

"The FY23 initiative is funded by an Inclusive Healthy Communities Grant from the Division of Disability Services, New Jersey Department of Human Services."

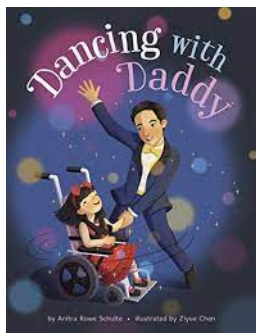
United We Discover Library Collection

As part of the Young Audiences (YA) mission to "inspire young people and expand their learning through the arts" this United We Discover Library Collection has been created to support Disability Justice learning, and is used in conjunction with YA's United We Discover Professional Learning Lab and Residencies.

YA's United We Discover Professional Learning Lab is a hands-on creative experience for New Jersey teaching artists, arts specialists, classroom teachers, and organizational partners. In community we will examine how collaborative learning design and implementation can increase meaningful inclusion & Arts Equity within school settings. Participants engage with opportunities to experience, understand, discuss and co-design learning experiences for art forms including dance, theatre, photography, spoken word, songwriting, and visual art. The sessions are delivered by artists who offer a unique and valuable contribution to Arts and Arts Education for students. Leadership from Disabled artists and their allies will encourage our shared responsibility to provide nurturing, challenging, supportive and stimulating arts centered environments for students with and without Disabilities.

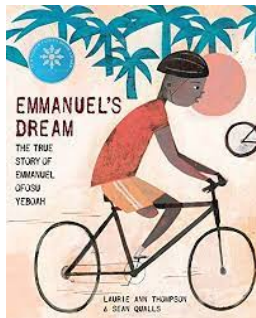
This United We Discover Library Collection includes selections for children, teens, and adults and was created in March 2020 & updated in August 2022.

Contact YA Director of Curriculum, Instruction, & Assessment, Michelle L. Marigliano for additional recommendations: mmarigliano@yanjep.org



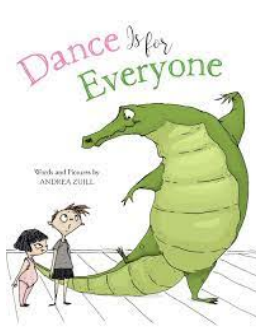
Schulte Anitra Rowe and Ziyue Chen. 2021. *Dancing with Daddy* First ed. New York: Two Lions.

Recommended Ages: 3-5



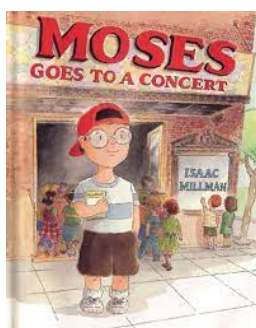
Thompson Laurie Ann and Sean Qualls. 2015. *Emmanuel's Dream : The True Story of Emmanuel Ofosu Yeboah* First ed. New York: Schwartz & Wade Books.

Recommended Ages: 3-5



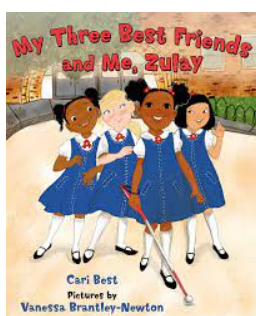
Zuill Andrea. 2017. *Dance Is for Everyone*. New York: Sterling Children's Books.

Recommended Ages: 3-5



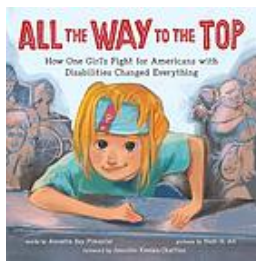
Millman Isaac. 2012. *Moses Goes to a Concert* First Square Fish ed. New York: Square Fish.

Recommended Ages: 3-5



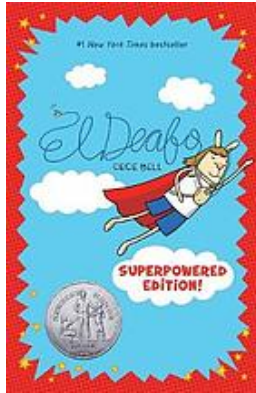
Best, C. (2018). *My three best friends and me, Zulay*.

Recommended Ages: 5-8



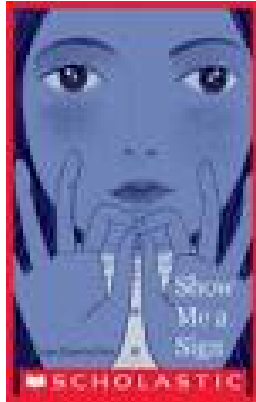
Pimentel, A. B. (2020). *All the way to the top: How one girl's fight for Americans with disabilities changed everything.*

Recommended Ages: 4-8



Bell, C., & Lasky, D. (2020). *El Deafo: Superpowered edition.*

Recommended Ages: 8-12



LEZOTTE, A. N. N. C. L. A. R. E. (2030). *SHOW ME A SIGN.*
Place of publication not identified: SCHOLASTIC (US).

Recommended Ages: 8-12



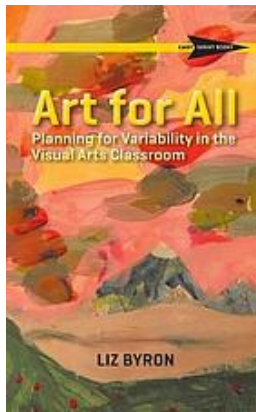
Palacio, R. J. (2020). *White Bird.*

Recommended Ages: 8-12



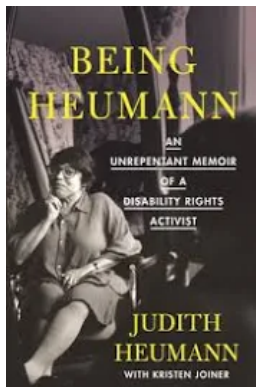
Jamieson, V., & Mohamed, O. (2020). *When stars are scattered*.

Recommended Ages: 8-12



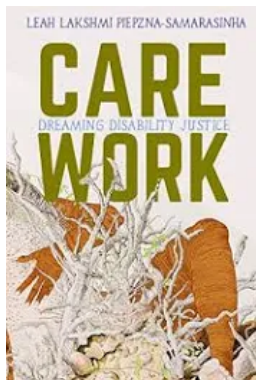
Byron, L. (2018). *Art for all: Planning for variability in the visual arts classroom*.

Teaching Artists & Teachers



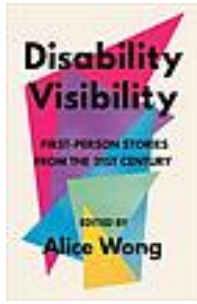
Heumann, E., Joiner, K., & Beacon Press. (2020). *Being Heumann: An unrepentant memoir of a disability rights activist*.

Teaching Artists, Teachers and Guardians



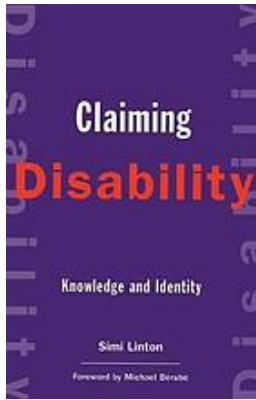
Piepzna-Samarasinha, L. L. (2018). *Care work: Dreaming disability justice*

Teaching Artists, Teachers and Guardians



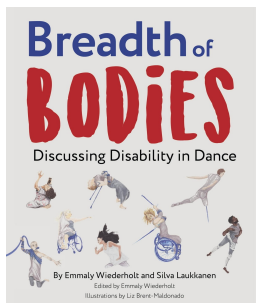
Wong, A. (2020). *Disability visibility: First-person stories from the Twenty-first century*.

Teaching Artists, Teachers and Guardians



Linton, S. (2010). *Claiming disability: Knowledge and identity*. New York: New York University Press.

Teaching Artists, Teachers and Guardians



Wiederholt Emmaly Silva Laukkanen and Liz Brent-Maldonado. 2022. *Breadth of Bodies Discussing Disability in Dance*. La Vergne: Stance on Dance.

<https://public.ebookcentral.proquest.com/choice/PublicFullRecord.aspx?p=6940903>.

Teaching Artists, Teachers and Guardians

Digital Resources		
	Cuerdas	Submitted by Summer Dawn
	Different	Submitted by Sumer Dawn
	Not Special Needs	Submitted by Kade Friedman
	Disability/Arts/NYC 2019 Report	Submitted by Christine Bruno
	National Consortium on Leadership and Disability Youth	Submitted by Christine Bruno
	How to Avoid Inspiration Porn by Andrew Purlang	Submitted by Christine Bruno
	National Center on Disability and Journalism Style Guide	Submitted by Christine Bruno
	NCLD Disability Timeline	Submitted by Christine Bruno
	Indigenous Perspectives of Disability, Minerva Rivas Velarde. 2008	Submitted by Michelle L. Marigliano
	What's Next? Teaching & Learning Disability Justice with Judy Heumann, Anna Landre and Lydia X.Z. Brown	Submitted by Michelle L. Marigliano