POWER LINES

Connecting with Teens in Urban Communities Through Media Literacy

JIMMEKA ANDERSON and KELLY CZARNECKI

FOR REVIEW ONLY

ALA Editions
CHICAGO | 2022

alastore.ala.org

© 2022 by Jimmeka Anderson and Kelly Czarnecki

Extensive effort has gone into ensuring the reliability of the information in this book; however, the publisher makes no warranty, express or implied, with respect to the material contained herein.

ISBN: 978-0-8389-3790-7 (paper)

Library of Congress Cataloging-in-Publication Data

Names: Anderson, Jimmeka, author. | Czarnecki, Kelly Nicole, 1974- author.
Title: Power lines : connecting with teens in urban communities through media literacy / Jimmeka Anderson and Kelly Czarnecki.
Description: Chicago : ALA Editions, 2022. | Includes bibliographical references and index. | Summary: "The book provides strategic and practical approaches toward building relationships and making a space for teens to engage and learn media literacy skills"—Provided by publisher.
Identifiers: LCCN 2022006894 | ISBN 9780838937907 (paperback)
Subjects: LCSH: Libraries and teenagers—United States. | Libraries and community—United States. | Libraries and minorities—United States. | Libraries and metropolitan areas—United States. | Libraries—Activity programs—United States. | Media literacy—United States.
Classification: LCC Z718.5 .A645 2022 | DDC 027.62/60973—dc23/eng/20220401
LC record available at https://lccn.loc.gov/2022006894

Book design by Alejandra Diaz in the Rooney and Sofia Pro typefaces.

♾ This paper meets the requirements of ANSI/NISO Z39.48-1992 (Permanence of Paper).

Printed in the United States of America

26 25 24 23 22 5 4 3 2 1

FOR REVIEW ONLY

alastore.ala.org

CONTENTS

Foreword, by Belinha S. De Abreu *xiii*
Preface, by Chance W. Lewis *xvii*
Acknowledgments, by Jimmeka Anderson and Kelly Czarnecki *xix*
Introduction: Remembering the Why, by Jimmeka Anderson *xxi*

PART I: HAVING AN "EMPIRE STATE OF MIND" WITH TEEN PROGRAMMING

1 **The Train Has Arrived: Understanding Their World** **3**
JIMMEKA ANDERSON
Teen Reflection: Bereket Temesgen **15**
Voices from the Field: Jeff Share **16**
Voices from the Field: Jayne Cubbage **17**

2 **It Never Sleeps: The Current State of Teens and Media** **21**
ABBY KIESA
Teen Reflection: Alasia Hicks **28**
Voices from the Field: Merve Lapus **29**
Voices from the Field: Brittany N. Anderson **30**

3 **Flashing Lights: What Is Media Literacy?** **35**
DONNELL PROBST and MICHELLE CIULLA LIPKIN
Teen Reflection: Kaella Racshenberg **49**
Voices from the Field: Theresa Redmond **50**

FOR REVIEW ONLY
alastore.ala.org

4 **Road Closed, Detour Ahead: Challenges and Opportunities with Serving Urban Teens in Libraries** **53**
KELLY CZARNECKI
Teen Reflection: Zakariyah Hanif **64**
Voices from the Field: Mary J. Wardell-Ghirarduzzi **65**
Voices from the Field: Jasmine McNeil **66**

5 **Under Construction: Creating Space and Relationships for Media Literacy with Urban Teens** **69**
JIMMEKA ANDERSON and KELLY CZARNECKI
Teen Reflection: Matthew Rosa **82**
Voices from the Field: Natasha Casey **83**

6 **Power Lines: Empowering Teens Who Have Been Disempowered Through Partnerships** **87**
R. ALAN BERRY
Teen Reflection: Jeneva Claiborne **102**
Teen Reflection: Maia McElvane **103**
Voices from the Field: Nygel D. White **103**
Voices from the Field: Elis Estrada **104**

PART II: STRAIGHT OUTTA THE LIBRARY

7 **Traffic JAMS! Music and Podcasting** **109**
7.1: Media Literacy and Community Connection: A Profile of Virginia Tech's "Digging in the Crates" Hip Hop Studies Program **110**
LA' PORTIA J. PERKINS, JASMINE WEISS, JONATHAN KABONGO, FREDERICK PAIGE, and CRAIG ARTHUR
7.2: Let Your Voice Be Heard: Create Podcasting Programming for Your Library **114**
LAUREN KRATZ PRUSHKO
7.3: Podcasting the Possibilities **120**
MOLLY DETTMANN

FOR REVIEW ONLY

alastore.ala.org

8 **City Blue PRINTS: Books and Print Literature** **125**

8.1: Alt RA: Looking Beyond Books in Readers' Advisory **127**
HEATHER LOVE BEVERLEY and CYNDI HAMANN

8.2: The Education of Blacks in Charlotte, An Online Youth Exhibition **130**
PAMELA MCCARTER and JIMMEKA ANDERSON

Teen Reflection: Rachel Edmonds **135**

Teen Reflection: Ariah Cornelius **136**

8.3: The Zine Club **137**
LIZ ALLEN, NICOLE RAMBO, and KRISTINE TANZI

9 **SCREEN Doors: TV, Film, and Broadcasting** **143**

9.1: Girls Rock Film Camp: The Future of Film **144**
LONNA VINES

9.2: Keepin' It Reel: Black Girls Film Camp **149**
DENEEN S. DIXON-PAYNE and JIMMEKA ANDERSON

9.3: Girls on the Beat @ Charleston County Public Library **154**
DARCY COOVER

10 **Bridges, Tunnels, and City CONNECTIONS: Social Media, Information, and News Literacy** **161**

10.1: The Journalistic Learning Initiative **162**
ED MADISON, ROSS C. ANDERSON, and RACHEL GULDIN

10.2: An Introductory Lesson Plan in News Media Literacy for YA Librarians **168**
MICHAEL A. SPIKES

10.3: Analyzing the News Through Infographics **174**
MARK J. DAVIS

11 **City Zip CODES and Community PLAYgrounds: Tech, Gaming, and Coding** **179**

11.1: Dewey and Dragons (Dungeons and Dragons for Teens): Connecting Teens with Technology at the Library **181**
LAURA VALLEJO, JAMEY RORIE, and CHRIS SPRADLIN

FOR REVIEW ONLY

alastore.ala.org

11.2: Boston Public Library: Teen Technology Mentor Program **185**
BRIANNE SKYWALL and CHRISTOPHER JACOBS

11.3: The Beauty of S.T.E.M. **191**
ANDREA MCNEIL and SHIMIRA WILLIAMS

11.4: Blissful Coding Club **195**
ANUSHA BANSAL and MAISY CARD

11.5: After-School Coding and Technology Clubs **201**
ALLY DOERMAN and PAMELA JAYNE

Conclusion: The Takeaways *207*
Appendix: Collection of Resources for Continued Learning *211*
About the Authors and Contributors *215*
Index *223*

FOR REVIEW ONLY

alastore.ala.org

FOREWORD

One of the most subversive institutions in the United States is the public library.

—**BELL HOOKS,** *Rock My Soul: Black People and Self-Esteem*

Libraries, community, and media literacy education are three central themes covered in this book, *Power Lines: Connecting with Teens in Urban Communities Through Media Literacy,* coauthored by Jimmeka Anderson and Kelly Czarnecki. The first theme introduces us to a place embedded in many communities in the United States—the library. Libraries have always been the great equalizer in our society, though they have often gone unnoticed. They embody the community they exist in, through their programming and resources, by providing services where only limited ones exist, by offering media and mediated environments to people of all ages, and more. They reach out to various socially advantaged and disadvantaged groups in their localities—the visible and obvious, as well as citizens who are often overlooked.

As an institution, a library is about welcoming the public. Libraries provide shelter and respite, often servicing those experiencing homelessness and poverty. Simultaneously, they can also serve the struggling teen who needs a safe or quiet space, the person looking for jobs, or those learning new skills. In the library, there are no barriers to joining individuals or bringing them together within activities or programming. Libraries are in fact a blender for everything and everyone at all points in their lives: they are a welcoming place for a new mom while her child wanders through the stacks, a quiet place for someone who is shying away from the public, an access point for technology, an instructional place for someone who needs to research or who needs help with research, and so much more.

FOR REVIEW ONLY

alastore.ala.org

The programming offered by libraries bridges people and their community—the second theme of this book—and is particularly relevant when looking at the urban setting. In thinking about the ways in which we engage with information, specifically through the lens of media literacy education—the third theme of this book—the question of representation comes to the forefront. For example, the term *urban* comes with its own context. Consider the following text in stories written about urban communities when the term *urban* is searched online:

- "In many large *urban* school districts, three in four students or more are poor" (Weiss 2012).
- "Thirty-two percent of residents in *urban* areas are 50 or older" (The Associated Press 2017).
- "They fail to consider that the opportunities for involvement they are offering may not be what *urban* parents really need, at least initially" (Ackerman 2011).
- "This is not your average struggling *urban* high school" (Chiles 2015).

Media literacy instruction tries to take into account how representation matters, context matters, and voice matters—beyond what is characterized by the headlines. The value in analyzing and understanding various representations in the media, and imparting this type of learning to young people, is what brings the present book to life.

Libraries facilitate urban areas in both large and small ways. They become a central part of the community that they engage in and offer an extension to the schools, parents, and other regional services. Anderson and Czarnecki provide an opportunity for readers to consider how library programming connects with audiences, especially when it comes to teens, young adult programming, civics, and media literacy education. Further, the book considers the dichotomy of the term *urban* and looks at the influence of libraries as one of the greatest assets in many urban communities.

Media literacy education is an avenue to find the greater frame of reference, to explore ideas that are not represented, and to retell a story that is not limited by the images presented by the media. The value in offering this type of education is the principal subject of Anderson and Czarnecki's book. As a growing body of work in libraries, media literacy education has become the tool for bringing youth together and sharing

FOR PREVIEW ONLY

alastore.ala.org

in their connections as well as productions. Librarians have seen it all, and now they have taken up the work of helping youth engage in the issue of media literacy through discernment, action, and advocacy.

Finally, a preeminent feature of Anderson and Czarnecki's collection is that they share the ideas of a wide range of thinkers, from academics to practitioners to teens in their own voices, by means of their reflections on each of the individual chapters. The authors have ensured that the voices and ideas of young people, the generation that is most involved in the mediated world, are amplified in this book. In doing so, they offer to the reader a chance to glimpse indiscriminate possibilities, while also offering plausible ideas that can be utilized in a variety of settings. Each of the chapters in this book provides knowledge and inspiration for libraries, librarians, and media educators—who are ready to rise to the challenge of teaching media literacy education in their community.

~Belinha S. De Abreu, Media Literacy Educator

REFERENCES

Ackerman, Patricia. 2011. "How and Why Urban Schools Fail to Engage Parents of Color." *Huffington Post*, August 27. www.huffpost.com/entry/how-and-why-urban-schools_b_885366.

The Associated Press. 2017. "Report: Minnesota's Urban Counties Growing, Rural Counties Shrinking." *CBS Minnesota*, January 27. https://minnesota.cbslocal.com/2017/01/27/demographic-trends/.

Chiles, Nick. 2015. "The Power of an Impassioned Principal." *The Atlantic*, November 17. www.theatlantic.com/education/archive/2015/11/principal-power-new-orleans-school/415911/.

Weiss, Elaine. 2012. "The Toxic Toll of Child Poverty." *Huffington Post*, October 1. www.huffpost.com/entry/child-poverty_b_1929225.

FOR PREVIEW ONLY

alastore.ala.org

PREFACE

There are times in history when certain books must be written. ***Power Lines: Connecting with Teens in Urban Communities Through Media Literacy*** is one of these books. The famous words of W. E. B. Du Bois (1903) are still relevant today when he asked, "How does it feel to be a problem?" Given the current state of our nation's political and educational climate, teens, particularly those who attend urban schools, have been relegated to a substandard system where they have garnered media attention and a national spotlight not for the positive attributes they bring to the educational setting, but for negative stories and headlines that are often manufactured to get likes and clicks.

I want to be crystal clear. Many teens in urban communities are facing an academic death in our nation's K–12 public, charter, and private schools. Unfortunately, educators, librarians, and many other stakeholders continue to make excuses about why it is not their fault that teens in urban communities are not achieving academically. However, these stakeholders never discuss what lies within their power to change when it comes to the question of educating teens in urban communities and school districts across the country. This book is a welcome addition to the education knowledge base, as it provides a new and fresh perspective on how to effectively serve teens in urban communities via media literacy and the role librarians can play to shape those teens' media literacy skills.

It is my hope that this book reaches educators, librarians, and media literacy advocates and makes a positive impact for teens in urban communities to achieve academically in the most affluent country in the world. We can no longer, in this age of educational accountability,

FOR REVIEW ONLY

alastore.ala.org

continue to stand by and watch the achievement levels of this student population remain at or near the bottom of every major academic barometer and feel comfortable with our work as education professionals. Once the education profession chooses to fully embrace the educational potential of teens in urban communities, we will see transformations occur that will truly propel this population to want to achieve at a high level because their schools and libraries are taking a vested interest in developing their media literacy skills, which will allow them to reach their full potential.

Power Lines is also for Black parents who send their children to school expecting something great to happen, only to be met with disappointment at the door of the school building. The greatness they expect for their teens is why many work one, two, or even three jobs to make sure their children have food on the table and a roof over their head just so they can make it to school. Unfortunately, when their teens matriculate through our nation's schools, they are met with "educational rhetoric." This educational rhetoric tells the parents all that is perceived to be wrong with their children rather than how the schooling experience (media literacy skill attainment) will put them in the best position to have a positive impact on their lives.

Finally, this book embraces the voices, hopes, and dreams of so many who have died for teens in urban communities to have a right to a quality education in this country. We thank you for making the ultimate sacrifice so that one day the education profession can reach its full potential by serving the educational needs of this population. I have come to learn that we have to continue to push until this change happens. This is why I commend the authors, Jimmeka Anderson and Kelly Czarnecki, for this valuable contribution to the education profession. An intentional focus on the positive impacts of media literacy on teens in urban communities is exactly what we need at this moment. It is my hope that this book will spark a new movement of media literacy that is specifically focused on teens in urban communities.

~Chance W. Lewis, Carol Grotnes Belk
Distinguished Professor of Urban Education

REFERENCE

Du Bois, W. E. B. 1903. *The Souls of Black Folk.* New York: Random House.

FOR REVIEW ONLY

alastore.ala.org

INTRODUCTION
Remembering the Why

JIMMEKA ANDERSON

Media can be used to oppress or liberate. It is up to us to teach the next generation how to use this *power*ful tool for the good of humanity.

~JIMMEKA ANDERSON

I am a Black woman, a single mother, born from poverty, and making less than $30,000 a year with a college degree. The year is 2009. Every day I am surrounded entirely by White women and men who are my colleagues. Their clothes are pressed, creased pants and white linen tops that blow as freely when they walk by as they themselves appear to be. They appear to have it all together. I speak their language and mimic their gestures. I work uptown, two blocks from the bus transit and across from the construction site on 7th Street at the library. There is a homeless woman on the corner I walk by every day who clutches her Bible and screams at demons when they pass by. She looks like me. I work with teens every day who are raised in the same streets and neighborhoods where my family and I lived. These teens all look like my family, extended cousins perhaps. We share the same language. While at work, my mind drifts away in deep thought at times. Like . . . I worry if I will have enough money to pay my rent at the end of the month. One day, one of the teens told me she has no idea where her family is going to live at the end of the month. Our struggle is one and the same. We're both longing to do more than just struggle and barely survive. The teen's story I know very well, but mine is buried behind the smile I use to greet them and my colleagues. I wake up the next day and every day for them. I know they are depending on me to be there when they walk through those doors. For me to be a listening ear. For me to create a space for them to express and be their authentic selves as freely as the white linen shirt my colleague has on that blows as she walks by. As freely as I, myself, would like to be. They are depending on me to help

FOR REVIEW ONLY

alastore.ala.org

them see a world and a life beyond our neighborhood every chance that we share time and space. So I wake up the next day and every day for them. Because through them, I found purpose.

It was 2008 when I started my job at the ImaginOn library in Charlotte, North Carolina, after graduating from college. I was making very little money but was extremely rich with ambition. I never would have imagined that I would be working at a public library, but the supervisor who hired me was looking for a strong community programmer. When I first walked through the doors of ImaginOn, the walls were painted in bright vibrant colors, yellows and oranges, with toys, origami figures, and festive trinkets hanging from the ceiling. If there was ever a place to just go and dream of tomorrows, this appeared to be it. In the building there were two large theaters, a decorative costume room, and a scenery shop for designing the sets for stage plays and box office performances. The place was absolutely magical.

By the end of my first week, I couldn't help but notice that I was the only Black woman in my department and only one of three in an entire building with at least fifty or more staff. I didn't realize at the time that this was largely due to the fact that more than 80 percent of librarians and those in the field of librarianship were White. Needless to say, code-switching naturally became embedded in my everyday routine at work, partly because I was afraid I wouldn't be accepted or deemed professional otherwise. Interestingly enough, the majority of the teens who entered the doors of our library were BIPOC. I observed how these teens were sometimes met with resistance and microaggressions from White staff and security guards in the building who didn't understand them or didn't know their stories—and were hyper-criminalized because of their presence.

When I started working at the library, I immediately immersed myself in doing what I did best: programming. During my first year at the library, I tested the waters with all types of nontraditional programs. Teens immediately began to gravitate toward some of my random programming ideas. For instance, I coordinated an actual step team that performed at library events, and I hosted Krumpin' (a style of dance) contests to support a documentary on that art form, jump rope challenges to discuss literature on health and wellness, and open mics for teens to share their own music and poetry with a speakeasy lounge ambiance.

FOR REVIEW ONLY

alastore.ala.org

Through the power of programming, I built strong bonds with teens and connected with my colleagues in meaningful ways from collaborations. The large number of participants and the active engagement I had with teens in the building caught the attention of managers and colleagues in other departments, and I eventually segued into creating system-wide initiatives and events. After two years spent finding what resonated the most with the teens I served in the community and what I felt most comfortable doing, I realized that my niche for programming was in media literacy.

Unfortunately, in 2010 our library experienced substantial budget cuts. Nearly 200 employees were laid off from work at the library, and I was merely one of the numbers. Now unemployed and with a child, I realized I had to come up with a plan for what to do next with my life. So I enrolled back in school and took classes in digital media and web design. Given the fact that I had developed a strong passion for media literacy education with teens, I decided in 2011 to create the nonprofit organization I AM not the MEdia. At the time, I focused on providing media literacy outreach programs to teens throughout the city of Charlotte. The organization immediately took off in its first year. Bookings came from schools, clubs, churches, and recreation centers in North Carolina and other states to request media literacy programs with youth, predominantly in urban communities.

I returned to my same position at the library in 2012. Now, I was working full-time at the library and doing media literacy outreach for I AM not the MEdia in the evenings and on my days off. Kelly Czarnecki and I had crossed paths when I began working at ImaginOn in 2008, but it wasn't until 2012 that we collaborated on our first program together, The Fashion Apprentice. From that collaboration I realized how dynamically our programming skills meshed. We began to create locally and nationally recognized programs for the teens of Charlotte and won an award from the Young Adult Library Services Association (YALSA). By 2015, I was teaching digital media courses at the Carolina School of Broadcasting in North Carolina and volunteering with organizations such as the National Association for Media Literacy Education, Media Literacy Now, and other groups to build relationships in the media literacy community. From these experiences I met some amazing folks who stretched my thinking of who I was as a Black woman in the field and

FOR REVIEW ONLY

alastore.ala.org

who assured me that my voice was valued and necessary. I am forever grateful because those moments of mentorship helped empower me to become the devoted media literacy educator I am today and challenged me to be my most authentic self while doing this work.

After working at the library for ten years, I decided to pursue my PhD full-time in the field of urban education and focus my research efforts on media literacy education with historically marginalized youth. My research in the urban education PhD program at the University of North Carolina at Charlotte inspired the vision behind this book. Once I came up with the vision for it, I immediately reached out to Kelly to see if she would be interested in taking this writing and editing journey with me. Needless to say, I am extremely grateful she said yes.

WHY THE TITLE *POWER LINES?*

It may have been my inner poet that led me to fall in love with the ambiguity of the phrase *Power Lines* and the different messages, hidden and unhidden, that it afforded, just like the media. Power lines are one of the most visible features found in inner-city urban communities, but the phrase could also represent certain connections with people and places such as libraries. In hip-hop culture, *lines* are words, lyrical verses, or text. So if someone were to tell you "those lines are tight" after reading something you wrote, know that it means your words and how you used them were exquisite. Thus, power lines could also metaphorically represent the influence of words and text found in media. Moreover, the word *power* alone is ambiguous in its use for the title and is coded to denote both hegemony and media. Understanding power and how it functions is a large part of the work of doing media literacy instruction with teens in urban communities. Thus, Kelly and I have sought to provide a compelling perspective toward understanding the influence of power structures on both ourselves and the communities we serve. Furthermore, we have collaborated with field experts and practitioners to develop a strategic guide for implementing media literacy programming with teens in urban communities.

FOR REVIEW ONLY

alastore.ala.org

WHY FOCUS ON TEENS IN URBAN COMMUNITIES?

Now more than ever before, information and digital literacies are essential skills for survival and for staying informed in our media-saturated world. Unfortunately, historically marginalized and economically disadvantaged youth in urban communities score the lowest in information and communication technology proficiency, and they lack critical media literacy skills to successfully navigate and disseminate information online, according to national data (Nation's Report Card 2018). Although libraries have begun to invest in media literacy education initiatives with adults, immediate attention is needed to educate librarians on how to serve teens. Specifically, further insight on serving teens in urban communities is needed due to challenges with technology and internet accessibility, instructional inequities, and their high risk of media and informational illiteracy. Therefore, we believe this work is essential as it robustly acknowledges the challenges that come with teaching media literacy to teens in urban communities.

This book is divided into two parts. Part I provides strategic and practical approaches to building relationships and making a space for teens to engage and learn media literacy skills. Each chapter in part I concludes with reflections from teens, experts, and researchers in the field. Part II provides program profiles and case studies from librarians, practitioners, and scholars from all over the United States for implementing media literacy programs in libraries. The book concludes with next steps and resources for librarians.

In conclusion, as I reflect back on my "why" or purpose for doing this work and for writing this book, I am reminded of the reason why we as educators are extremely valuable. The world needs us and the youth we serve, especially in urban communities. They are depending on us every day to help them thrive—and not just survive—in a world that was not intended for them to succeed in. Moreover, I hope this book inspires you to reflect on your own "why," and I hope that you acquire knowledge you can apply and use to spark change in your community. I am extremely thankful to Kelly for agreeing to be my coauthor, and for the many colleagues in the media literacy field who invested in the vision of this book and believed in its potential to make a difference.

FOR REVIEW ONLY

alastore.ala.org

I am truly appreciative of everyone who contributed their time and poured out their stories to create these pages. Without this village of teens, practitioners, researchers, and librarians coming together, this book would not have been possible.

REFERENCE

Nation's Report Card. 2018. "National Achievement Level Results in Technology & Engineering Literacy." National Assessment of Educational Progress. www.nationsreportcard.gov/tel/results/achievement/.

FOR REVIEW ONLY

alastore.ala.org

INDEX

A

access
  digital divide, 90–91
  equity of access, 48–49
  for media literacy education, 38–39
  as part of information literacy/media literacy, 43–44
  screen time differences and, 22
  to tools/instruction in library, 46
accessibility, 56–57
Ackerman, Patricia, xiv
action
  for media literacy, 41–42, 208
  as part of information literacy/media literacy, 43–44
active listening, 78–80
Adams-Bass, Valerie N., 27
Adobe Premier editing software, 146
adults
  broadband access, 22
  fear of urban teens, 76–77
  Intergenerational Media Literacy program, 96–97
  social capital of teens and, 9
advertising, 99
affinity space
  display work, 74
  flexible furniture, 73
  overview of, 72
  staff desk, 73–74
agency
  in JLI framework, 165–166
  media literacy education builds, 26
  of students with journalistic learning, 167
ALA
  See American Library Association
Alitu.com, 118
Allegra Westbrooks Regional Library, 181–184
Allen, Liz
  information about, 216
  on the Zine Club, 137–141
Alper, Meryl, 24
"Alright" (Lamar), 80
American Corner, North Mitrovica, Kosovo, 91–93
American Library Association (ALA)
  information literacy, adoption of, 161
  information literacy, definition of, 43
  media literacy education, 209
  Media Literacy in the Library: A Guide for Library Practitioners, 174
analysis
  of media content, 39
  as part of information literacy/media literacy, 43–44
"Analyzing and Creating Infographics" curriculum map (Edwards), 177
Anchor App
  ease of use/free, 121
  for editing podcast, 123
  for podcasting program, 118
Anderson, Brittany N., 30
Anderson, Jimmeka
  on Black Girls Film Camp, 149–154
  Chance W. Lewis on, xviii
  "The Education of Blacks in Charlotte (1920–2020), An Online Youth Exhibition" project, 130–136

FOR REVIEW ONLY

alastore.ala.org

Anderson, Jimmeka (*cont'd*)
information about, 215
Keepin' It Reel: Black Girls Film Camp, 149–154
on relationship-building, 83–84
"Remembering the Why," xxi–xxvi
on space/relationships for media literacy with urban teens, 69–84
themes of book, xiii–xiv
"The Train Has Arrived: Understanding Their World," 3–17
Anderson, Monica, 168, 179
Anderson, Ross C.
information about, 216
on journalistic learning approach, 163
Journalistic Learning Initiative, 162–168
Anyon, Jean, 5
appeal factors
for readers' advisory, 127–128, 130
teen interest in, 129
appointments, 121, 122
art
display of teens' work in library, 74
Girls Rock Film Camp, 144–149
Keepin' It Reel: Black Girls Film Camp, 149–154
in Zine Club, 138, 139, 140
See also film; music
Arthur, Craig
information about, 216
on Virginia Tech's "Digging in the Crates" Hip Hop Studies program, 110–114
articles
on critical media literacy/media literacy education, 213–214
on serving teens in urban communities, 212–213
artists, 141
ASA@MyLibrary program series, 141
Ashley, Seth, 169
asset-based approach
critical lens for media literacy education, 26–27
to media literacy, 24–25
Associated Press, xiv
Audacity, 116
Auphonic.com, 117
authorship, 39
Auxier, Brooke, 168

B

Baldwin, James, 69
Ballard, Parissa J., 26
Bankert, Alexa, 26
Bansal, Anusha
Blissful Coding Club, 195–201
information about, 216
Barman-Adhikari, Anamika, 23
Barnard College, 138
barriers
cultural context and, 61
at-home stressors, 63–64
identities of librarians as, 58–60
leading with curiosity, 60–61
librarians as barriers to urban teens in libraries, 53–54
library outreach programming for addressing, 66–67
security in libraries, 61–63
to teens, observing/evaluating, 208–209
See also challenges
Barrington Middle School, Rhode Island, 174–177
Barrington Public Library, 174–177
Barron, Brigid, 27
Bates, M. J., 44
beat battle, 112
The Beauty of S.T.E.M., 191–195
beliefs
evaluation of media content, 40
views of teens, 62
Belle Booth, 23
Berry, R. Alan
information about, 216
"Power Lines: Empowering Teens Who Have Been Disempowered through Partnerships," 87–105
Beverley, Heather Love
"ALT RA: Looking beyond Books in Readers' Advisory," 127–130
information about, 216
Beyoncé, 3
bias
of all media messages, 42
evaluation of media content, 40
identities of librarian and, 55
youth interaction with media and, 126
Biden, Jill, 197
BIPOC (Black, Indigenous, and people of color) communities
generational poverty among, 6

FOR REVIEW ONLY

alastore.ala.org

librarians as barriers to urban teens in libraries, 53–54
media representation of, 13
BIPOC (Black, Indigenous, and people of color) students
"The Education of Blacks in Charlotte (1920–2020), An Online Youth Exhibition" project, 130–136
library outreach programming for marginalized youth, 66–67
literacy, disparities among marginalized students, 10–11
Teen Technology Mentor program, population served, 187
Black Feminist Thought (Collins), 150
"Black Girl Magic" term, 150
Black people
in inner-city urban communities, 5
Power Lines for Black parents, xviii
segregated communities and, 7–9
"urban" term as socially constructed reality, 3
Black women
as guest speakers for Black Girls Film Camp, 152–153
impact of Black Girls Film Camp, 153–154
Black youth
Keepin' It Reel: Black Girls Film Camp, 149–154
media consumption by, 13
media creation by, 25–26
Blake, Jamilia, 151
Blinn, J. R., 164–165
Blissful Coding Club
Blissful Us logo, 201
library collaboration for, 198–200
peer-to-peer learning, 195–196
program overview, 196–197
success of, 197–198
Blissful Us
founding of, 195
logo of, 201
success of, 197
website/social media links, 200
blue screen, 143
Board of Education, Brown v., 7
booklists, 129
BookRiot, 129
books
on critical media literacy/media literacy education, 213–214
on serving teens in urban communities, 212–213
video games *vs.*, 179
books/print literature programs
"The Education of Blacks in Charlotte, An Online Youth Exhibition," 130–136
introduction to, 125–126
readers' advisory for teens, 127–130
Zine Club, 137–141
Booth, Belle, 25
Boston Public Library, 185–191
Bousselot, Tracy, 163
Bowles, Samuel, 14
Braun, Linda W., 70
Brayton, Spencer, 83
Brennan, Christine, 157
bring your own technology (BYOT) ethos, 101
Brinkmann, Svend, 169
broadcast journalism, 156
Brooklyn Public Library, 88–89
Brown v. Board of Education, 7
Buckingham, David, 25
budget, 189–190
See also funding
"But What Is Urban Education?" (Milner), 4–5
BuzzFeed, 129
BYOT (bring your own technology) ethos, 101

C

California
Journalistic Learning Initiative for students in, 164
public libraries as hub for marginalized teens, 65
Card, Maisy
Blissful Coding Club, 195–201
information about, 216
Cardoza, Nicole, 71
career training
The Beauty of S.T.E.M. program, 191
Digital Career Path Programs, 93–95
Girls on the Beat@ Charleston County Public Library, 154–157
Journalistic Learning Initiative, 162–168
Carnegie Library of Pittsburgh-Homewood, 191–195
Carnegie Mellon University, 196

FOR REVIEW ONLY

alastore.ala.org

Carolina School of Broadcasting, 133
Casey, Natasha
on critical media literacy, 83
on relationship-building with teens, 83–84
Cayleff, Susan, 152–153
CCPL (Charleston County Public Library), 154–157
Center for News Literacy at Stony Brook University, 168, 169–174
Cervantes-Soon, Claudia, 81
chairs, 73
challenges
of analyzing news through infographics, 175–176
experienced by teens in urban communities, 5–13
of podcasting program, 122
of Teen Technology Mentor program, 188–189
of teens in community, teen reflection on, 15–16
of teens today, 70
of Zine Club, 140
challenges/opportunities of serving urban teens in libraries
cultural context of responses, 61
at-home stressors for teens and, 63–64
identities as barriers, scenarios about, 58–60
identities/privilege of librarians, 54–57
Jasmine McNeil on library outreach programming, 66–67
leading with curiosity, 60–61
librarians as barriers to teens, 53–54
Mary J. Wardell-Ghirarduzzi on library support of marginalized teens, 65–66
politics in library space, 57
security in libraries, 61–63
teen reflection on library support of success, 64–65
Chan, Chitat, 25
Chandra, Sumit, 22
character, 127, 128
characteristic, 4
Charleston County Public Library (CCPL), 154–157
Charlotte, North Carolina
CMS schools, segregation of, 7–8
"The Education of Blacks in Charlotte (1920–2020), An Online Youth Exhibition" project, 130–136
social capital/upward mobility in, 9–10
Charlotte Mecklenburg Library
Dewey and Dragons program, 181–184
"The Education of Blacks in Charlotte (1920–2020), An Online Youth Exhibition" project, 130–136
Girls Rock Film Camp: The Future of Film, 144–149
ImaginOn, mission of, 143
teen reflection on relationships built through library programs, 102–103
Charlotte Observer (newspaper)
article about education in, 131
on CMS graduation rates, 8
Charlotte Talks (public radio show), 7–8
Charlotte-Mecklenburg Board of Education, Swann v., 133
Charlotte-Mecklenburg Schools (CMS), 7–8
Chetty, Raj, 10
Chiles, Nick, xiv
Choi, Changhee, 164
Chow, Garrick, 116
Chromebook, 183
civic engagement, 95–99
civic media literacy, 95–99
Civil Rights Data Collection website, 131
Claiborne, Jeneva, 102–103
Clark, Lynn Schofield, 24
clothing fashions, 191–195
CMS (Charlotte-Mecklenburg Schools), 7–8
Code with Google, 202
Codecademy, 202, 203
Code.org, 202, 203
coding clubs
Blissful Coding Club, 195–201
guidance for, 201–203
technology club, 203–204
3D printing club, 204–205
Cohen, Alison K., 26
co-learning, 83
Coleman Report (federal government), 9
collaboration
for Blissful Coding Club, 198–199
community engagement for partnerships, 100
for "The Education of Blacks in Charlotte (1920–2020), An Online Youth Exhibition" project, 132
of teens in coding clubs, 203
See also partnerships
college students, 196, 200

FOR REVIEW ONLY

alastore.ala.org

Collins, Patricia, 150, 151
The Color of Law (Rothstein), 8
Common Sense Media, 22, 175
communication
  for Girls Rock Film Camp, 146
  youth-produced publications, 163–164
community
  engaging for partnerships, 100
  identity of Black girls and, 151
  libraries as welcoming place for, xiii–xiv
  partnerships as conduits for community-building, 95–99
  steps for learning more about, 208–209
  Virginia Tech's "Digging in the Crates" Hip Hop Studies program, 110–114
  Zine Club and, 141
computers
  access to, 90
  from Charlotte Mecklenburg Library, 183
  digital divide and, 12
  for podcasting program, 123
  tech equity for virtual Teen Tech Mentor program, 189
  for 3D printing club, 205
concentration effect, 6–7
connectors
  music as connector, 109–110
  people at the library as, 192
  urban teens as, 54
consistency, 80
content creators
  display of teens' work in library, 74
  media literate, skills of, 41
context, 39
conversation, 130
Coover, Darcy
  Girls on the Beat@ Charleston County Public Library, 154–157
  information about, 217
copyright, 41
Core Principles of Media Literacy Education (NAMLE)
  "Implications for Practice," 42–43
  media literacy definition, 36–37
  media literacy, skills for, 38–42
  YALSA's *Teen Services Competencies for Library Staff* and, 45–49
Cornelius, Ariah, 136
Corning, Sean, 95
Costner, Kevin, 75
counterspace
  Black Girls Film Camp as, 151
  as lens, 74
  library as, 70–71
COVID-19 pandemic
  digital divides and, 90
  gaming time increase during, 180
  Girls on the Beat program and, 157
  Girls Rock Film Camp and, 149
  podcasting programming and, 122
  screen time increase during, 144
  technological inequities during, 11–12
  teen reflection on interests stemming from experience, 15–16
  Teen Technology Mentor program and, 187, 188
Craig, Shelley L.
  on media representation of youth, 27
  on online spaces as supports, 23
creation, 43–44
  See also media creation
credibility, 39, 40
Creighton, Peggy Milam, 177
Crenshaw, Kimberlé, 152
crime, 7
critical analysis, 47–48
critical lens, for media literacy education, 26–28
critical media literacy
  active listening and, 79–80
  books/articles on, 213–214
  changing perceptions with, 13
  in education for marginalized students, 14–15
  function of, 14–15
  Jayne Cubbage on, 17
  Jeff Share on, 16–17
  relationship-building with teens and, 83–84
critical pedagogy, 14
critical theory, 14
critical thinking
  about all media messages, 42
  improvements with journalistic learning, 167
Cubbage, Jayne, 17
cultural beauty standards, 79–80
cultural competency, 48
cultural context, 61
cultural inclusiveness, 48
Curry, Adam, 110

FOR REVIEW ONLY

alastore.ala.org

Czarnecki, Kelly
on challenges/opportunities with serving urban teens in libraries, 53–67
Chance W. Lewis on, xviii
collaboration with Jimmeka Anderson, xxiii, xxiv
information about, 215
Jimmeka Anderson's thanks to, xxv
on relationship-building, 83–84
on space/relationships for media literacy with urban teens, 69–84
themes of book, xiii–xiv

D

D&D Beyond website, 181, 183
Dahya, Negin, 25
Dale, Jolly, 147–148
Daly, James, 36
data literacy, 176
Davis, Mark J.
analyzing the news through infographics, 174–177
information about, 217
Davis, Viola, 152
De Abreu, Belinha S., xiii–xv, 217
De los Ríos, C. V., 27
deconstruction, 169
DeJarnette, Ben, 163
DeMarrais, Kathleen, 14
Dennis, Everette E., 96
Derakhshan, Hossein, 168
desegregation, 7–8
design, 204–205
Dettmann, Molly
information about, 217
Podcasting the Possibilities program, 120–123
Dewey and Dragons, 181–184
"Digging in the Crates" Hip Hop Studies program, Virginia Tech, 110–114
digital age, 173
Digital Career Path Programs, 93–95
digital citizenship, 41
Digital Club Support Program, 181
digital democracy, 66
digital divide
Digital Career Path Programs, 93–95
Digital Storytelling with Twine program and, 91–93
homework gap from, 12
partnerships for skill development/healthy digital relationships, 90–95
digital journalism, 155–156
digital literacy, 165
"digital natives," 22
digital relationships, 90–95
Digital Storytelling with Twine program, 91–93
digital/makerspace, 73
disciplinary systems, 62–63
discrimination, 54
disinformation
need for media literacy education, 161–162
news media literacy and, 168, 169
disparities
experienced by teens in urban communities, 5–6
literacy, 10–11
media/misrepresentation of teens, 13
poverty/social dislocation, 6–7
segregated communities, 7–9
social capital/upward mobility, 9–10
technological inequity, 11–12
display
of narrative infographics, 176
of teens' work in library, 74
dispositions, 29
diversity
critical pedagogy embraces, 14
of Girls Rock Film Camp, 145
library representation of diverse communities, 45–46, 47
teen-centered readers' advisory tips, 130
Dixon-Payne, Deneen S.
on Black Girls Film Camp, 149–154
information about, 217
Doerman, Ally
on coding clubs, 201–205
information about, 217
double consciousness, 8–9
Dowds, Ally, 191
DragonPad Pop Filter, 117, 118
drive, 208
DTLA Mini Maker Faire event, 120
Du Bois, W. E. B.
on double consciousness, 8–9
"How does it feel to be a problem?," xvii

FOR REVIEW ONLY

alastore.ala.org

Duvernay, Ava, 149
Dvorak, Jack, 164

E

Ecamm recording software, 117
economics, 39
Edifier H650 Headphones, 117
Edmonds, Rachel, 135
education
  critical media literacy for teens, 16–17
  critical theory and, 14
  of teens in urban communities, xvii–xviii
  Theresa Redmond on media literacy skills in instruction, 50
  See also media literacy education
"The Education of Blacks in Charlotte (1920–2020), An Online Youth Exhibition" project, 130–136
educational rhetoric, xviii
educators
  Core Principles of Media Literacy Education's "Implications for Practice," 42–43
  media literacy education in learning environments, 46
  teen media use, understanding of, 30
  See also voices from the field
Edwards, Julie Biando, 95
Edwards, Nicole, 177
effectiveness, 40
"Empire State of Mind," 1
empowerment
  of Blissful Coding Club members, 198
  as form of media literacy action, 42
  learning environment of hope, 101
  podcasting programs for empowering teens, 115
  of students with journalistic learning, 167
empowerment, through partnerships
  conclusion about, 102
  conduits for community-building/civic engagement, 95–99
  conduits for skill development/healthy digital relationships, 90–95
  Elis Estrada on library partnerships, 104–105
  for The LAMP programs on media literacy, 87–89
  lessons learned for media literacy partnerships, 99–101
  Nygel D. White on library partnerships, 103–104
  teen reflection on relationships built through library programs, 102–103
environment
  See space
Epstein, Rebecca, 151
equipment
  for podcasting program, 120–121, 122, 123
  of Teen Central, Boston Public Library, 185
  See also technology
equity
  intellectual freedom for media literacy skills, 48–49
  tech equity for virtual Teen Tech Mentor program, 189
Estrada, Elis, 104–105
ethics, 41
evaluation
  of media content in media literacy education, 40
  as part of information literacy/media literacy, 43–44
Evans, Jabari, 27

F

Facebook, 24, 173–174
fair use, 41
fake news, 49–50
fashion, 191–195
The Fashion Apprentice program, xxiii
fashion show, 192, 193
features writing, 156
federal government
  racially segregated communities, force behind, 8
  role in maintaining poverty, 5
fiction, 171
field experts, 104–105
Field of Dreams (film), 75
film
  Girls on the Beat@ Charleston County Public Library, 154–158
  Girls Rock Film Camp: The Future of Film, 103, 144–149
  Keepin' It Reel: Black Girls Film Camp, 149–154
  programs for teens, 143–144

FOR REVIEW ONLY

alastore.ala.org

First Ward High School, 133
Fisher, Stephanie, 25
Flake, Ebony, 150
food
  at-home stressors of teens and, 64
  teen taking food at library, 60–61
format, for podcast recording, 115
Foundry VTT, 181–182, 183
Franklin, Miss, 192
Freire, Paulo
  on co-learning, 83
  on critical media literacy, 16
  critical pedagogy developed by, 14
Full Frontal with Samantha Bee (television program), 170
funding
  for The Beauty of S.T.E.M. program, 194
  for Black Girls Film Camp, 152
  for "The Education of Blacks in Charlotte (1920–2020), An Online Youth Exhibition" project, 132
  for podcasting program, 118
  for Teen Tech Mentor program, 190
furniture, 73–74
The Future of Library Services for and with Teens: A Call to Action (YALSA & IMLS), 70

G

Game Master, 183–184
gaming
  The Beauty of S.T.E.M., 191–195
  Blissful Coding Club, 195–201
  coding clubs, 201–205
  Dewey and Dragons, 181–184
  for media literacy, 179–180
  Teen Tech Mentor program, 185–191
GarageBand, 115–117
Garcia, Antero, 27
gendered bathrooms, 57
generational poverty, 6
Genner, Sarah, 22
genre, 127, 128
gentrification, 208
Gillig, Traci, 27
Gingold, Jessica, 26
Gintis, Herbert, 14
Girls on the Beat@ Charleston County Public Library, 154–158
Girls Rock Camp Alliance website, 149
Girls Rock Charlotte (GRC), 144–149
Girls Rock CLT website, 149
Girls Rock Film Camp: The Future of Film, 103, 144–149
Girls Who Code club, 199, 202
goals
  of media literacy partnerships, 102
  shared goals of partnership, clarity about, 100
  student goals for Zine Club, 138
Goldfarb, Brian, 25
González, Thalia, 151
Good Hair (film), 79
Goodreads, 129
Google Codelabs, 202
Google Forms, 188
Google search, 173–174
Google Slides, 174, 188
graduation rates, 8
graphic design skills, 93–95
Greater Cincinnati STEM Collaborative, 204
Greenspan, Alan, 5
Gretter, Sarah, 162
Grundy, Pamela
  "The Education of Blacks in Charlotte (1920–2020), An Online Youth Exhibition" project, 131
  historical workshops by, 132
Guadiano, Nicole, 11
guest speakers
  for Black Girls Film Camp, 152–153
  for Girls on the Beat@ Charleston County Public Library, 155–157
  for Girls Rock Film Camp, 148
Guldin, Rachel
  information about, 218
  on journalistic learning approach, 163
  Journalistic Learning Initiative, 162–168
  on student awareness of issues, 167
guns, 61–63
Gunton, Lyndelle, 161

H

Haddix, Marcelle, 154
Halpin, Catherine, 191
Hamann, Cyndi
  "ALT RA: Looking beyond Books in Readers' Advisory," 127–130
  information about, 218

FOR REVIEW ONLY

alastore.ala.org

Hamer, Fannie Lou, 153
hands-on projects, 157
"hanging out," 81
Hanif, Zakariyah, 64–65
Haque, Yousuf S., 169
Harrison, A. Kwame, 111
Harvard University, 10
Headliner website/app, 118
Helms, Ann Doss, 8
Hicks, Alasia, 28–29
hip-hop, 110–114
Hispanic youth
  literacy of, 10
  in urban communities, 5
history
  capturing through media, 131–132
  of community, researching, 208
  "The Education of Blacks in Charlotte (1920–2020), An Online Youth Exhibition" project, 130–136
Hobbs, Renee, 177
Holosko, Michael J., 25
homework gap, 12
hooks, bell, xiii
hope, 101
Hornik, R., 169
Horsley, Suzanne, 23
Huddy, Leonie, 26
Hudson Guild, New York City
  Intergenerational Media Literacy program, 96–97
  partnership for Digital Career Path Programs, 93–95
Hughes-Hassell, Sandra, 125, 126
The Hunger Games (Collins), 171
Huntsville-Madison County Public Library Online LibGuide, 174

I
I AM not the MEdia, Inc.
  digital media workshops by, 133
  "The Education of Blacks in Charlotte (1920–2020), An Online Youth Exhibition" project, 130–136
  Jimmeka Anderson's creation of, xxiii
  We Can Imagine workshop, 134
Ibrahim Mazreku school, Malisheva, Kosovo, 98, 99
ICT (information communication technology), 11–12
ideas, 44
identities
  examination of identity characteristics, 54–55
  multiple identities of teens in urban communities, 4
  relationship-building before rule enforcement, 58–59
  story you are telling yourself, 59–60
Igielnik, Ruth, 22, 23
ImaginOn branch of the Charlotte Mecklenburg Library
  affinity space of, 72–73
  blue screen for teen space, 143
  Girls Rock Film Camp: The Future of Film, 147–149
  Jimmeka Anderson's work at, xxi–xxiii
  teen reflection on media-centered programs of, 82–83
IMLS (Institute of Museum and Library Services), 70
"Implications for Practice" (NAMLE), 42–43
implicit bias, 55
inappropriate language, 78
inclusion, 38
inequities, 11–12
Infogram, 177
infographics, 174–177
information
  access to, 38–39
  analysis skills, 39
  evaluating media, 40
  media literacy and, 35–36
  search process, 44
information communication technology (ICT), 11–12
information literacy
  definition of, 43, 161
  as essential skill, xxv
  with media literacy, 43–45
  need for, 161–162
  in post-truth era, 12
Information Neighborhoods lesson plan, 169–174
"infotainment" media genre, 170
Instagram
  Blissful Coding Club links, 200
  presidential election information on, 23, 24
Institute of Museum and Library Services (IMLS), 70

FOR REVIEW ONLY

alastore.ala.org

integration
Rachel Edmonds on, 135
We Are Equal workshop about, 133
intellectual freedom, 48–49
interest, 76–78
Intergenerational Media Literacy program, 96–97
International Institute for Restorative Practices, 63
International Society for Technology in Education, 209
internet
media access/use among youth, 22–26
media creation, benefits of, 24–26
internet access
digital divide and, 12, 90
in Kosovo, 92
for teens, 180
youth screen time and, 22
interpretations, 40
interviews
with community experts in JLI, 165
for "The Education of Blacks in Charlotte" project, 133
for The LAMP program, 88–89
podcast programming ideas, 120
for Teen Tech Mentor program, 188
investigative journalism, 155
iPad, 115, 116–117

J

Jacobs, Christopher
information about, 218
on Teen Technology Mentor program, 185–191
Jacovkis, Judith, 6
Jay, Eileen, 29
Jay Z, 1
Jayne, Pamela
on coding clubs, 201–205
information about, 218
Jenson, Jennifer, 25
Jiang, Jingjing, 179
JLI
See Journalistic Learning Initiative
Jocson, Korina M., 12
Johnson, G. M., 169
Johnson C. Smith University, 133
Johnston-Goodstar, Katie, 27
Jones, ScottBey, 71
Jones, Sosanya Marie, 150
Jones, Stimulator, 112–113
Journal of Research in Science Teaching, 70
journalism
Girls on the Beat@ Charleston County Public Library, 154–157
Journalistic Learning Initiative, 162–168
lesson plan in news media literacy, 168–174
library partnerships with journalists, 104–105
reasons to integrate, 163–164
journalistic learning
design of, 163
Journalistic Learning Initiative for, 164–166
outcomes of, 166–167
youth-produced publications, 163–164
Journalistic Learning Initiative (JLI)
core framework, 165–166
description of, 164–165
journalistic learning, 162–163
journalistic learning successes, 166–167
reasons to integrate journalism, 163–164
resources for, 167–168
Juárez Girls Rising: Transformative Education in Times of Dystopia (Cervantes-Soon), 81

K

Kabongo, Jonathan
information about, 218
on Virginia Tech's "Digging in the Crates" Hip Hop Studies program, 110–114
Katz, Vikki S., 24, 90
Kawashima-Ginsberg, Kei, 26
Kay, Matthew, 79–80
Keepin' It Reel: Black Girls Film Camp, 149–154
Kellner, Douglas
on critical media literacy, 15, 83
on media literacy education, 27
on teaching media literacy, 24
Kendi, Ibram X., 62
Kersch, Dorotea Frank, 27
Keys, Alicia, 1
Kiesa, Abby
information about, 218

FOR REVIEW ONLY

alastore.ala.org

"It Never Sleeps: The Current State of Teens and Media," 21–30
on media literacy education, 26
King, Maya, 11
Kirsh, Steven J., 13
"Know Your Neighborhood" lesson plan, 169–174
Kosovo
Digital Storytelling with Twine program, 91–93
"Photography as Activism" project/"PSAs for Social Change" project, 98–99
Kosovo War, 91
Kuhlthau, Carol C., 44
Kwon, L., 27

L

"Lab" of Teen Central, Boston Public Library, 185, 190
The LABS@ CLP program, 194
Ladd, Helen F., 6
Ladson-Billings, Gloria, 110, 153
Lamar, Kendrick, 80
The LAMP (Learning About Multimedia Project)
Digital Career Path Programs, 93–95
Intergenerational Media Literacy program, 97
media literacy education programming, 87–89
Lapus, Merve, 29–30
Last Week Tonight (television program), 170
Latinitas (digital magazine), 27–28
Latinx youth
JLI program for, 167
media creation by, 25–26
leadership, 60–61
learning
as lifelong pursuit, 96–97
media literacy in learning experiences, 47
objectives of Information Neighborhoods, 172
learning environment
of hope, creation of, 101
media literacy education in, 46
See also space
LeCompte, Margaret, 14
Lee, Ah Ram, 23
Lee, Chungmei, 7, 9
leisure reading, 125, 126
Leorke, D., 180
Lesley, Mellinee, 27
lesson plans, 168–174
lesson setup, 122–123
lessons learned, 99–101
Lewis, Chance W.
information about, 218
preface, xvii–xviii
on social capital, 9
LGBTQ+, 130
LibGuides, 170, 174
librarians
critical media literacy in library programs for teens, 16–17
cultural context of responses, 61
diversity of, library as counterspace and, 70–71
at-home stressors for teens and, 63–64
identities as barriers, scenarios about, 58–60
identities/privilege of librarians, 54–57
Jasmine McNeil on library outreach programming, 66–67
leading with curiosity, 60–61
lesson plan in news media literacy for YA librarians, 168–174
librarians as barriers to teens, 53–54
library support of marginalized teens, 65–66
media literacy and, 207–210
music in programming, 110
politics in library space, 57
reading motivation of children and, 11
relationships, building, 75–81
relationships with teens, 7
security in libraries, 61–63
social capital of teens and, 10
space, creating, 69–74
teen reflection on challenges, 15–16
teen reflection on library support of success, 64–65
teens' perceptions/realities and, 9
libraries
for access to computers/internet, 12
accessibility of, 56–57
affinity space, 72–74
barriers to teens, 208–209
classification systems of, 54

FOR REVIEW ONLY

alastore.ala.org

libraries (*cont'd*)
community-building by, 95
as counterspaces, 70–71
gaming programs in, 180
at-home stressors of teens and, 63–64
library outreach programming for, 66–67
media literacy and, 207–210
opportunities/learning environments for media literacy, 49
partnerships for empowering teens, 87–89
partnerships for media literacy programs with teens in urban communities, 103–104
politics in library space, 57
security in, 61–63
space, creating, 69–74
support of marginalized teens, 65–66
as welcoming place, xiii
YALSA's *Teen Services Competencies for Library Staff* and, 45–49
The Library as Playground: How Games and Play Are Reshaping Public Culture (Leorke & Wyatt), 180
library liaison, 146
library partnerships
See partnerships
Library Staff as Public Servants: A Field Guide for Preparing to Support Communities in Crisis (Subramaniam et al.), 72
library stakeholders, 118–119
"Life Told by a Stranger" podcast, 117
Light Up Hoodies project, 193
LinkedIn, 200
LinkedIn Learning, 115, 116
Lipkin, Michelle Ciulla
"Flashing Lights: What Is Media Literacy?," 35–50
information about, 219
Lipman, Pauline, 5
listening, active, 78–80
literacy
challenges of teens in urban communities, 10–11
critical media literacy for teens, 16–17
technology proficiency and, 12
Littenberg-Tobias, Joshua, 26
Livingston, Gretchen, 144
Lorde, Audre, 4, 150
Los Angeles Public Library, 114–120
"Lounge" of Teen Central, Boston Public Library, 185, 190
Lu, Marie, 179
Lucas, George, 36
Luke, Allan, 83
Lynda.com, 115

M

Macedo, Donaldo, 16
Mack, Mckensie, 53–54
Madison, Ed
information about, 219
on journalistic learning approach, 163
Journalistic Learning Initiative, 162–168
Madison Public Library, Wisconsin, 63
magazines, 137–141
Malcolm X, 21
Malcolm X (film), 79
marginalized youth
double consciousness of, 8–9
library outreach programming for, 66–67
library support of, 65–66
Martin, Trayvon, 193
mass media, 13
Mattern, Shannon, 53
Maxwell, Angie, 23
Mayer, Lillian, 207
McCarter, Pamela
"The Education of Blacks in Charlotte (1920–2020), An Online Youth Exhibition" project, 130–136
information about, 219
McElvane, Maia
on Girls Rock Film Camp, 103
photo of, 149
McInroy, Lauren B.
on media representation of youth, 27
on online spaces as supports, 23
McNeil, Andrea
The Beauty of S.T.E.M. program, 191–195
information about, 219
MCPL (Middle Country Public Library)
media literacy programs, 64–65
Zine Club of, 137–141
meaning, 44
media
access/use among youth, 22–26

FOR REVIEW ONLY

alastore.ala.org

analysis of, 39
Brittany N. Anderson on teen media use, 30
consumers, 44
evaluation of, 40
Journalistic Learning Initiative, 162–168
lesson plan in news media literacy, 168–174
library partnerships with media, 104–105
media creation, 40–41
messages, media literacy for, 44
misrepresentation of teens in urban communities, 13
"Photography as Activism" project, 98–99
readers' advisory service and, 127
teen reflection on engagement with, 28–29
teens' use of, 29–30
young people's relationships to, 21
media creation
benefits for teens, 24–26
for media literacy, importance of, 40–41
media genres, 169–174
media information literacy (MIL), 162
media literacy
access, 38–39
action for, 41–42
analyzing media content, 39
approaches to teaching, 24–26
changing perceptions with, 13
conclusion about, 49, 207–210
Core Principles of Media Literacy Education, 36–37
Core Principles of Media Literacy Education's "Implications for Practice," 42–43
definition of, 35–36, 43
evaluating media content, 40
focus on teens in urban communities, xxv–xxvi
gaming for, 179–180
with information literacy, 43–45
Jeff Share on critical media literacy, 16–17
Jimmeka Anderson's focus on, xxiii–xxiv
media creation, 40–41
need for, 161–162
opportunities/learning environments for, 49
power lines, meanings of, xxiv
serving teens in urban communities via, xvii–xviii
teen reflection on importance of, 49–50
Theresa Redmond on, 50
YALSA's *Teen Services Competencies for Library Staff*, 45–49
media literacy education
benefits of, xiv–xv
Brittany N. Anderson on, 30
for comprehensive understanding of information landscape, 35
Core Principles of Media Literacy Education, 36–37
Core Principles of Media Literacy Education's "Implications for Practice," 42–43
critical lens for, 26–28
incorporation into learning environments, 46
The LAMP programs for, 87–89
media access/use among youth, 22–26
Merve Lapus on, 29–30
need for, 161–162
partnerships, lessons learned, 99–101
partnerships as vital to, 102
partnerships for community-building/civic engagement, 95–99
relationships between teens/types of media, 21
representation/context/voice and, xiv
resources for, 211–214
teen reflection on, 28–29
Media Literacy in the Library: A Guide for Library Practitioners (ALA), 174
Media Literacy Now, xxiii
media literacy programs
ALT RA: Looking beyond Books in Readers' Advisory, 127–130
analyzing the news through infographics, 174–177
The Beauty of S.T.E.M. program, 191–195
Blissful Coding Club, 195–201
for building relationships with teens, 75–81
coding clubs, 201–205
Digital Career Path Programs, 93–95

FOR REVIEW ONLY

alastore.ala.org

media literacy programs (*cont'd*)
Digital Storytelling with Twine program, 91–93
"The Education of Blacks in Charlotte, An Online Youth Exhibition," 130–136
gaming, 179–180
Girls on the Beat@ Charleston County Public Library, 154–157
Girls Rock Film Camp: The Future of Film, 144–149
Journalistic Learning Initiative, 162–168
Keepin' It Reel: Black Girls Film Camp, 149–154
lesson plan in news media literacy, 168–174
music/podcasting programs, 109–123
overview of chapters on, 107
podcasting programming for your library, 114–120
Podcasting the Possibilities program, 120–123
Teen Technology Mentor program, 185–191
Virginia Tech's "Digging in the Crates" Hip Hop Studies program, 110–114
Zine Club, 137–141
media structures, 43
mentoring
in Black Girls Film Camp, 152–153
with media professionals, 105
Teen Technology Mentor program, 185–191
Meyer, Leila, 12
microaggressions
library space and, 71
security in libraries and, 75
microphone, 117, 118
Middle Country Public Library (MCPL)
media literacy programs, 64–65
Zine Club of, 137–141
Mihailidis, Paul
on media literacy education, 26
on media literacy framework, 95–96
MIL (media information literacy), 162
Military Child Educational Summit, 197
Milner, Richard, 4–5
Mind Over Media, 177
Mirra, Nicole, 12
mirrors/windows concept, 67
misinformation
media literacy and, 49–50
need for media literacy education, 161–162
news media literacy and, 168, 169
misrepresentation, 13
Mitrovica, Kosovo, 91–93
"Moon Zine" program, 141
Moore, James L., III, 9
morality, 69
Morgan, Kristin, 194
Morrell, Ernest, 14, 30
Morrison, Toni, 87
Muhammed, Gholnecsar E., 154
Murphy, Sheila, 27
music
Music Over Violent Entertainment (MOVE) program, 78–79
"The Top 10 Teen Video Countdown" program, 77–78
Virginia Tech's "Digging in the Crates" Hip Hop Studies program, 110–114
Music Over Violent Entertainment (MOVE) program, 78–79

N

narrative infographics, 175–176
narratives, 40
National Assessment of Educational Progress (NAEP)
on literacy gap, 10, 11
on technological inequity, 11, 12
National Association for Media Literacy Education (NAMLE)
on access, 38
on action, 41
on analysis of media content, 39
Core Principles of Media Literacy Education, 36–37, 45–49
Core Principles of Media Literacy Education's "Implications for Practice," 42–43
on evaluation of media content, 40
Jimmeka Anderson's volunteer work with, xxiii
on media creation, 40
media literacy, definition of, 35, 43
on media literacy education vision, 25
professional development, 209
National Library, Prishtina, Kosovo, 98
National Teen Space Guidelines (YALSA), 72

ALA REVIEW ONLY

alastore.ala.org

Nation's Report Card (NAEP)
on reading proficiency, 10
on technological inequity, 11, 12
Nesi, Jacqueline, 22
Neuron (journal), 109
New Jersey Institute of Technology, 196
New Settlement Community Center, Bronx, NY, 93–95
New York State Education Department, 137
Newark Public Library
Blissful Coding Club offered by, 196
collaboration for Blissful Coding Club, 198–199
Newman Library, Virginia Tech, 111–114
news
analyzing through infographics, 174–177
Journalistic Learning Initiative, 162–168
news media literacy
The LAMP program at Brooklyn Public Library for, 88–89
lesson plan in news media literacy for YA librarians, 168–174
need for, 162
overview of, 168–169
Nins, Tasha, 53
NKY Makerspace, 204
Norman, Mark, 95
Norman North High School, 120–123
Norman-Haignere, Sam, 109
North Carolina Humanities Council, 132
Not Light, but Fire: How to Lead Meaningful Race Conversations in the Classroom (Kay), 79
Novelist, 129
N.W.A., 107

O

Obama, Barack, 35, 161
O'Brien, Soledad, 157
Oldenburg, Ray, 69–70
Older Adults Technology Services, 96–97
Oluo, Ijeoma
on implicit bias, 55
on school-to-prison pipeline, 62
Ong, Maria, 70
online learning, 11–12
online participation, 22–23
online resources, 174
online spaces
media access/use among youth, 22–26
media creation, benefits of, 24–26
See also virtual programs
oppression
barriers to teens, observing/evaluating, 208–209
of Black females, 150
Oregon
Journalistic Learning Initiative for students in, 164
pilot JLI program in, 166
Orfield, Gary, 7, 9
#OscarsSoWhite, 13
outreach
Jasmine McNeil on library outreach programming, 66–67
library outreach to marginalized teens, 66
relationships, building, 80
Oxford English Dictionary, 4

P

pace, 127, 128
Paige, Frederick
information about, 219
on Virginia Tech's "Digging in the Crates" Hip Hop Studies program, 110–114
"The Pale Codex" game, 182
Palo Alto High School, California, 163
parents
Blissful Coding Club , responses to, 197
library services for urban teens, xiv
media literacy lesson and, 175
Power Lines for Black parents, xviii
Parker, Kim
on benefits of social media on teens, 23
on smartphone ownership among youth, 22
partnerships
for The Beauty of S.T.E.M. program, 192–193
for Blissful Coding Club, 197
conclusion about, 102
conduits for community-building/civic engagement, 95–99
conduits for skill development/healthy digital relationships, 90–95
for "The Education of Blacks in Charlotte (1920–2020), An Online Youth Exhibition" project, 136

FOR REVIEW ONLY

alastore.ala.org

partnerships (*cont'd*)
Elis Estrada on library partnerships, 104–105
for Girls Rock Film Camp, 145, 146
for The LAMP programs on media literacy, 87–89
lessons learned for media literacy partnerships, 99–101
Nygel D. White on library partnerships, 103–104
teen reflection on, 102–103
for 3D printing club, 204
for Zine Club, 141
Patton, Desmond Upton, 22
Payne, Deneen Dixon, 149–154
peer influences, 9
peer-to-peer training, 195, 196
Perkins, D. N., 29
Perkins, La' Portia J.
information about, 219
on Virginia Tech's "Digging in the Crates" Hip Hop Studies program, 110–114
Perrin, Andrew, 22
Personal Passion Project (PPP), 186–187
Pew Research Center
on internet access, 22
on smartphone ownership among youth, 179
"Photography as Activism" project, 98–99
photojournalism, 155
Piktochart, 177
Pinos, Jaume Castan, 91
Places Journal, 53
podcasting, 110
podcasting programming
buy-in from library stakeholders, 118–119
podcast program ideas, 119–120
Podcasting the Possibilities program, 120–123
teens listening to podcasts, 114–115
what you will need for, 115–118
Podcasting the Possibilities program, 120–123
politics
in library space, 57
media literacy skills for post-truth era, 162
pop filter, 117, 118
post-truth era, 12, 162
poverty
generational poverty in U.S., 6
literacy and, 10–11
segregated communities and, 8
social capital/upward mobility and, 9–10
of teens in urban communities, 6–7
urban poverty, 5
power
identities and, 55
librarian shifting power dynamics, 58
media literacy education and, 27
morality and, 69
of music, 109–110
power lines
conduits for community-building/civic engagement, 95–99
conduits for skill development/healthy digital relationships, 90–95
Elis Estrada on library partnerships, 104–105
lessons learned for media literacy partnerships, 99–101
meanings of, xxiv
Nygel D. White on library partnerships, 103–104
as opportunities for empowering teens, 207
partnerships for The LAMP programs on media literacy, 87–89
teen reflection on relationships built through library programs, 102–103
Power Lines: Connecting with Teens in Urban Communities Through Media Literacy (Anderson & Czarnecki)
preface, xvii–xviii
themes covered in, xiii–xiv
title, reason for, xxiv
power structures
critical literacy for analyzing, 14
influence of, xxiv
PPP (Personal Passion Project), 186–187
Preparatoria Altavista high school, 81
presidential election of 2020, 23–24
pressure, 80–81
Price, Robert J., Jr., 13
Price-Dennis, Detra, 150, 151
Principles of Community, Virginia Tech, 113
print literature programs
See books/print literature programs
printed materials, 179

FOR REVIEW ONLY

alastore.ala.org

privilege, checking, 54–57
Prizren Library, Kosovo, 98, 99
Probst, Donnell
"Flashing Lights: What Is Media Literacy?," 35–50
information about, 220
process, 101
product, 101
professional development
pursuing, 209
websites, links for, 212
profiling, 59–60
programming ideas, xxii–xxiii
projector, 117
Prushko, Lauren Kratz
on creating podcasting programming, 114–120
information about, 220
podcasting program photo, 119
"PSAs for Social Change" project, 99
public service announcement (PSA), 99
publication, 165–166
purpose, 39

Q

questions, for reflection, 209–210

R

racial equity, 66
racism
barriers to library participation, 48
microaggressions, library space and, 71
security in libraries and, 62–63
segregated communities, 7–9
teens' experience in library and, 54
Racshenberg, Kaella, 49–50
Ramasubramanian, Srividya, 28
Rambo, Nicole
information about, 220
on the Zine Club, 137–141
Rasi, Päivi, 96
readers' advisory, 127–130
reading
ALT RA: Looking beyond Books in Readers' Advisory, 127–130
habits of youth, changes in, 126
leisure reading, 125
literacy, disparities among marginalized students, 10–11
Real-World Teen Services (Velásquez), 72
Reavis, Allyson, 126
recording software, 120–121, 123
"redlining," 8
Redmond, Theresa, 50
reflection
after reading book, 209–210
in JLI framework, 165–166
relationships
with media technologies/content, 90–91
partnerships as conduits for, 90–95
relationship-building before rule enforcement, 58–59
social capital and, 9
with teens, for inclusion of diverse voices, 46
with teens, identities of librarian and, 56
of teens with security guards, 63
See also partnerships
relationships, building
active listening, 78–80
consistency, not force for, 80–81
importance of, 75–76
interest, taking, 76–78
Natasha Casey on, 83–84
teen reflection on media-centered programs and, 82–83
Remake Learning, 193
remote learning, 90
reporting, 154–157
See also journalism
representation
access directly impacts, 38
of Black girls in visual media, 151
Core Principles of Media Literacy Education's "Implications for Practice," 42–43
of diverse communities, 47
of diverse voices in library programming/collections, 45–46
library as counterspace and, 70–71
media literacy's exploration of, 48
negative representations of older adults/teens, 97
"Photography as Activism" project, 98–99
teen-centered readers' advisory tips, 130
research, 186

FOR REVIEW ONLY

alastore.ala.org

resources
books/articles on critical media literacy/media literacy education, 213–214
books/articles on serving teens in urban communities, 212–213
for infographic lesson, 177
for Journalistic Learning Initiative, 167–168
library outreach programming for marginalized youth, 66–67
for news media literacy, 168
for news media literacy lesson plan, 174
professional development websites, 212
for Teen Tech Mentor program, 191
websites with media literacy curriculums, activities, handouts, films, or games, 211–212
restorative justice, 63
Rice, Condoleezza, 125
Rice, Eric, 23
Rideout, Victoria, 22, 29
Robb, Michael B., 22, 29
Rock the Mic event, 82–83
Rode Procaster Broadcast Quality Two-Person Podcasting Kit setup, 120–121, 122
Rodge, Pradnaya, 125, 126
Roll20 platform, 181–182, 183
Rorie, Jamey
on Dewey and Dragons program, 181–184
information about, 220
"The Pale Codex" game by, 182
Rosa, Matthew, 82–83
Rothstein, Richard, 8
Rottmund, Kelly, 194
Rudolph, Wilma, 53

S

safe space
Black Girls Film Camp as, 153
library as counterspace, 70–71
library as "third place," 69–70
microaggressions and, 71
relationships as key to, 75–76, 81
Zine Club as, 138
Saunders, Laura, 95
schedules, 189
Scheerder, Anique, 90
"School Library Infographics: How to Create Them, Why to Use Them" (Creighton), 177
schools
library partnerships with, 104
"school-to-prison pipeline," 62
technological inequities experienced by teens, 11–12
Schulte, Stephanie R., 23
Scott, Rachel, 95
Scratch, 202
screen time
conversations about youth/media, 21
differences among youth, 22
of teens, increase in, 144
security
in libraries, as barrier to teens, 61–63
in libraries, safe space and, 75
segregation
challenges of teens in urban communities, 7–9
resegregation of Charlotte schools, 134
self-definition, 151
self-reflective lens, 40
Share, Jeff
on asset-based perspective, 24
on critical media literacy, 15, 16–17, 83
Shared Foundation, 27
shared goals, 100
skill development, 90–95
Skype, 117
Skywall, Brianne
information about, 220
on Teen Technology Mentor program, 185–191
sleeping, 64
smartphones
for Blissful Coding Club, 200
smartphone ownership among youth, 22
teen ownership of, 179–180
Snapchat, 23, 24
Snow, Jeff, 191
social capital, 9–10
social dislocation, 6–7
social justice, 193
social location, 54–55
social media
benefits for teens from, 23
Blissful Coding Club links, 200

FOR REVIEW ONLY

alastore.ala.org

conversations about youth/media, 21
global impact on news/information-sharing, 162
information about presidential election on, 23–24
Journalistic Learning Initiative, 162–168
in "Know Your Neighborhood" lesson plan, 170–171
media creation, benefits of, 24–26
news media literacy, need for, 168
teen reflection on engagement with, 28–29
teen reflection on media literacy, 49–50
socioeconomic status, 11
software
downloadable, avoidance of, 202
for Teen Tech Mentor program, 190
The Souls of Black Folk (Du Bois), 8
Sousa, Alexandra, 28
South Boulevard Branch Library, Charlotte Mecklenburg Library, 183–184
space
affinity space, 72–74
for Black girls, 150
of Black Girls Film Camp, 150–151
counterspace, library as, 70–71
microaggression, role in need for safer spaces, 71
"third place," library as, 69–70
for 3D printing club, 205
speakers
See guest speakers
Spheros, 203
Spikes, Michael A.
information about, 220
lesson plan in news media literacy for YA librarians, 168–174
on news media literacy, 169
sports journalism, 156
Spradlin, Chris, 181–184
staff desk, 73–74
stakeholders, 118–119
STEAM
technology for Teen Tech Mentor program, 190
Teen Technology Mentor program for STEAM literacies, 185–186, 188
Steinkuehler, Constance, 179
Steinmetz, Jesse, 7
STEM
The Beauty of S.T.E.M. program, 191–195
Blissful Coding Club, 195–201
Stevens, Robin, 23
STIKK Kosovo ICT Association, 92
Stolen Sharpie Revolution (Wrekk), 138
Stone Avenue Branch of the Brooklyn Public Library, 88–89
stories
at-home stressors of teens and, 64
stories librarians tell themselves about teens, 59–60
Stornaiuolo, Amy, 25
story line, 127, 128
storytelling
Digital Storytelling with Twine program, partnership for, 91–93
with hip-hop, 113
videos for, 143, 144
writing music encourages, 110
Straight Outta Compton (N.W.A. album), 107
students
analyzing the news through infographics, 174–177
Core Principles of Media Literacy Education's "Implications for Practice," 42–43
"The Education of Blacks in Charlotte (1920–2020), An Online Youth Exhibition" project, 130–136
Journalistic Learning Initiative, 162–168
security in libraries and, 61–63
Studio City Library of the Los Angeles Public Library, 114–120
Style, Emily, 66–67
Subramanaiam, Mega, 72
subtexts, 40
successes
of analyzing news through infographics, 175–176
of Blissful Coding Club, 197–198
of Teen Technology Mentor program, 188–189
of Zine Club, 140
Süss, Daniel, 22
sustainability, 101
Swann v. Charlotte-Mecklenburg Board of Education, 133

FOR REVIEW ONLY

alastore.ala.org

T
tables, 73
Talk Sync App, 118
Tanzi, Kristine, 137–141
Tarabini, Aina, 6
Taxonomy of Information Neighborhoods, 174
teaching, 43
See also education
teams, 165
technique, 39
technology
Blissful Coding Club, 195–201
bring your own technology (BYOT) ethos for programs, 101
coding clubs, 201–205
literacy, need for, 161
for podcasting program, 115–118, 120–121
technological inequity, 11–12
technology club, 203–204
for Teen Tech Mentor program, 189, 190
Teen Central, Boston Public Library, 185–191
"Teen Leadership Development through a Teen Gaming Program" (Dowds, Halpin, & Snow), 191
teen librarians
See librarians
Teen Podcasting Workshop
at Studio City Branch, 115
technology for, 116–117
teen reflection
on challenges in community, 15–16
on "The Education of Blacks in Charlotte (1920–2020), An Online Youth Exhibition" project, 135–136
on engagement with media, 28–29
on media literacy, importance of, 49–50
on media-centered programs at library, 82–83
on relationships built through library programs, 102–103
Teen Services Competencies for Library Staff (YALSA), 45–49
teen tech mentors (TTMs)
successes/challenges of program, 188–189
work of, 185–187
Teen Technology Mentor program
overview of, 185–187
population served by, 187–188
replication of program, 189–191
successes/challenges of, 188–189
teens
The Beauty of S.T.E.M. program for, 191–195
Blissful Coding Club for, 195–201
books/print literature programs for, 125–141
coding clubs for, 201–205
critical lens for media literacy education, 26–28
Dewey and Dragons program for, 181–184
film/video programs for, 144–157
Intergenerational Media Literacy program, 96–97
Journalistic Learning Initiative, 162–168
library affinity space for, 72–74
library support of marginalized teens, 65–66
media, relationships to, 21
media access/use among, 22–26
media literacy education for, 29–30
music, power of, 109–110
news media literacy of, 168
partnerships for community-building/civic engagement, 95–99
partnerships for empowering, 87–89
partnerships for skill development/healthy digital relationships, 90–95
podcasting programming for library, 114–120
Podcasting the Possibilities program, 120–123
relationships with, building, 75–81
steps for learning more about, 208–209
Teen Technology Mentor program, 185–191
video skills, programs for, 143–144
YALSA's *Teen Services Competencies for Library Staff*, 45–49
Zine Club for, 137–141
teens in urban communities
books/articles on serving, 212–213
challenges/disparities experienced by, 5–13
contextualizing "urban" as characteristic, 4–5

FOR REVIEW ONLY

alastore.ala.org

critical media literacy in library programs for, 14–17
education of, xvii–xviii
Jimmeka Anderson's work with, xxi–xxiv
learning more about, 207–209
marginalization of, 4
media literacy, conclusion about, 207–210
misrepresentation of, 13
reason for book's focus on, xxv–xxvi
relationships with, building, 75–81
space for media literacy, 69–74
"urban" term, use of, 3
See also urban teens, serving in libraries
TekStart, 194
Temesgan, Bereket, 15–16
Thevenin, Benjamin, 92
"third place"
library as "third place, 69–70
role of public libraries as, 95
Thomas, Ebony Elizabeth, 25
Thompson, Cashawn, 150
3D printing club, 204–205
Thussu, Daya Kishan, 170
TikTok, 23, 24
time, 202
TinkerCAD
for 3D printing club, 204–205
for technology club, 203–204
Tishman, Shari, 29
tone
as appeal factor, 127, 128
identifying, 129
"The Top 10 Teen Video Countdown" program, 77–78
training
professional development, 209
by teen tech mentors, 186
See also career training
trauma, 152
TTMs
See teen tech mentors
Tully, Melissa, 169
"Tween Time," 187, 188
tweens, 191–195
Twenge, Jean M., 22
Twine, 91–93
Twitter
Blissful Coding Club links, 200
information about presidential election on, 24
in Information Neighborhoods lesson, 173–174

U

UC Berkeley, 10
UNC Charlotte Chancellor's Diversity Fund, 152
UNESCO (United Nations Educational, Scientific and Cultural Organization), 162
University of Michigan, 55
University of North Carolina at Charlotte
"The Education of Blacks in Charlotte (1920–2020), An Online Youth Exhibition" project, 130–136
funding for Black Girls Film Camp, 152
University of Prishtina, 98–99
upward mobility, 9–10
urban
as characteristic, 4–5
representation question, xiv
as socially constructed reality, 3
urban characteristic frame, 4
urban communities
history of, 208
libraries for media literacy education, xiv
serving teens in, xvii–xviii
See also teens in urban communities
urban education
contextualizing "urban" as characteristic, 4–5
Jimmeka Anderson's PhD in, 3
Urban Education Collaborative, 152
urban intensive frame, 4–5
urban schools, 7
urban teens, serving in libraries
cultural context of responses, 61
at-home stressors for teens and, 63–64
identities as barriers, scenarios about, 58–60
identities/privilege of librarians, 54–57
Jasmine McNeil on library outreach programming, 66–67
leading with curiosity, 60–61
librarians as barriers to teens, 53–54
Mary J. Wardell-Ghirarduzzi on library support of marginalized teens, 65–66
politics in library space, 57

FOR REVIEW ONLY

alastore.ala.org

urban teens, serving in libraries (*cont'd*)
security in libraries, 61–63
teen reflection on library support of success, 64–65
urban-emergent community, 5
use, 43–44

V

Vallejo, Laura, 181–184
values, 44–45
Values for a Better Future, 99
Van Dijk, Jan A. G. M., 90
Velásquez, Jennifer
on displaying teens' work in library, 74
Real-World Teen Services, 72
"video diary" assignment, 189
video games
The Beauty of S.T.E.M., 191–195
Blissful Coding Club, 195–201
coding clubs, 201–205
Dewey and Dragons, 181–184
for media literacy, 179–180
Teen Tech Mentor program, 185–191
videos
for "The Education of Blacks in Charlotte (1920–2020), An Online Youth Exhibition" project, 133
Girls on the Beat@ Charleston County Public Library, 154–158
Girls Rock Film Camp: The Future of Film, 144–149
Keepin' It Reel: Black Girls Film Camp, 149–154
in "Know Your Neighborhood" lesson plan, 169–170
programs for teens, 143–144
Vimeo Girls Rock Charlotte website, 149
Vines, Lonna, 144–149
violence, 78–79
Viotty, Samantha, 26
Virginia Tech Digging in the Crates (VTDITC), 110–114
Virginia Tech University Libraries' Digital Literacy Initiative (DLI), 112
virtual programs
of Blissful Coding Club, 197–198
Dewey and Dragons on virtual platform, 181–184
Girls on the Beat program, 157
Teen Technology Mentor program, switch to virtual, 187–189
virtual Black Girls Film Camp, 152–153
of VTDITC, 113
Zine Club online, 140
virtual tabletop platforms
choice of, 184
for Dewey and Dragons program, 181–182, 183
Visme, 177
Vito, DC, 26
vocabulary, 172
voice
controlling for active listening, 79
in JLI framework, 165–166
podcasting programs for teen voices, 114–120
representation of diverse voices, 45–46
voices from the field
Brittany N. Anderson on teen media use, 30
Elis Estrada on library partnerships, 104–105
Jasmine McNeil on library outreach programming, 66–67
Jayne Cubbage on critical media literacy, 17
Jeff Share on critical media literacy, 16–17
Mary J. Wardell-Ghirarduzzi on library support of marginalized teens, 65–66
Merve Lapus on media literacy education for teens, 29–30
Natasha Casey on relationship-building, 83–84
Nygel D. White on library partnerships, 103–104
Theresa Redmond on media literacy skills, 50
Volpe, Vanessa V., 28
volunteers, 196, 200
VTDITC (Virginia Tech Digging in the Crates), 110–114
Vuk St. Karadžic City Library, Kosovo, 91–93

W

walk, 208
Wardle, Claire, 168

FOR REVIEW ONLY

alastore.ala.org

Warschauer, Mark, 90
Waves NS1 Noise Suppressor plug-in, 117
We Are Equal workshop, 133
We Are Here workshop, 133
We Are Worthy workshop, 134
We Can Develop workshop, 134
We Can Explore workshop, 134
We Can Imagine workshop, 134
We Will Create workshop, 134
We Will Inspire workshop, 134
We Will Lead the "Exhibit Launch" workshop, 135
website
  of Blissful Coding Club, 200
  for coding clubs, 201–202
  for "The Education of Blacks in Charlotte (1920–2020), An Online Youth Exhibition" project, 133, 134, 135
  professional development websites, 212
  websites with media literacy curriculums, activities, handouts, films, or games, 211–212
Weiss, Elaine, xiv
Weiss, Jasmine, 110–114
welcoming space
  library as, xiii
  library as counterspace, 70–71
  library as "third place," 69–70
West Charlotte High School, 133
Whatcha Mean What's a Zine? (Todd), 138
white lens, 54
white librarians
  as barriers to urban teens in libraries, 53–54
  identities of librarians as barriers, 58–60
  at ImaginOn library, relationship to teens, xxii
  privilege, checking, 54–57
white people, 8–9
white students, 10
whiteboard, 123
Williams, Shimira, 191–195
Wilson, Carolyn, 162
Wilson, William J., 6
Wittig, Corey, 194
Wix web development platform, 133
Wizards of the Coast, 181
women
  Black women as guest speakers for Black Girls Film Camp, 152–153
  Girls on the Beat@ Charleston County Public Library, 154–157
  Girls Rock Film Camp: The Future of Film, 144–149
Women + Girls Research Alliance and Civitas Education Management, LLC, 152
Women and Hollywood website, 149
workforce training, 93–95
writing
  Girls on the Beat@ Charleston County Public Library, 154–158
  Journalistic Learning Initiative, 162–168
  for literacy, 41
  music, 110
  writing cafe of MCPL, 64–65
  Zine Project, 138–141
Wyatt, D., 180

Y

YA librarians, 168–174
Yadav, Aman, 162
Young Adult Library Services Association (YALSA)
  award from, xxiii
  on dedicated spaces for teens, 72
  The Future of Library Services for and with Teens: A Call to Action, 70
  media literacy education, 209
  Summer Learning Resources Grant, 137
  Teen Services Competencies for Library Staff, 45–49
  Teens' Top Ten list, 121
  YALS issue on trauma-informed responses, 63
Yousafzai, Malala, 109
youth
  critical lens for media literacy education, 26–28
  library outreach programming for marginalized youth, 66–67
  library support of, 65–66
  media access/use among, 22–26
  See also teens; teens in urban communities
youth-serving organizations, 104

FOR REVIEW ONLY

alastore.ala.org

YouTube
presidential election information on, 24
videos in "Know Your Neighborhood" lesson plan, 169–170
YPulse, 180

Z

Zine Club
description of, 138–140
of MCPL, 64–65
population served by, 137
replication of program, 140–141
successes/challenges of, 140
Zine Project, 137, 138
Zine Showcase, 138
zine swap, 139
Zittoun, Tania, 169
Zoom, 117, 188
Zurkowski, Paul, 161
Zvobgo, Kelebogile, 84

FOR REVIEW ONLY

alastore.ala.org