



Name Me Lawand

DELVE DEEPER READING LIST



This list of fiction and nonfiction books, compiled by Sarah Burris, (MLIS) Community Relations and Marketing Coordinator of the Bay County Public Library, provides a range of perspectives on the issues raised by the POV documentary *Name Me Lawand*.

Lawand, deaf from birth, seeks a fresh start with his family in the UK after a traumatic year in a refugee camp. At Derby's Royal School for the Deaf, he learns sign language and discovers a way to communicate with the world. As he thrives, his family faces deportation, challenging their stability. *Name Me Lawand* is a love letter to the power of friendship and community.

Contributors



Sarah Burris / Bay County Public Library
Sarah Burris received her Master of Library and Information Science degree from Kent State University. She has worked at the Bay County Public Library since 2014. Prior to working in Marketing and Community Relations, she was a non-fiction selector and an adult reference librarian. Sarah was introduced to PBS POV through her Book and Film program at the library. She enjoys how documentary film can explore societal themes and varied global experiences. Sarah facilitated the PBS POV venue for the Redfish Film Festival in 2024.

Anna Yarbrough / Education Editor, POV

ADULT NON-FICTION

Cohen, Leah Hager. *Train Go Sorry: Inside a Deaf World*. Houghton Mifflin Company, 1994.

Leah Hager Cohen is part of the hearing world but grew up among the deaf community. Her Russian-born grandfather had been deaf - a fact hidden by his parents as they took him through Ellis Island - and her father served as superintendent at the Lexington School for the Deaf in Queens. Young Leah was in the minority, surrounded by deaf culture, and sometimes felt like she was missing the boat - or in the American Sign Language term, “train go sorry.”

Kaminsky, Ilya. *Deaf Republic: Poems*. Graywolf Press, 2019.

Deaf Republic opens in an occupied country in a time of political unrest. When soldiers breaking up a protest kill a deaf boy, Petya, the gunshot becomes the last thing the citizens hear - they all have gone deaf, and their dissent becomes coordinated by sign language. The story follows the private lives of townspeople encircled by public violence. At once a love story, an elegy, and an urgent plea, these poems confront our time's vicious atrocities and our collective silence in the face of them.

LaCrosse, Blair and Michelle LaCrosse. *Silent Ears, Silent Heart: A Deaf Man's Journey Through Two Worlds*. Deaf Understanding, 2003.

Silent Ears, Silent Heart gives the reader a glimpse into the language, culture, and life of a deaf person, but it does more than that. The reader's heart becomes intertwined with Christopher's so that they are inspired to be empathetic toward the plight of deaf individuals.

Ladau, Emily. *Demystifying Disability: What to Know, What to Say, and How to Be an Ally*. Ten Speed Press, 2021.

People with disabilities are the world's largest minority, an estimated 15 percent of the global population. But many of us-disabled and nondisabled alike-don't know how to act, what to say, or how to be an ally to the disability community. What are the appropriate ways to think, talk, and ask about disability? *Demystifying Disability* is a friendly handbook on the important disability issues you need to know about. Authored by celebrated disability rights advocate, speaker, and writer Emily Ladau, this practical, intersectional guide offers all readers a welcoming place to understand disability as part of the human experience.

Ladd, Paddy. *Understanding Deaf Culture: In Search of Deafhood*. Multilingual Matters, 2003.

This book presents a ‘Traveller’s Guide’ to Deaf Culture, starting from the premise that Deaf cultures have an important contribution to make to other academic disciplines, and human lives in general. Within and outside Deaf communities, there is a need for an account of the new concept of Deaf culture, which enables readers to assess its place alongside work on other minority cultures and

multilingual discourses. The book aims to assess the concepts of culture on their own terms, in their many guises and to apply these to Deaf communities. The author illustrates the pitfalls which have been created for those communities by the medical concept of ‘deafness’ and contrasts this with his new concept of “Deafhood”, a process by which every Deaf child, family and adult implicitly explains their existence in the world to themselves and each other.

Leigh, Irene W., Jean F. Andrews, Raychelle L. Harris and Topher González Ávila. *Deaf Culture: Exploring Communities in the United States (2nd Edition)*. Plural Publishing, 2020.

A contemporary and vibrant Deaf culture is found within Deaf communities including Deaf Persons of Color and those who are DeafDisabled and DeafBlind. Taking a more people-centered view, the second edition of *Deaf Culture: Exploring Deaf Communities in the United States* critically examines how Deaf culture fits into education, psychology, cultural studies, technology, and the arts. With the acknowledgment of signed languages all over the world as bona fide languages, the perception of Deaf people has evolved into the recognition and acceptance of a vibrant Deaf culture centered around the use of signed languages and the communities of Deaf peoples. Written by Deaf and hearing authors with extensive teaching experience and immersion in Deaf cultures and signed languages, *Deaf Culture* fills a niche as an introductory textbook that is more inclusive, accessible, and straightforward for those beginning their studies of the Deaf-World.

Ogden, Paul W. *The Silent Garden: A Parent’s Guide to Raising a Deaf Child (3rd Edition)*. Gallaudet University Press, 2016.

Authors Paul W. Ogden and David H. Smith, who are both deaf, present examples and research that guide parents through often unfamiliar territory. From coping mechanisms for parents to advice on creating healthy home environments, the authors cover a range of topics that impact day-to-day actions and decision-making. The topic of communication is discussed extensively, as communication access and language development are crucial not only for intellectual growth but also for positive family and social relationships. The authors look at American Sign Language, listening and spoken language, written English, and various other modes of communication available to deaf children. Different educational options are presented, and technology—including the debate about cochlear implants—is reviewed. Deaf children with special needs are considered here as well. Each topic is accompanied by real-life stories that offer further insight. Always encouraging, *The Silent Garden* empowers parents to be the best advocates for their deaf children.

Sacks, Oliver. *Seeing Voices*. Vintage, 2000. Originally published in 1989.

In *Seeing Voices*, Dr. Sacks launches a journey into the world of Deaf culture, and the neurological and social underpinnings of the remarkable visual language of the congenitally deaf.

ADULT FICTION

Blasim, Hassan ed. *Iraq + 100: Stories from Another Iraq*. Comma Press, 2016.

Iraq + 100 poses a question to contemporary Iraqi writers: what might your home city look like in the year 2103 – exactly 100 years after the disastrous American and British-led invasion of Iraq? How might that war reach across a century of repair and rebirth, and affect the state of the country – its politics, its religion, its language, its culture – and how might Iraq have finally escaped its chaos, and found its own peace, a hundred years down the line? As well as being an exercise in escaping the politics of the present, this anthology is also an opportunity for a hotbed of contemporary Arabic writers to offer its own spin on science fiction and fantasy.

Kachachi, Inaam. *The Dispersal*. Interlink Books, 2022.

Tashari, the title of the novel in Arabic, is an Iraqi word for a shot from a hunting rifle, which scatters creatures in all directions. The word “tashari” expresses the scattering of Iraqis as a people across the globe and the separation from home and loved ones. *The Dispersal*, follows the career of Wardiyah Iskander, a physician working in the Iraq countryside in the 1950s. While delivering babies and tending to the many health needs of her rural women patients, she struggles to improve care for them. But as the years pass, the upheavals the country faces continue to worsen. Her family, like many others, is pressed to leave. Wardiyah finally goes, arriving in France. There, her poet niece helps her now elderly aunt to get settled and, reflecting on their family’s dispersal, encourages her to tell her story.

Novic, Sara. *True Biz*. St. Martin’s Press, 2024.

True biz (adj./exclamation; American Sign Language): really, seriously, definitely, real-talk. True biz? The students at the River Valley School for the Deaf just want to hook up, pass their history finals, and have politicians, doctors, and their parents stop telling them what to do with their bodies. This revelatory novel plunges readers into the halls of a residential school for the deaf, where they'll meet Charlie, a rebellious transfer student who's never met another deaf person before; Austin, the school's golden boy, whose world is rocked when his baby sister is born hearing; and February, the hearing headmistress, a CODA (child of deaf adult(s)) who is fighting to keep her school open and her marriage intact, but might not be able to do both. As a series of personal and political crises threaten to unravel each of them, Charlie, Austin, and February find their lives inextricable from one another– and changed forever.

YOUNG ADULT NON-FICTION

Ellis, Deborah. *Children of War: Voices of Iraqi Refugees*. Groundwood Books, 2010.

The United States and its allies invaded Iraq seven years ago. Today the country is still at war, and no one can claim that true democracy has come. Four million Iraqis have been displaced, and about half of them, unable to flee the country, are now living in remote tent camps without access to schools, health care, or often even food and clean water. In *Children of War*, a companion title to *Off to War: Voices of Soldiers' Children*, Deborah Ellis turns her attention to the most tragic victims of the Iraq war—the Iraqi children. She interviews two dozen young people, mostly refugees living in Jordan, but also a few who are trying to build new lives in North America. Their frank and harrowing stories reveal inspiring resilience as the children try to survive the consequences of a war in which they play no part.

Rouse, Victorya. *Finding Refuge: Real-Life Immigration Stories from Young People*. Zest Books, 2021.

According to the United Nations High Commissioner for Refugees, 70.8 million people around the world have been forced to leave their homes because of war or persecution as of 2019. Over fifty percent of these people are under the age of eighteen. English teacher Victorya Rouse has assembled a collection of real-world experiences of teen refugees from around the world. Learn where these young people came from, why they left, and how they arrived in the United States. Read about their struggles to adapt to a new language, culture, and high school experiences, along with updates about how they are doing now and what they hope their futures will look like.

Wong, Alice. *Disability Visibility: 17 First-Person Stories for Today (Adapted for Young Adults)*. Dalacorte Press, 2021.

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. They offer diverse perspectives that speak to past, present, and future generations. It is essential reading for all.

YOUNG ADULT FICTION

Asphyxia. *The Words in My Hands*. Annick Press, 2021.

Part coming-of-age, part call to action, this fast-paced novel about a Deaf teenager, written by a Deaf author, is a unique and inspiring exploration of what it means to belong. Smart, artistic, and independent, sixteen-year-old Piper is tired of trying to conform. Her mom wants her to be "normal", to pass as hearing, and to get a good job. But in a time of food scarcity, environmental collapse, and political corruption, Piper has other things on her mind—like survival. Piper has always been told that she needs to compensate for her Deafness in a world made for those who can hear. But when she meets Marley, a new world opens up—one where Deafness is something to celebrate, and where resilience means taking action, building a community, and believing in something better.

Barnard, Sara. *A Quiet Kind of Thunder*. Simon & Schuster Books for Young Readers, 2018.

Steffi has been a selective mute for most of her life. The condition's name has always felt ironic to her because she certainly does not "select" not to speak. In fact, she would give anything to be able to speak as easily and as often as everyone around her. She suffers from crippling anxiety, and, in most situations, simply can't open her mouth to get out the words. Steffi's been silent for so long that she feels completely invisible. But Rhys, the new boy at school, sees her. He's deaf, and her knowledge of basic sign language means that she's assigned to help him acclimate. To Rhys, it doesn't matter that Steffi doesn't talk. As they find ways to communicate, Steffi discovers that she does have a voice and that she's falling in love with the one person who makes her feel brave enough to use it.

Gardner, Whitney. *You're Welcome Universe*. Alfred A. Knopf, 2017.

When Julia finds a slur about her best friend scrawled across the back of the Kingston School for the Deaf, she covers it up with a beautiful (albeit illegal) graffiti mural. Her supposed best friend snitches, the principal expels her, and her two mothers set Julia up with a one-way ticket to a "mainstream" school in the suburbs, where she's treated like an outcast as the only deaf student. The last thing she has left is her art, and not even Banksy himself could convince her to give that up. Out in the 'burbs, Julia paints anywhere she can, eager to claim some turf of her own. But Julia soon learns that she might not be the only vandal in town. Someone is adding to her tags, making them better, showing off—and showing Julia up in the process. She expected her art might get painted over by cops, but she never imagined getting dragged into a full-blown graffiti war.

Gervais, Alison. *The Silence Between Us*. Blink, 2019.

Deaf teen Maya moves across the country and must attend a hearing school for the first time. As if that wasn't hard enough, she also has to adjust to the hearing culture, which she finds frustrating - and surprising when some classmates, including Beau Watson, take the time to learn ASL. As Maya looks beyond graduation and focuses on her future dreams, nothing, not even an unexpected romance, will

derail her pursuits. But when people in her life - Deaf and hearing alike - ask her to question parts of her Deaf identity, Maya stands proudly, never giving in to the idea that her Deafness is a disadvantage.

Rorby, Ginny. *Hurt Go Happy*. Tor Teen, 2016.

Thirteen-year-old Joey Willis is used to being left out of conversations. Though she's been deaf since the age of six, Joey's mother has never allowed her to learn sign language. She strains to read the lips of those around her and often fails. Everything changes when Joey meets Dr. Charles Mansell and his baby chimpanzee, Sukari. Her new friends use sign language to communicate, and Joey secretly begins to learn to sign. Spending time with Charlie and Sukari, Joey has never been happier. But as Joey's world blooms with possibilities, Charlie's and Sukari's choices begin to narrow - until Sukari's very survival is in doubt. *Hurt Go Happy* is the unforgettable story of one girl's determination to save the life of a fellow creature - one who has the ability to ask for help.

Schachter, Esty. *Waiting for a Sign*. Lewis Court Press, 2014.

Shelly and Ian used to be close, but after Ian leaves home to attend the Hawthorne School for the Deaf, Shelly feels abandoned, and the two drift apart. When Ian returns home with news that the future of Hawthorne is in jeopardy, Shelly isn't sure she wants him back. And Ian, who has enjoyed living with students and staff who sign all the time, feels angry when his family forgets to do the same. An explosive argument that could drive brother and sister further apart actually offers hope for reconciliation—a hope that grows as Shelly's spirited best friend, Lisa, helps strengthen their bond. The siblings grow closer still when they find themselves coping with an unexpected tragedy. To fully heal her relationship with Ian, however, Shelly needs to acknowledge and understand why Hawthorne - and access to the Deaf community - is so important to him.

Sortino, Anna. *Give Me a Sign*. G. P. Putnam's Sons Books for Young Readers, 2023.

Lilah is stuck in the middle. At least, that's what having a hearing loss seems like sometimes - when you don't feel "deaf enough" to identify as Deaf or hearing enough to meet the world's expectations. But this summer, Lilah is ready for a change. When Lilah becomes a counselor at a summer camp for the deaf and blind, her plan is to brush up on her ASL. Once there, she also finds a community. There are cute British lifeguards who break hearts but not rules, a YouTuber who's just a bit desperate for clout, the campers Lilah's responsible for (and overwhelmed by) - and then there's Isaac, the dreamy Deaf counselor who volunteers to help Lilah with her signing. Romance was never on the agenda, and Lilah's not positive Isaac likes her that way. But all signs seem to point to love. Unless she's reading them wrong?

BOOKS FOR YOUNGER LEARNERS AND CHILDREN

Bell, Cece. *El Deafo*. Amulet Books, 2014.

Starting at a new school is scary, especially with a giant hearing aid strapped to your chest! At her old school, everyone in Cece's class was deaf. Here, she's different. She's sure the kids are staring at the Phonic Ear, the powerful aid that will help her hear her teacher. Too bad it also seems certain to repel potential friends. Then Cece makes a startling discovery. With the Phonic Ear, she can hear her teacher not just in the classroom but anywhere her teacher is in the school - in the hallway . . . in the teacher's lounge . . . in the bathroom! This is power. Maybe even superpower! Cece is on her way to becoming El Deafo, Listener for All. But the funny thing about being a superhero is that it's just another way of feeling different . . . and lonely. Can Cece channel her powers into finding the thing she wants most, a true friend?

Gino, Alex. *You Don't Know Everything, Jilly P!* Scholastic, 2020.

Jilly thinks she's figured out how life works. But when her sister, Emma, is born deaf, she realizes how much she still has to learn. The world is going to treat Jilly, who is white and hearing, differently from Emma, just as it will treat them both differently from their Black cousins. A big fantasy reader, Jilly makes a connection online with another fantasy fan, Derek, who is a Deaf, Black ASL user. She goes to Derek for help with Emma but doesn't always know the best way or time to ask for it. As she and Derek meet in person, have some really fun conversations, and become friends, Jilly makes some mistakes . . . but comes to understand that it's up to her, not Derek to figure out how to do better next time - especially when she wants to be there for Derek the most.

Gratz, Alan. *Refugee*. Scholastic Press, 2017.

Although separated by continents and decades, Josef, a Jewish boy living in 1930s Nazi Germany; Isabel, a Cuban girl trying to escape the riots and unrest plaguing her country in 1994; and Mahmoud, a Syrian boy in 2015 whose homeland is torn apart by violence and destruction, embark on harrowing journeys in search of refuge, discovering shocking connections that tie their stories together.

Gravel, Elise. *What is a Refugee?* Schwartz & Wade, 2019.

Who are refugees? Why are they called that word? Why do they need to leave their country? Why are they sometimes not welcome in their new country? In this relevant picture book for the youngest children, author-illustrator Elise Gravel explores what it means to be a refugee in bold, graphic illustrations and spare text. This is the perfect tool to introduce an important and timely topic to children.

Jamieson, Victoria and Omar Mohamed. *When Stars are Scattered*. Dial Books for Young Readers, 2020.

Omar and his younger brother, Hassan, have spent most of their lives in Dadaab, a refugee camp in Kenya. Life is hard there: never enough food, achingly dull, and without access to the medical care Omar knows his nonverbal brother needs. So when Omar has the opportunity to go to school, he knows it might be a chance to change their future . . . but it would also mean leaving his brother, the only family member he has left, every day. Heartbreak, hope, and gentle humor exist together in this graphic novel about a childhood spent waiting, and a young man who is able to create a sense of family and home in the most difficult of settings. It's an intimate, important, unforgettable look at the day-to-day life of a refugee, as told to New York Times Bestselling author/artist Victoria Jamieson by Omar Mohamed, the Somali man who lived the story.

Kelly, Lynne. *Song for a Whale*. Delacorte Press, 2018.

From fixing the class computer to repairing old radios, twelve-year-old Iris is a tech genius. But she's the only deaf person in her school, so people often treat her like she's not very smart. If you've ever felt like no one was listening to you, then you know how hard that can be. When she learns about Blue 55, a real whale who is unable to speak to other whales, Iris understands how he must feel. Then she has an idea: she should invent a way to "sing" to him! But he's three thousand miles away. How will she play her song for him? Full of heart and poignancy, this affecting story by sign language interpreter Lynne Kelly shows how a little determination can make big waves.

Matlin, Marlee. *Deaf Child Crossing*. Simon & Schuster Children's Publishing, 2002.

Megan is excited when Cindy moves into her neighborhood - maybe she'll finally have a best friend. Sure enough, the two girls quickly become inseparable. Cindy even starts to learn sign language so they can communicate more easily. But when they go away to summer camp together, problems arise. Cindy feels left out because Megan is spending all of her time with Lizzie, another deaf girl; Megan resents that Cindy is always trying to help her, even when she doesn't need help. Before they can mend their differences, both girls have to learn what it means to be a friend.

Millman, Isaac. *Moses Goes to School*. Farrar, Straus and Giroux, 2000.

Moses goes to a special school, a public school for the deaf. He and all of his classmates are deaf or hard of hearing, but that doesn't mean they don't have a lot to say to each other! They communicate in American Sign Language (ASL), using visual signs and facial expressions. Isaac Millman follows Moses through a school day, telling the story in pictures and written English, and in ASL, introducing hearing children to the signs for some of the keywords and ideas. At the end is a favorite song - "Take Me Out to the Ball Game" - in sign!

Stocker, Shannon. *Listen: How Evelyn Glennie, a Deaf Girl, Changed Percussion*. Dial Books for Young Readers, 2022.

From the moment Evelyn Glennie heard her first note, music held her heart. She played the piano by ear at age eight, and the clarinet by age ten. But soon, the nerves in her ears began to deteriorate, and Evelyn was told that, as a deaf girl, she could never be a musician. What sounds Evelyn couldn't hear with her ears, though, she could feel resonate through her body as if she, herself, were a drum. And the music she created was extraordinary. Evelyn Glennie had learned how to listen in a new way. And soon, the world was listening too.