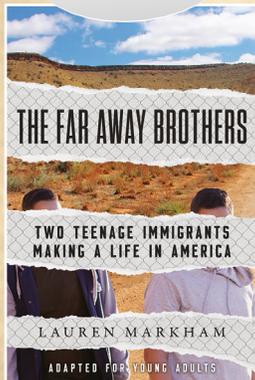
Sonia Nazario

TR: 978-0-385-74328-0

**Immigrant Experience • Identity • U.S. Policy**

The true story of Enrique, a teenager from Honduras, who sets out on a journey, braving hardship and peril, to find his mother, who had no choice but to leave him when he was a child and go to the United States in search of work. Enrique's story will bring to light the daily struggles of migrants, and the complicated choices they face simply trying to survive and provide for the basic needs of their families. The issues seamlessly interwoven into this gripping nonfiction work for young people are perfect for discussion. This adaptation includes an epilogue that describes what has happened to Enrique and his family since the adult edition was published.

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**Young Adult Edition**  
Adapted from  
**The Far Away Brothers**  
Lauren Markham  
TR: 9781101906200

## The Far Away Brothers (Adapted for Young Adults)

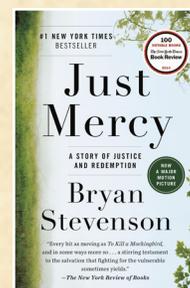
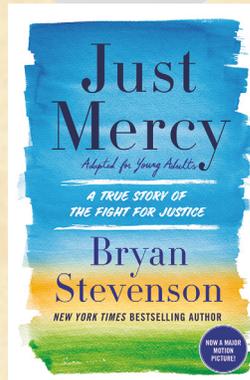
Lauren Markham

TR: 978-1-9848-2980-1

**Immigrant Experience • Identity • U.S. Policy**

Adapted for young adults from the award-winning adult edition, *The Far Away Brothers* is the inspiring true story of two teens making their way in America, a personal look at US immigration policy, and a powerful account of contemporary immigration.

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**Young Adult Edition**  
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Bryan Stevenson  
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## Just Mercy (Adapted for Young Adults)

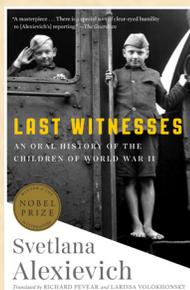
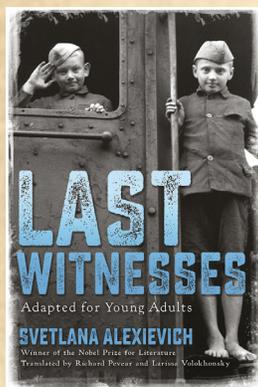
Bryan Stevenson

TR: 978-0-525-58006-5

**Social Movements • Racism • Prison Industrial Complex**

In this very personal work, adapted from the original #1 bestseller, renowned lawyer and social justice advocate Bryan Stevenson offers a glimpse into the lives of the wrongfully imprisoned and his efforts to fight for their freedom as the founder of the Equal Justice Initiative.

# YOUNG ADULT ADAPTATIONS

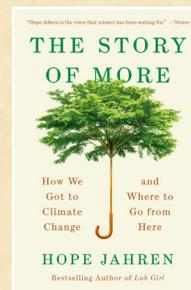
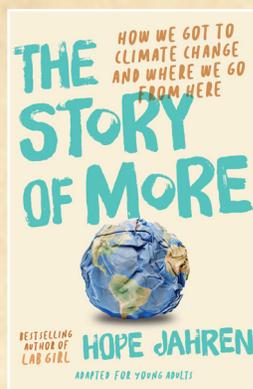


**Young Adult Edition**  
**Adapted from**  
**Last Witnesses**  
Svetlana Alexievich;  
Translated by Richard  
Pevear and Larissa  
Volokhonsky  
TR: 978-0-399-58876-1

## **Last Witnesses (Adapted for Young Adults)**

Svetlana Alexievich  
HC: 978-0-593-30853-0  
**World History • Hidden Histories • War**

Nobel Prize–winning writer Svetlana Alexievich delves into the traumatic memories of children who were separated from their parents during World War II—most of them never to be reunited—in this young adult adaptation of her acclaimed nonfiction masterpiece.



**Young Adult Edition**  
**Adapted from**  
**The Story of More**  
Hope Jahren  
TR: 978-0-525-56338-9

## **The Story of More (Adapted for Young Adults)**

Hope Jahren  
HC: 978-0-593-38112-0  
**Social Movements • U.S. Policy**

Hope Jahren, acclaimed geobiologist and geochemist, details the science behind key inventions, clarifying how electricity, large-scale farming, and automobiles have both helped and harmed our world. Jahren explains the consequences of unchecked global warming, from superstorms to rising sea levels, resulting from the unprecedented amounts of greenhouse gases being released into our atmosphere. The links between human consumption habits—especially those of the privileged—and our endangered existence are very real, and humankind is at a crossroads of survival and extinction.

# OUTSTANDING ADAPTATIONS

PRAISE FOR *DISABILITY VISIBILITY*  
(ADAPTED FOR YOUNG ADULTS):

★ **"Ardently, intimately political instead of passively inspirational: will galvanize young activists."**

—Kirkus Reviews, starred review

PRAISE FOR *THE FAR AWAY BROTHERS*  
(ADAPTED FOR YOUNG ADULTS):

★ **"The informative afterword offers historical context and suggestions about what might be done to remedy the humanitarian crisis."**

—Kirkus Reviews, starred review

PRAISE FOR *ENRIQUE'S JOURNEY*  
(THE YOUNG ADULT ADAPTATION):

★ **"Provides a human face, both beautiful and scarred, for the undocumented—a must-read."**

—Kirkus Reviews, starred review

PRAISE FOR *JUST MERCY*  
(ADAPTED FOR YOUNG ADULTS):

★ **"A passionate account of the ways our nation thwarts justice and inhumanely punishes the poor and disadvantaged."**

—Booklist, starred review

PRAISE FOR *THE STORY OF MORE*  
(ADAPTED FOR YOUNG ADULTS):

★ **"Strongly recommended for junior high and high school nonfiction collections."**

—School Library Journal, starred review

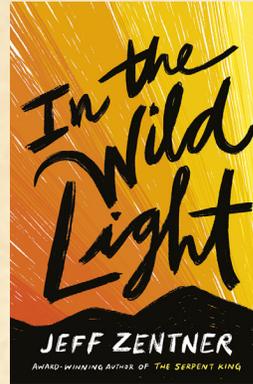
# YOUNG ADULT



## **Americanized: Rebel Without a Greencard**

Candace Fleming  
HC: 978-0-525-64654-9  
**Hidden Histories • Racism**

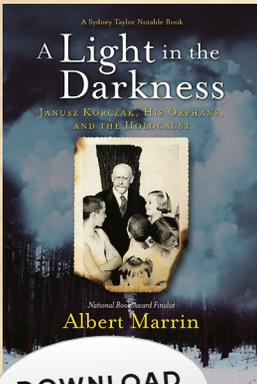
Charles Lindbergh was one of America's most celebrated heroes, but also one of America's most complicated men. In this time where values that Lindbergh held, like white Nationalism and America First, are once again on the rise, *The Rise and Fall of Charles Lindbergh* is essential reading for teens.



## **In the Wild Light**

Jeff Zentner  
HC: 978-1-5247-2024-7  
**Family Addictions • Class Identity**

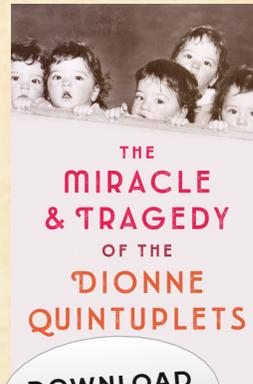
From the award-winning author of *The Serpent King* comes *In the Wild Light*, which explores the devastation in rural America in the wake of the catastrophic opioid crisis. Cash lost his mother to an opioid addiction, and his Papaw is dying slowly from emphysema. But when Delaney manages to secure both of them full rides to an elite prep school in Connecticut, Cash will have to grapple with his love for the town and the people he would have to leave behind.



## **A Light in the Darkness**

Albert Marrin  
TR: 978-1-5247-0123-9  
**World History • Holocaust • Hidden Heroes**

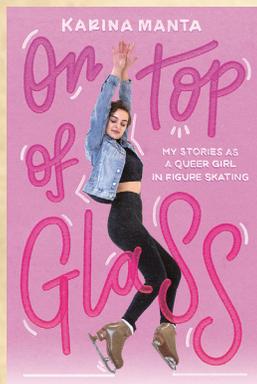
Janusz Korczak may be the most amazing person you've never heard of. Korczak was a Polish Jew on the eve of World War II. As the walls of the Warsaw Ghetto closed, he was offered several opportunities to flee, but he refused to leave his orphans. Ultimately, he led their march to the deportation trains with dignity and perished by their side in Treblinka. Renowned nonfiction master Albert Marrin examines not just Janusz Korczak's life but his belief that children are



## **The Miracle and Tragedy of the Dionne Quintuplets**

Sarah Miller  
HC: 978-1-5247-1381-2  
**Exploitation • Identity**

When the Dionne Quintuplets were born on May 28, 1934, weighing a grand total of just over 13 pounds, no one expected them to live so much as an hour. Overnight, they mesmerized the globe, defying medical history with every breath they took. In an effort to protect them from hucksters and showmen, the Ontario government took custody of the five identical babies, sequestering them in a private, custom-built hospital across the road from their family—and then, in a stunning act of hypocrisy, proceeded to exploit them for the next nine years. Sarah Miller reconstructs their unprecedented upbringing, bringing to new light their resilience in the face of exploitation and the indelible bond of their unique sisterhood.



## **On Top of Glass**

Karina Manta  
HC: 978-0-593-30846-2  
**LGBTQIA+ Experience • Emotions and Feelings • Body Image**

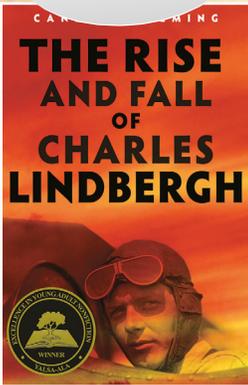
An insightful memoir from a figure skating champion about her life as a bisexual professional athlete and her struggle with body image in a sport that prizes delicate femininity.

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## **The Rise and Fall of Charles Lindbergh**

Candace Fleming  
HC: 978-0-525-64654-9

**Hidden Histories • Racism**

Charles Lindbergh was one of America's most celebrated heroes, but also one of America's most complicated men. In this time where values that Lindbergh held, like white Nationalism and America First, are once again on the rise, *The Rise and Fall of Charles Lindbergh* is essential reading for teens.

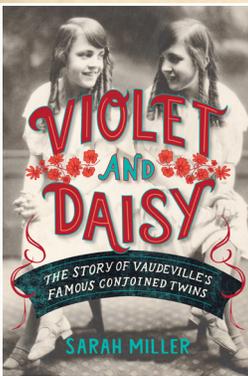


## **This Rebel Heart**

Katherine Locke  
HC: 978-0-593-38124-3

**Hidden Histories • Activism  
LGBTQIA+ Experience**

*This Rebel Heart* explores a pivotal but little-known historical moment—the Hungarian Revolution of 1956. This literary historical fiction breathes life into youth activism and includes queer representation.

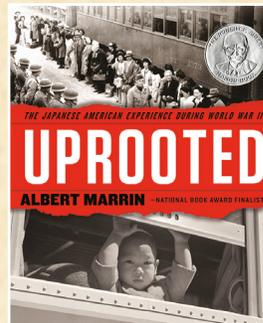


## **Violet and Daisy**

Sarah Miller  
HC: 978-0-593-11972-3

**Diversability • Exploitation • Identity**

An absorbing and compulsively readable story of Violet and Daisy Hilton, conjoined twins who were the sensation of the US sideshow circuits in the 1920s and 1930s. In a story loaded with questions about identity and exploitation, Sarah Miller delivers a completely compelling, empathetic portrait of two sisters whose bonds were so sacred that nothing—not even death—would compel Violet and Daisy to break them.



## **Uprooted: The Japanese American Experience During World War II**

Albert Marrin  
HC: 978-0-553-50936-6

**Hidden Histories • Racism •  
U.S. Policy • WWII**

Just 75 years ago, the American government did something that most would consider unthinkable today: it rounded up over 100,000 of its own citizens based on nothing more than their ancestry and kept them in concentration camps for the better part of four years. *Uprooted* takes a close look at the history of racism in America and the treacherous path that led one of history's most beloved presidents to make this decision.

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