

Presented by  
**MICHIGAN  
HUMANITIES**

# GREAT MICHIGAN READ



**What the Eyes  
Don't See**  
*Mona Hanna-Attisha*

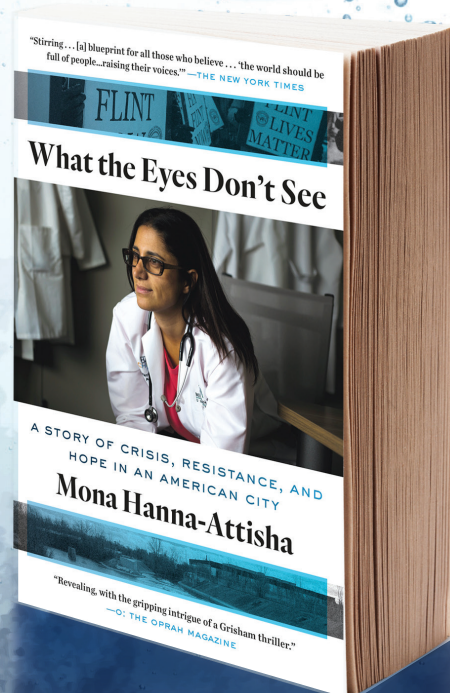
Developed by  
Teachers  
for Teachers

Discussion Prompts

Activity Ideas

Michigan Standards  
and Targets

Connection Resources



A Story of Crisis, Resistance, and Hope  
in an American City



## TEACHER'S GUIDE FOR THE GREAT MICHIGAN READ

**The Teacher's Guide for Michigan Humanities' 2019–20 Great Michigan Read includes discussion prompts, activity ideas, instructional standards and targets, and additional connection resources developed by four Michigan teachers. Michigan Humanities is grateful for their support of the program, collaboration, and expertise.**

### INTRODUCTION

Why read Dr. Mona's *What the Eyes Don't See: A Story of Crisis, Resistance, and Hope in an American City* with your students? This book reveals how action and inaction impact the most vulnerable citizens. It shares how human understanding is not static, and changes over time, as in the case of our knowledge about lead and the spread of disease. Furthermore, *What the Eyes Don't See* directs readers to consider how collective human learning and the knowledge of the wider world can be harnessed and applied in advocacy for the betterment of individuals, societies, and the natural world.

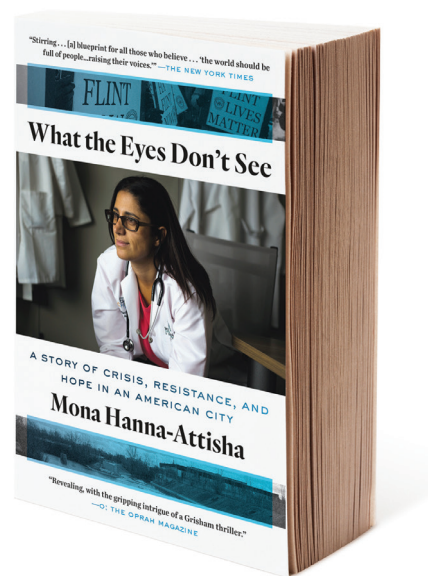
Rarely do young learners read a work of nonfiction, from cover-to-cover. This book provides these readers with opportunities to construct meaning from narrative; to explore a specific story and consider how the account compares or contrasts to stories on larger scales over time and space; to learn how specific disciplines work together to unveil deeper and new understanding of a topic; to identify how discoveries and inventions accelerate necessities for change for us and other life species, as we work to sustain a quality of life for our future; and to test claims and arguments presented in the text. Through incorporating family history and formative moments of her professional life alongside her role as a whistleblower in the Flint water crisis, Dr. Mona tells a compelling and engaging story about individual and community activism and advocacy.

The reading of this book and the preparation of this guide have been valuable exercises for the collaborating team. We trust that you will discover inspiration as you explore the book. Michigan is a unique place, with many precious resources to share with others; this Great Michigan Read rises above a mere story of history or advocacy. It presents to each reader a question of ethics: 'How should one live one's life?'

**We look forward to hearing about your Great Michigan Read experience and connecting on the 2019–20 Great Michigan Read Program Partners Facebook group!**

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*The following teachers created this guide's introduction, discussion prompts, and activity ideas, and identified complementary instructional standards and targets: Gregory Dykhous, Black River Public School; Peter Middleton, Black River Public School; and Lacey O'Donnell, Calumet High School.*



### WHAT THE EYES DON'T SEE

"*What the Eyes Don't See* helps us understand the complexity of Michigan's past to better solve the problems of today. And the most important reason that Michiganders need to read this book is to better understand the Flint water crisis, Michigan's most emblematic environmental and public health disaster."

Dr. Mona



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## DISCUSSION

## Section 1

PAGES 3-52

**This section presents what is often identified as exposition; the reader meets important characters, events, and settings.**

Identify the “variety” of exposition features (“I am Iraqi,” food, world political leaders, world geography, Michigan geography, old and young people, notable writers).

> How does the variety within the exposition contribute to understanding the story of Flint, Michigan, and public drinking water?

**Consider the ways Dr. Mona references her family’s Iraqi culture and customs.**

> How does her cultural heritage shape her life and, on the contrary, in what ways do Dr. Mona and her family break from Iraqi cultural traditions?

**Consider the passage: “This is the story of the most important and emblematic environmental and public health disaster of this young century...the abandonment of civic responsibility and our deep obligation as human beings to care and provide for one another” (12–13).**

> What does this passage describe?

> What other events in history might reflect this description?

> What strikes you as the most powerful section of the passage?

> Why?

Consider the passage that begins: “Compared to nationwide averages, Flint families are on the wrong side of every disparity: in life expectancy, infant mortality, asthma, you name it” (23).

> After considering Dr. Mona’s description, do you think the decisions made by officials were affected by circumstance, social economics, and the population served?

**What do we learn about Flint from this section of *What the Eyes Don’t See*?**

> Provide specific evidence.

**What do the passages and quotes below mean? Do you agree or disagree with them? Why?**

> “Resilience isn’t something you are born with. It isn’t a trait that you have or don’t have. It’s learned” (14).

> “As Frederick Douglass said, ‘It’s easier to build strong children than to repair broken men’” (20).

> “There’s an expression I have always liked, a D.H. Lawrence distillation: *The eyes don’t see what the mind doesn’t know*” (22).





# Section 2

PAGES 53-99

**This section provides many details about water and specialists who work to understand its contribution to public health.**

**Who are Miguel Del Toral and LeeAnne Walters; what are their stories?**

- > What is “ppb”?
- > What is significant about “400 ppb” and “15 ppb” (56)?
- > Who is Marc Edwards and what is notable about “1,250 ppb”?
- > How is lead harmful to human growth?

**Consider this passage: “Water. It is the most essential substance on earth. Seventy-five percent of our bodies is made up of water, and an even bigger percentage of a baby’s body” (67–68).**

- > How does this section shape your understanding of the role of water?

**“The American Dream—buoyed, backed, and underwritten by the choices of the American people, expressed through their democratically elected government—worked for us in so many ways that it no longer works for my kids in Flint—and maybe was never meant to” (75).**

- > What does this passage suggest?
- > What do we learn about water bills in Flint?

**How do the terms miasma, John Snow, the “Ghost Map,” and Paul Shekwana shape our understanding about public health?**



# Section 3

PAGES 100-160

**This section focuses on experiences in Flint.**

**What happened in April 2014?**

- > Why did it happen and how did it impact Flint residents (105)?

**What was AutoWorld (115)?**

- > Why is this attraction included in the book?

**Who were Charles Kettering and Alice Hamilton?**

- > What was Kettering’s “discovery”?
- > What is the history of lead (146)?
- > How has our understanding of gasoline and its manufacture changed throughout the twentieth century?







# Section 4

PAGES 161-208

**This section focuses on the work of water and health specialists and how they advocate their cases to the public.**

**“Water. It is the most essential substance on earth. Seventy-five percent of our bodies is made up of water, and an even bigger percentage of a baby’s body.”**

WHAT THE EYES DON'T SEE

**Dr. Mona states that the study she is planning to conduct with Jenny “... had to be perfect, otherwise it would be tossed out and dismissed or else cause unnecessary alarm in a city that was facing too many challenges already” (164–165).**

> Discuss the emphasis on the study’s validity from both a scientific and social lens.

**At the end of Chapter 12, Dr. Mona discusses her medical resident Allison’s emotional intelligence (173).**

> Discuss emotional intelligence and its role in a successful project, individual, and/or organization.

**Dr. Mona titles Chapter 14, “Environmental Injustice.”**

> Discuss the statements in the chapter that support the theme of injustice.

**Shame or *aeb* is something that Dr. Mona reflects on throughout this section.**

> Discuss how the concept of *aeb* influences Dr. Mona and the way in which she copes with and combats this fear.

**Dr. Mona’s brother, Mark, tells her, “You know what you have to do . . . Because this isn’t about what happens to you if you do something. This is about what happens—or doesn’t happen—if you don’t do something” (207).**

> Discuss the influence of the speaker, the timing, and the tone of the statement.

**What actions appear to be important to you in this section of the book?**

> Is the work of advocates “easy”?  
> Why or why not? Provide examples.

# Section 5

PAGES 209-275

**This section features various responses to the work of advocates and specialists.**

**At the start of Chapter 16, Dr. Mona discusses her father's fascination with the Nestorian puzzle. While sharing this family story, Dr. Mona discusses the cultural cleansing "meant to weaken the soul of the Iraqi people."**

- > How does the reference to the genocide in Iraq influence Dr. Mona's story?
- > What is its impact?

**Dr. Mona references her role as a pediatrician and often notes that her primary goal is to help children.**

- > How do her job and goals differ from those of the other primary characters in the text, such as the government officials and specialists?
- > How do government officials respond to the concerns of the specialists?
- > Do you think the goals of the text's characters are ethical or unethical?

**Marc Edwards defies Dr. Mona's expectation when he reveals that he identifies as a "conservative Republican" (235).**

- > Discuss the importance of Marc's revelation, both in that moment and in regard to the story as a whole.

**After the press conference, Dr. Mona states that she felt a sense of "euphoria" (258), but this feeling does not last.**

- > Discuss the State of Michigan's response to Dr. Mona's press conference.





# Section 6

PAGES 276-329

This section shares actions and events that took place following Dr. Mona's press conference.

What is learned about blood-lead levels and the source of public water (285)?

How do the media shape public opinion?

What happened on October 16, 2015 (292)?

Dr. Mona points out that four times the number of cases of Legionnaires' disease occurred in Flint following the water source switch; in Chapter 23, she refers to the 12 deaths resulting from the Flint Water Crisis as "manslaughter."

> Identify the roles of officials involved in the decisions and enactment of the switch in water source; consider when officials knew information and how they responded to it.

> Do you think an allegation of manslaughter is justified? Why or why not?

Consider the passage: "My family came to the United States basically as refugees fleeing oppression, in search of a peaceful and prosperous place for my brother and me to grow up. The American Dream worked for us. But sitting with Nakala in my lap, I realized that America has changed a lot since

I was a little girl. Yes, people are still running to America, or at least trying to. It remains the epitome of prosperity for the entire world, the richest country that ever was. But there really are two Americas, aren't there? The America I was lucky to grow up in, and the other America—the one I see in my clinic every day" (323).

> How do you understand this passage? Why does the author include it?

Is the crisis over, or is work yet to be done?

> Explain your response.

Dr. Mona's epilogue is titled "Haji and the Birds." Throughout the story, Dr. Mona shares stories of her family's history in conjunction with the story of her work to expose the blood-lead levels of the children of Flint.

> What impact does this narrative structure have on the story as a whole?

**"Another bird came, and another, until hundreds of birds surrounded him. They each held a small piece of his *dishdasha*, and even his hair and his toes, and together the birds were able to lift him and fly him through the air."**

WHAT THE EYES DON'T SEE



# ACTIVITIES

## DEPICTION OF “THE EYES DON’T SEE WHAT THE MIND DOESN’T KNOW”



**Make a photo collage** Consider tangible and metaphorical examples of the above quote at work in your life. The examples may be straightforward and concrete, or your examples could also represent conceptual understanding of the quote. After analyzing where you see the above quote’s connection to your life, design a collection of cause/effect pictures that represent what your eyes “don’t see.”

## MICHIGAN’S HISTORY

**Collect and discuss** As you read, collect a list of important figures and moments in Michigan’s history. The collection need not be thematic. After collecting the list of historical events, movements, and/or figures, discuss your collection with your classmates, and consider why they were included in *What the Eyes Don’t See*.

## THE STUDY

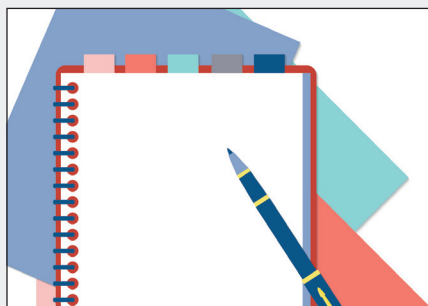
**Create a timeline** As Dr. Mona begins to design her study to examine the lead levels in Flint children’s blood, she is continually attempting to make the study as strong as it can be.

Create a timeline that chronicles the revisions and strategies that she used to create this study with Jenny. After specifically noting the important strategies that Dr. Mona used as well as

the revisions made to create a stronger study, share your timeline with your classmates. Specifically discuss how Dr. Mona and Jenny worked to create an ethical scientific experiment.

**Discuss and make a list** Discuss a historic or current environmental issue that one may choose to investigate for its impact in your area. Then, create a list of questions that would need to be addressed and information that would need to be gathered in order to begin investigating this issue.

## BRINGING DETAILS TO LIFE



**Create a journal** As you read, carefully gather themes and symbols from the text. Create a journal that details the important themes and symbols and their effect on the text as a whole. Once completing the book, re-read your journal and determine the symbol or theme that most affects your understanding of the text. Then, use the selected theme or symbol to guide the creation of a composition or artistic piece that explores the complexity of the theme or symbol and its importance in our world.

## WHISTLEBLOWERS

**Investigate whistleblowers** With many modern and historical implications, the “whistleblower” is a figure of great significance. With your classmates, create a list of whistleblowers, including both famous and little-known examples. Then, choose a whistleblower to further investigate on your own. Include factual

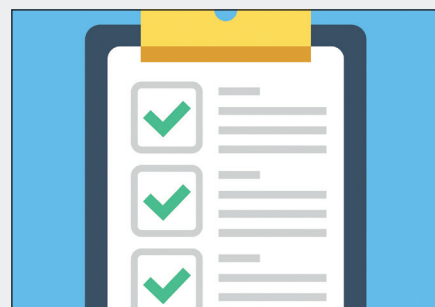
information regarding the whistleblower’s biography and what they exposed, but also be sure to include analysis of the effect of what was exposed, both immediate and far-reaching effects.

## THE RIGHTS OF THE PEOPLE OF FLINT

### Write a rights violation speech

Examine the historical and philosophical underpinnings of the United States of America, including the founding documents. Create a list of rights denied to the people of Flint and use founding documents and information to support your stance. Then, with Dr. Mona’s presentation of findings in mind, create your own speech or presentation that uses ethos, pathos, and logos to convince your audience that the people of Flint were denied their citizen rights.

## CONGRESSIONAL TESTIMONY



**Compile a testimony** Assume the role of a citizen of Flint who will testify to Congress regarding the far-reaching effects and implications of the water crisis. Gather evidence from the text and outside resources to create a testimony that details the extreme health danger of lead in the water, as well as local and state-level government failures that added to the crisis. The goal is to use personal testimony to act as an expert and inform Congress of the wrongs that must be remedied.



## MOCK TRIAL



**Hold a mock trial** Use the mock trial format to place a particular person from the text (or group of people) on trial for the crimes committed against the people of Flint. As a class, determine the person which you will place on trial and then gather evidence against said person. Use the mock trial format to determine the roles of your classmates.

## CREATIVE WRITING

**Use creative writing to create an essay** Use the text as inspiration for a creative writing piece. For example, create a piece that explores a vulnerable population's response to challenge, the quest for human dignity, a discussion of truth and faith, or the role of the oppressor and the oppressed; whatever the inspiration, create a piece that reflects your conceptual understanding of the text.

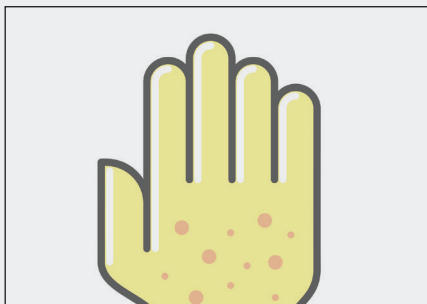
What do others see when they look at you? What are the truths that are hidden beneath the surface? What is it that “the eyes don’t see”? Create an essay that discusses what others see from the outside, but miss in regard to personal self. Then, extend the project by interviewing family, friends, or acquaintances about their experience with this question. You may want to ask friends or family members what they believe others see, and what deeper, more nuanced fabric of their existence that goes unnoticed, unless one looks carefully.

## INTERVIEWS AND JOURNALISM

### Conduct interviews and present

Dr. Mona used a variety of contacts and avenues to gather information and aid in her quest to care for Flint's children and combat the lead levels in water. Investigate an issue of social relevance in your local area. Conduct a series of interviews that help you to dive deeper into an issue that impacts your local area. After compiling the interviews, consider what the information reveals. Create a presentation to share your findings with your classmates.

## PUBLIC HEALTH RESEARCH



### Research a transmissible disease

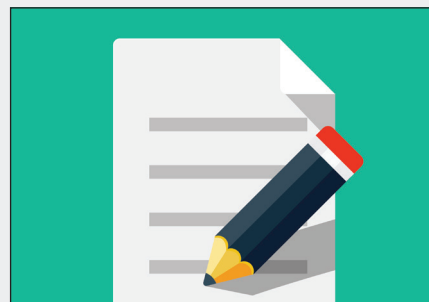
Dr. Mona credits John Snow with founding public health through his work with identifying cholera as a waterborne contamination (84). Choose another transmissible disease and, through research, identify the path to identifying how the disease spreads.

## LITERARY CONNECTIONS

### Create an essay or presentation

Reflect on a piece of literature that provides an important connection to the text. For example, “The New Colossus” by Emma Lazarus, expounds on the themes of hope in the face of terrible struggle. After finding a piece that you feel connects to the text, create an essay or presentation that discusses the connections between the two pieces.

## UNDERCOVER CRISIS



### Research environmental issues

The Flint water crisis was localized in that few people outside of Flint understood or even knew of the decisions and events that were occurring before it became national news. What environmental issues are a concern in your local area? Develop a research project that allows for a deeper investigation into the issue.

## GOVERNMENT DISTRUST—THE ETHICS OF TRUST

### Research distrust of government

Analyze the factors that contribute to a public distrust of government. Explore reputable data and resources that help to better understand the causes of public distrust of government as well as the effect of said distrust. Consider interviewing members of your family or community regarding trust in government and the ways it can be strengthened.

## LOCAL GOVERNMENT BOOK TALK

**Lead a book talk** Talk to your local government officials and community leaders. Invite them to read *What the Eyes Don't See*, and lead a book talk on the events, themes, concepts, and questions that the book includes.

# HIGH SCHOOL INSTRUCTIONAL STANDARDS

The book reaches many disciplines that are taught in high school. With that in mind, this section offers a selection of complementary Michigan standards across the high school curriculum. The page numbers noted below correspond with pages in the standards documents.



**“Michigan K-12 Standards for Social Studies”** ([tinyurl.com/GMRteachersguide](http://tinyurl.com/GMRteachersguide)) provide “The Arc of Inquiry: Grades 9–12” and “Social Studies Process and Skills Standards: High School” (86–87), which direct teachers and students to conduct “historical inquiry (pose a question of inquiry; conduct research; formulate an argument, position statement, or thesis; support statement with specific evidence).”

Content standards for “World History and Geography: Eras 5, 6, 7” and “U.S. History and Geography, multiple eras,” along with standards for “Civics” and “Economics,” find application and investigation in reading the target book.

**“Michigan K-12 Standards for English Language Arts”** ([tinyurl.com/GMRteachersguide2](http://tinyurl.com/GMRteachersguide2)) identify targets, “College and Career Readiness Anchor Standards for Reading” (35); “Reading Standards for Informational Text” (high school, 40); “College and Career Readiness Anchor Standards for Writing” (41); and “Writing Standards” (high school, 45–47).

“Literacy in History/Social Studies, Science, and Technical Subjects” includes “College and Career Readiness Anchor Standards for Reading” (60); “Reading Standards for Literacy in History/Social Studies 6–12” (61); “Reading Standards for Literacy in Science and Technical Subjects 6–12” (62); “College and Career Readiness Anchor Standards for Writing” (63); and “Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12” (64–66).

## Arc of Inquiry

As students enter the reading of the target work, consider directing students to complete “historical inquiry,” which represents the actual work of historians. Direct students to:

- > Pose a question of inquiry: How? Why?
- > Conduct research by identifying details of interest or importance from each chapter.
- > Formulate an argument, position, or thesis statement. What argument does Dr. Mona share?
- > Support the statement with specific evidence, and share it with your classmates and broader community. One way to provide a platform for this information is through the design and development of a website. The websites—and findings in any other format—can be shared at a public forum for community members.

## SELECTED TARGETS FROM MICHIGAN STANDARDS

### Arts Education: Michigan Merit Curriculum



**ART.VA.II.HS.8** Explore social and global issues through the application of the creative process. (21st Century Skills: III.7, III.8, III.9, III.10)

**ART.VA.II.HS.4** Apply knowledge and skill to symbolize the essence of an idea. (21st Century Skills: I.1, I.6)

**ART.VA.II.HS.5** Reflect, articulate, and edit the development of artwork throughout the creative process. (21st Century Skills: I.4, II.7, III.3, III.4)

**ART.VA.II.HS.6** Use emergent technologies and materials to create artistic products that demonstrate knowledge of context, values, and aesthetics.

### Science



**HS-ETS1-3** Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.

**HS-ESS3-1** Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.

**HS-ESS3-3** Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity.

**HS-ESS3-4** Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.

**HS-ESS3-6** Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.

**HS-LS2-6** Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.

**MS-ESS3-2** Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.



**MS-ESS3-3** Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.

**MS-ESS3-4** Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

**HS-LS2-8** Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.

**HS-LS2-7** Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.

**HS-LS2-1** Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales.

## Social Studies



**C-3.3.6** Explain functions and possible influence of various news and other media sources in political communication.

**C-3.3.7** Analyze the credibility and validity of various forms of political communication.

**C-3.3.6** Explain functions and possible influence of various news and other media sources in political communication.

**C-6.1.3** Compare and contrast rights and representation among U.S. people and citizens living in states, territories, federal districts, and on tribally governed land.

**C-6.3.1** Explain the personal dispositions that contribute to knowledgeable and engaged participation in civic communities.

**C-3.3.3** Explain the concept of public opinion, factors that shape it, and contrasting views on the role it should and does play in public policy.

**C-3.3.5** Identify and discuss roles of non-governmental organizations in American civic society.

**C-6.4.3** Identify and describe a local, state, national, or international public policy issue; research and evaluate multiple solutions; analyze the consequences of each solution and propose, defend, and take relevant action to address or resolve the issue.

**C-6.4.4** Equip students with the skills and knowledge to explore multiple pathways for knowledgeable, civic engagement through simulations and/or real world opportunities for involvement.

## Inquiry



**P1.2** Interpret primary and secondary source documents for point of view, context, bias, and frame of reference or perspective.

**P1.3** Explain points of agreement and disagreement experts have about the interpretation of sources and the application of disciplinary concepts.

**P1.4** Express social science ideas clearly in written, spoken, and graphic forms.

**P1.5** Construct and present an argument supported with evidence.

**P2.1** Apply methods of inquiry, including asking and answering compelling and supporting questions, to investigate social science problems.

**P2.2** Evaluate data presented in social science tables, graphs, graphics, maps, and texts for credibility, considering the origin, authority, structure, and context of the information.

**P2.3** Know how to find, organize, evaluate, and interpret information from a variety of credible sources.

**P2.4** Use relevant information from multiple credible sources representing a wide range of views, considering the origin, authority, structure, and context, to answer a compelling or supporting question.

**P3.1** Clearly state an issue as a question of public policy, gather and interpret information about that issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.

**P3.2** Discuss public policy issues, by clarifying positions, considering opposing views, and applying democratic values or Constitutional Principles to develop and refine claims.

**P3.3** Construct claims and refine counter-claims expressing and justifying decisions on public policy issues.

**P3.4** Critique the use of reasoning, sequence, and supporting details in creating a claim and the subsequent evidence used to support a claim for credibility.

**P4.1** Act within the rule of law and hold others to the same standard.

**P4.2** Assess options for individual and collective action to advance views on matters of public policy and address local, regional, or global problems.

**P4.3** Plan, conduct, and evaluate the effectiveness of activities intended to advance views on matters of public policy and to address local, regional, or global problems.

## Economics



**3.2.1** Absolute and Comparative Advantage—use the concepts of absolute and comparative advantages to explain why goods and services are produced in one nation or locale versus another.

**4.1.6** Protecting and Insuring—assess the financial risk of lost income, assets, health, or identity, and determine if a person should accept the risk exposure, reduce risk, or transfer the risk to others by paying a fee now to avoid the possibility of a larger loss later.

**1.1.1** Scarcity, Choice, Opportunity Costs, Incentives—using examples, explain how scarcity, choice, opportunity costs, and incentives affect decisions made by households, businesses, and governments.

**1.1.3** Marginal Analysis—weigh marginal benefits and marginal costs in decision making.

**1.3.1** Supply And Demand—use the laws of supply and demand to explain household and business behavior.

**1.4.5** Consequences of Governmental Policy—assess the incentives for political leaders to implement policies that disperse costs widely over large groups of people and benefit small and politically powerful groups.

**1.4.6** Price Controls—analyze the impact of price ceilings and price floors on the quantity of a good or service supplied and demanded in a market.

**2.2.2** Government Revenue and Services—evaluate the ways in which the federal government generates revenue on consumption, income, and wealth, and uses that revenue to supply government services and public goods, and protect property rights.

## CONNECTION RESOURCES

Digital and print resources serve to enhance the reading experience of *What the Eyes Don't See*. A list of educational online resources are available on the Great Michigan Read page at [michiganhumanities.org](http://michiganhumanities.org), and additional reading and viewing ideas can be found in the GMR Reader's Guide.

The reading list section featured below (and available online in greater detail) was created by teacher Jessyca Mathews, Carman-Ainsworth High School.

Your students focusing on social injustice issues doesn't have to stop with the reading of *What the Eyes Don't See*. Integrating books focused on social injustice in your classes is a fantastic way to have discussions and projects that focus on how to make a change within your students' community. Don't know where to start? Here is a listing of books that I use in my classroom to keep discussions going on areas of social injustice that matter to today's youth.

### Police Brutality:

*All American Boys*

by Jason Reynolds and  
Brendan Kiely

*The Hate U Give*

by Angie Thomas

### Racial Profiling:

*Ghost Boys*

by Jewell Parker Rhodes

*Dear Martin*

by Nic Stone

*March* trilogy

by John Lewis, Andrew  
Aydin, Nate Powell

*Born a Crime: Stories from a  
South African Childhood*

by Trevor Noah

*Internment*

by Samira Ahmed

### Sex Trafficking:

*SOLD*

by Patricia McCormick

### The American Justice System:

*Twelve Angry Men*

by Reginald Rose

### Education:

*I Am Malala: The Girl Who  
Stood Up for Education and  
Was Shot by the Taliban*

by Malala Yousafzai

### LGBTQIA:

*The 57 Bus: A True Story of  
Two Teenagers and the Crime  
That Changed Their Lives*

by Dashka Slater



## THE GREAT MICHIGAN READ IS PRESENTED BY MICHIGAN HUMANITIES

Michigan Humanities inspires Michigan residents to come together in creative and freely expressed ways to deepen our understanding of ourselves and enrich our communities. Founded in 1974, it is Michigan's nonprofit affiliate of the National Endowment for the Humanities. Michigan Humanities' vision is for all people of Michigan to experience and understand the importance of humanities to enrich lives.

Learn more about Michigan Humanities' programs and grants at [michiganhumanities.org](http://michiganhumanities.org).

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