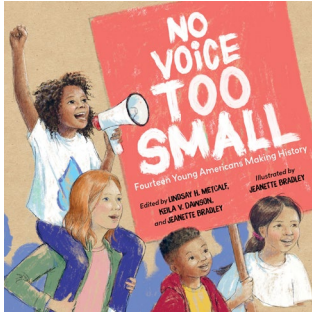




2021 – 2022  
Children's Book Award Finalist  
Elementary Grade Levels 3-5



**No Voice Too Small**  
*Charlesbridge*



**Lindsay Metcalf**  
*Editor*



**Kelia Dawson**  
*Editor*



**Jeanette Bradley**  
*Editor & Illustrator*

### Summary

"Mari Copeny demanded clean water in Flint. Jazz Jennings insisted, as a transgirl, on playing soccer with the girls' team. From Viridiana Sanchez Santos's quinceañera demonstration against anti-immigrant policy to Zach Wahls's moving declaration that his two moms and he were a family like any other, *No Voice Too Small* celebrates the young people who know how to be the change they seek. Fourteen poems honor these young activists." (amazon.com)

### Genre

Poetry

### Book Conversation

After reading the story aloud, you may use the following questions to prompt a book conversation with students.

- Which one of these poems did you enjoy the most?
  - What did this activist in the poem want to change?
  - Why did the activist care so much about this problem?
  - Describe obstacles the activist faced.
  - What is a way that you might try to solve this problem?
- Tell about a time you tried to make a positive change.

***Florida Statute 1003.42.2 requires that K-12 public school instructional staff teach specific character education, cultural, and historical topics. This book may assist teachers in partial fulfillment of that requirement.***

[http://www.leg.state.fl.us/statutes/index.cfm?App\\_mode=Display\\_Statute&URL=1000-1099/1003/Sections/1003.42.html](http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1003/Sections/1003.42.html)



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### Extension Activities

1. Ask kids to contribute to a list of things that need to change for the better in the world. Chart their responses. Provide time for them to discuss topics that are most important to them. Ask students to identify one topic they could be an advocate for? What will you do to be a change-agent? Ask them to write a paper explaining what they would advocate for and how they would do it.
2. Endpaper Activity- Show students the endpapers of the book that contain quotes from the young activists in the poems. Have the students come up with their own empowering statements starting with "I believe," "I think," or "I feel." Have the students write their statement on a colorful notecard and present their statement. Once they have presented their statement, have them tape it onto a piece of chart paper. This classroom project can serve as a reminder to students of their own power and impact in the community and world.
3. Writing your own empowering poem-After reading a variety of poems from the book, have the students create their own empowering poem about themselves and the change that they want to see in the world. You may choose to use the included template for children to fill in the blanks, or children can write their own freestyle poem. Then, have students add an illustration of something that represents themselves or the change that they wrote about. Poem template included at the end of this document.
4. After reading "Levi Draheim: The Rising Tide" by G. Neri, discuss the use of metaphors in the poem. Bring student's attention to the part when she talks about how she can become the sea of change. Talk about how this could describe the central theme of the book itself.

### Websites

Meet the Editors-

Keila V. Dawson: <https://www.keiladawson.com/>

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Meet the Poets-

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**Diversity and Multicultural Features**

Editors: females

Illustrator: female

Character(s): The characters in the story represent various cultures, races, and genders. They also represent people living with different disabilities and in various family structures.

Content: Depicts activism for equality and overcoming oppression based on race, gender, and sexuality.

**Empowering Poem Template**

\_\_\_\_\_  
(Title)

Written by: \_\_\_\_\_

Line 1: \_\_\_\_\_  
(Your name)

Line 2: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_  
(adjective 1) (adjective 2) (adjective 3)

Line 3: Who enjoys \_\_\_\_\_ and \_\_\_\_\_  
(two things you enjoy)

Line 4: Who cares about \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_  
(three things you care about)

Line 5: Who wants \_\_\_\_\_  
(something you would like to change in the world right now)

Line 6: Because \_\_\_\_\_  
(why you care about the change you want to see)

Line 7: Who can \_\_\_\_\_  
(something you can do to create that change)