



Ezra Jack KEATS

25th Annual Book Awards Catalogue



EZRA JACK KEATS AWARDS EXHIBITION SCHEDULE:

Mulberry Branch of the New York Public Library
10 Jersey Street
New York, NY
212. 966. 3424
April 11 to May 27

The New York City Department of Education gratefully acknowledges the Ezra Jack Keats Foundation for their generous sponsorship.

This catalogue was produced by the New York City Department of Education in collaboration with the Ezra Jack Keats Foundation.

Front cover image: *Take the A Train*, Tony Wu, J.H.S. 259K, William McKinley
Back cover image: *The Whistling Thorn*, Mica Yoder, NYC Lab School, Manhattan

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Original catalogue design by Pam Pollack
Artwork photographed by Michael Ian

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Published 2011

Printed in the United States of America

For information contact the Office of Arts and Special Projects, NYCDOE

www.nyc.gov/schools/artseducation

Ezra Jack KEATS

25th Annual Book Awards Catalogue

THE ANNUAL EZRA JACK KEATS BOOKMAKING COMPETITION

Elementary, middle and high schools throughout the city enter this annual competition. Classes of students create books at their schools. A team at the school determines which book is the school wide winner.

Thus, when the panel of judges convenes to select the city and borough wide winners, they are making their selections from books that have already been recognized as winners at the school level. All authors and illustrators as city, borough and school wide winners will receive an Ezra Jack Keats medal. This is particularly significant because it was the receipt of an art award when he was in junior high school in Brooklyn that encouraged the young Ezra to pursue a career in the arts.

Each year, because all books entered into the competition are winners, all are exhibited at a branch of the New York Public Library. This year they are on display from April 11th to May 27th at the Mulberry Branch of the New York Public Library at 10 Jersey Street in Manhattan.

TABLE OF CONTENTS

The Annual Ezra Jack Keats Bookmaking Competition	4
Letter from Dennis M. Walcott, Chancellor, NYC Department of Education	6
Letter from Deborah Pope, Executive Director of the Ezra Jack Keats Foundation	7
City-Wide Winners	
Beracah Lam, Jodi Ho, <i>Let's Go for Dim Sum</i>	8
Tony Wu, <i>Take the A Train</i>	10
Maksim Gershman, <i>Lost in Frogslation</i>	12
Bronx Borough-Wide Winners	
Chelsea Hagan-Brown, <i>The Necklace</i>	14
Monique Gyampo, <i>My Heritage</i>	16
Cisse Matigulia, <i>The Popcorn Tree</i>	18
Brooklyn Borough-Wide Winners	
Maiko Sein, <i>Flying Teamwork</i>	20
Man Gin (Becky) Guo, <i>The Dreamers</i>	22
Naomi Vargas, <i>The Candy Land Journey</i>	24
Manhattan Borough-Wide Winners	
Polina Whitehouse, <i>Chinese Zodiac</i>	26
Isabel Lichtenstein, <i>Real Magic</i>	28
Mica Yoder, <i>The Whistling Thorn</i>	30
Queens Borough-Wide Winners	
Jasmin Ali, <i>Earth's Enchantments</i>	32
Nikko Nakamura, <i>The Test</i>	34
Allison Chao, <i>Blue Coat Amelia</i>	36
Staten Island Borough-Wide Winners	
Francesca Bifulco, <i>The Mind's Eye Snow Day</i>	38
Rosemarie Ferraro, <i>The Lost Dog</i>	40
Julia Simoniello, <i>A Thought Is Where It Starts</i>	42
District 75 Winners	
George Matthews, <i>A Blizzard</i>	44
John Hall, <i>My Camping Trip</i>	46
Rintaro Mori, <i>The Mysterious Train</i>	48
District 79 Winner	
Amara Toure, <i>The Lost Mustache</i>	50
Honorable Mentions	51
About the Sponsor	52
Selection Panel	54
Project Teams	56

Dear Student Authors and Illustrators, Families, Teachers, and Librarians,

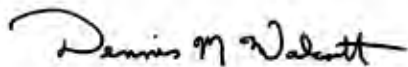
Congratulations to all city and borough wide winners whose exemplary work appears in this catalogue celebrating the 25th Anniversary of the Ezra Jack Keats Bookmaking Competition.

As the work in this catalogue demonstrates, creating a picture book is a complex and labor-intensive process. Students must demonstrate inventiveness and originality as well as perseverance. The writers and artists whose work is showcased in this catalogue thoughtfully considered the audience as they developed text. They made artistic decisions incorporating elements of art and principles of design as they prepared illustrations.

The work represented in this catalogue demonstrates the talents of students from traditional, alternative and special education learning environments. All of these students experienced first hand how authors and illustrators work to create picture books, and I know that they have learned valuable lessons from their artistic and literary efforts.

I want to thank the teachers and librarians who support the work of these young authors and illustrators, as well as the families who guide and nurture our students each day.

Finally, thank you to the Ezra Jack Keats Foundation for its generous support of this competition and for providing us with this beautiful catalogue.



Dennis M. Walcott
Chancellor

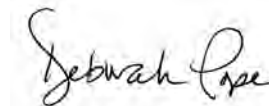
Dear Friends,

This year we are celebrating the 25th year of the Ezra Jack Keats/ NYC Department of Education Bookmaking Competition. That means the first generation of winners is now nearing the age of 40! This is truly incredible. We still get letters from these students telling us how important this award was to them. This is my opportunity to thank those young people, and the young people whose work is honored in this catalogue, for their determination to communicate their thoughts and ideas effectively and beautifully through the medium of the picture book.

This letter is also my opportunity to thank the Office of Arts and Special Projects of the Department of Education for its unflagging commitment to the Ezra Jack Keats Bookmaking Competition. Each year the staff of this office supervises the call for entries, professional development series for teachers, judging, creation of the catalogue, annual awards ceremony, and care and return of all books. I especially thank Karen Rosner, Coordinator of Visual Arts, who each year spearheads all the activities involved in the competition.

As for the teachers, librarians and officials in each participating school, not enough credit can be given. The educators go above and beyond in their dedication to nurturing the talent and craft of their students. They do this work because they love the kids and they love to help them grow. Please know that we recognize your contributions and we thank you.

We look forward to hearing from you, the school-, borough- and city-wide winners, in years to come, telling us how this award helped you in achieving your goals. You know you can make a beautiful book. You know you can make a beautiful book. With the same focus, you can do a great deal more.



Deborah Pope
Executive Director
Ezra Jack Keats Foundation

CITY-WIDE WINNER IN GRADES 3-5

BERACAH LAM

JODI HO

Let's Go for Dim Sum

Grade: 3

Teachers: Tanis Coniglione
Marie Dorval

Librarian: Ann Keegan

School: PS. / I.S. 229K, The Dyker School

Principal: Robert Zappulla

We wrote a book about dim sum because it is a part of the Chinese culture we wanted to share. We decided to make a pop-up book to make

our illustrations look more realistic. We wanted you to feel like you were really in a dim sum restaurant. We imagined ourselves in the restaurant and tried to recreate this experience using a variety of different colored and designed papers for our collage to make tables, chairs and chandeliers. We had to make the pop-ups collapsible so the book could close. We had to work together and agree on ideas for the book. It took a lot of work to make a great book.





TONY WU

Take the A Train

Grade: 8
Teacher: Roma Karas
School: J.H.S. 259K, William McKinley
Principal: Janice Geary

Being an artist has given me the ability to express myself in a healthy and constructive way. I have been playing in the school band for the past three years. My music teacher taught me about classical music and jazz. I incorporated my interest in music and art in order to create the illustrations for the song *Take the A Train*. I wanted my drawings to be in my own personal style. I wanted each page to stand out on its own. My art teacher showed me various books and postcards on pop-up making which greatly appealed to me. I made a pop-up book before and wanted this one to be very unique. My intentions were for the viewer to get involved and interact with my work, so I incorporated musical sounds and 3-D pop-up effects in my book. There were times when the pop-ups malfunctioned and I felt like giving up. My art teacher and my parents kept encouraging me to complete this project until the end. Apparently they were right.



CITY-WIDE WINNER IN
GRADES 9-12

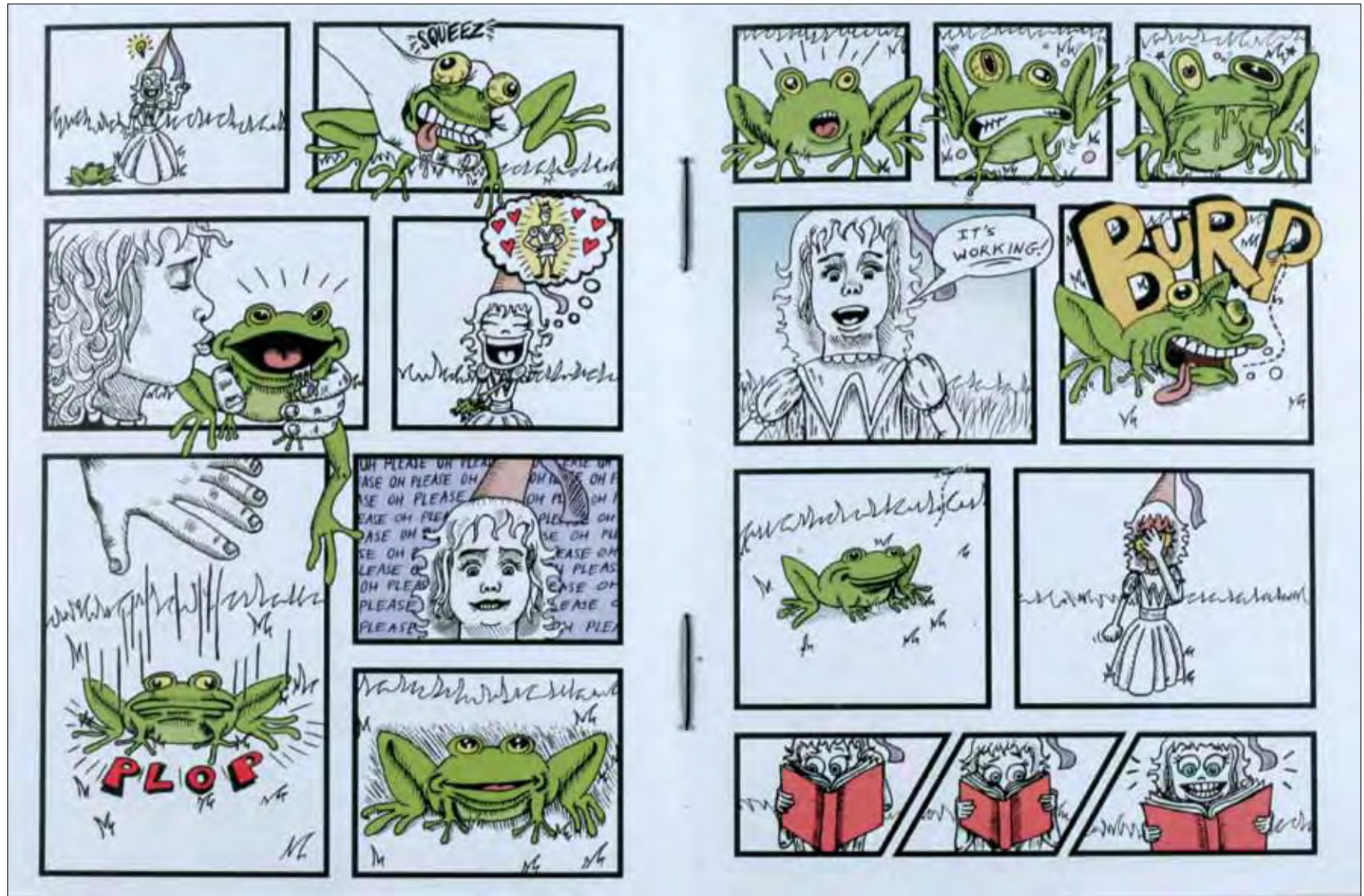


MAKSIM GERSHMAN

Lost in Frogslation

Grade: 12
Teachers: Spy Kontarinis, Assistant Principal
Carlos Rosado
School: Edward R. Murrow H.S.,
Brooklyn
Principal: Anthony Lodico

The original version of the Brothers Grimm fairy tale, *The Frog King*, now commonly known as *The Frog Prince*, is rather bizarre from a contemporary point of view. What the modern audience expects from a beloved yarn passed down over many generations is not what is in its original version – a tale alluding to sexual maturity, complete with explicit innuendo- hardly a children’s story. When I first read the unabridged 1812 story, I was surprised to learn that the princess hatefully throws the frog against a wall before he transforms into her Prince Charming. I found it quite interesting that the moral of the version of the story I was familiar with was nowhere to be



found in its earliest incarnation. This is what inspired me to create a story that included elements from the 1812 story and modern interpretations of the fable. I combined my passion for graphic design with my interest in the fairy tale and created a version of the story, mixing the old and contemporary renditions with a twist of dark humor.



CHELSEA HAGAN-BROWN

The Necklace

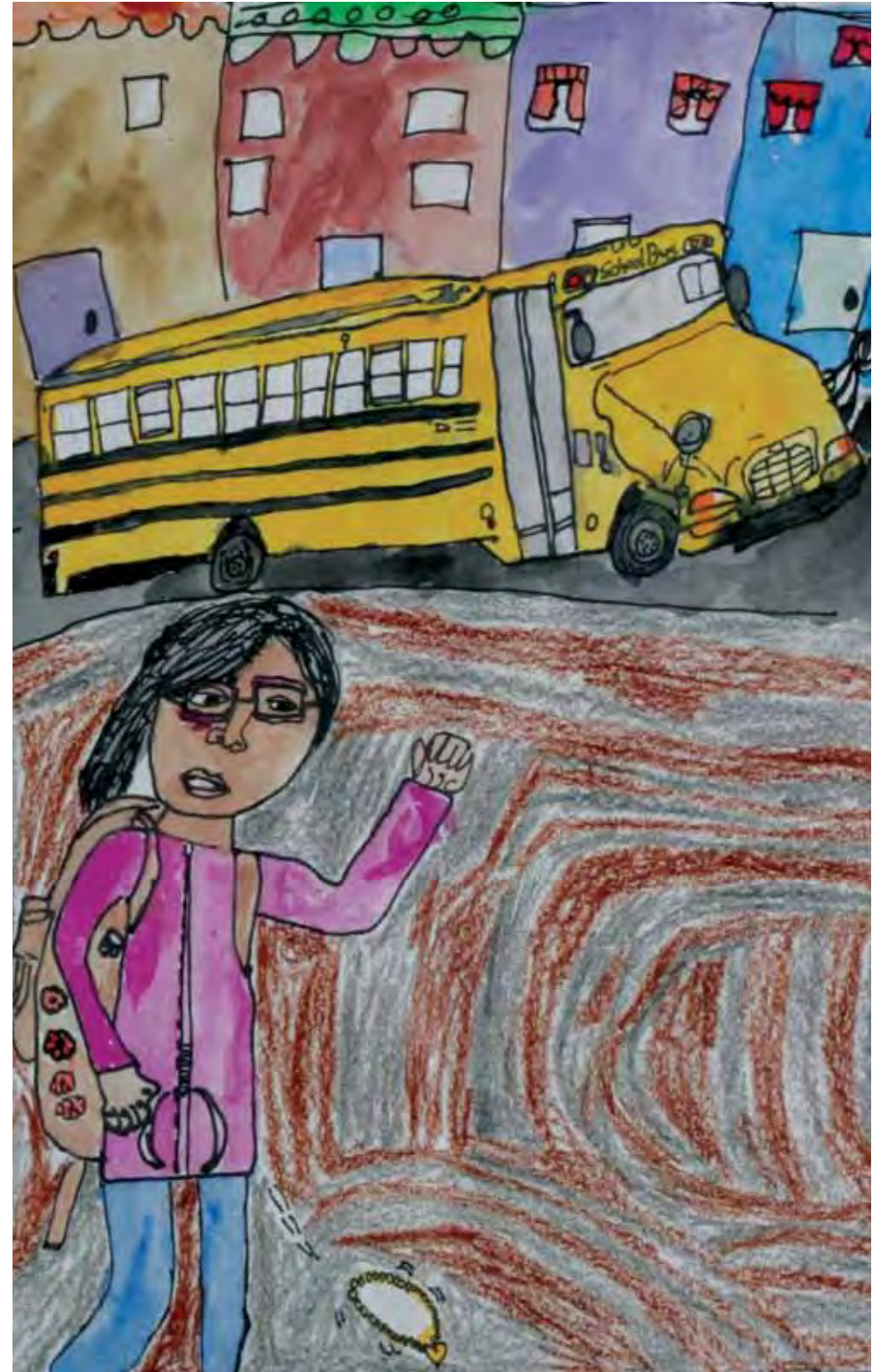
Grade: 4
Teacher: Olgica Radulov-Pilla
Librarian: Nicole Marrero
School: P.S. 189X, Cornerstone Academy for Social Action
Principal: Malissa Mootoo

The first time I heard about the Ezra Jack Keats Bookmaking Competition I became very excited. I felt it was the chance to work on what I truly want to be when I grow up, a book writer. I was really grateful to have this opportunity to make a book of my own. The best part about making my book was learning all about drawing and writing. When I started I never imagined my book would come out this way. I didn't know I was capable of drawing like this. My writing took a lot of editing and was very challenging. The hardest part of this process was the book making, especially the gluing! It



drove me nuts! The most important thing I learned throughout this process is that making a picture book takes a lot of time and focus, and you need to put your heart into it.

“When I went to put on the necklace, I reached inside my pocket and felt it wasn't there.”



MONIQUE GYAMPO

My Heritage

Grade: 7

Teachers: Gilbert Fletcher
Audrey Irwin

School: I.S. 229X, Dr. Roland N. Patterson School

Principal: Dr. Ezra B. Matthias



My inspiration to create this book came from a book I read named *Copper Sun* by Sharon M. Draper. This book is about a girl who lives in a village in Africa. Some white British men came to her village and killed everyone in her family as well as the rest of the villagers. The strong teenagers were saved but they were then sold at a slave auction on Sullivan Island. I created this book to teach other people about my African

heritage and how I feel about it now. I hate the fact that slavery destroyed the happiness of many Africans and made their lives sorrowful. I wrote this book to erase some

of those memories. I had some difficulties finding the best type of paper to use for watercolor. With the help of my art teacher and the after school teaching artist I learned

the watercolor technique. My challenges were met with the help of my two art teachers.



CISSE MATIGULIA

The Popcorn Tree

Grade: 10
Librarian: Susan Alicea
School: Alfred E Smith Career and Technical Education High School
Principal: Rene Cassanova



My parents wanted a better life so on August 27, 2008 we came to America from the African country, Cote d'Ivoire. My family is from the southeast region of the country. My grandfather owned a building in the city where I played with my brothers and sisters. We did not have a backyard and you had to go out to the country to see the mango trees and banana trees. On family trips to the country we would spend the whole day eating and playing. We would climb the trees and then rest in its shade. This relates to my book which focuses on another type of tree. Also, as I have had to adjust to life in a new environment, so does my main character.



“As they walked by the beautiful plants and trees and flowers, Ms. Walker stopped in front of one special tree. She asked “Does anyone know the name of this tree?”



Ker No came To the United STATES from China when he was nine years old.

His parents settled in South Carolina.

Ker No loved school. But his Classmates were unkind to him. He was different.

MAIKO SEIN

Flying Teamwork

Grade: 5
Teacher: Caroline Heffron
School: P.S. 200K, The Benson Elementary School
Principal: Javier Muniz



I was inspired to write *Flying Teamwork* because I believe that when people work together they can achieve anything. When I first started writing my

story it was about a hot air balloon race. The next day, the goal in my gym class was to get your whole team to the other side of the gym. The only way to get to the other side was to work together. That's when I decided my story should be about teamwork. Choosing the characters for the story was fun because there are so many animals. I chose a giraffe, a sparrow and a monkey because they each have a different personality. Making the book was fun but sometimes difficult. The best part about making the book was painting the backgrounds because I could paint it all different colors and in all different ways. When I glued the hot air balloon, the animals, and every detail on the pages, it looked perfect. I felt excited and elated after all that hard work. It was worth it.

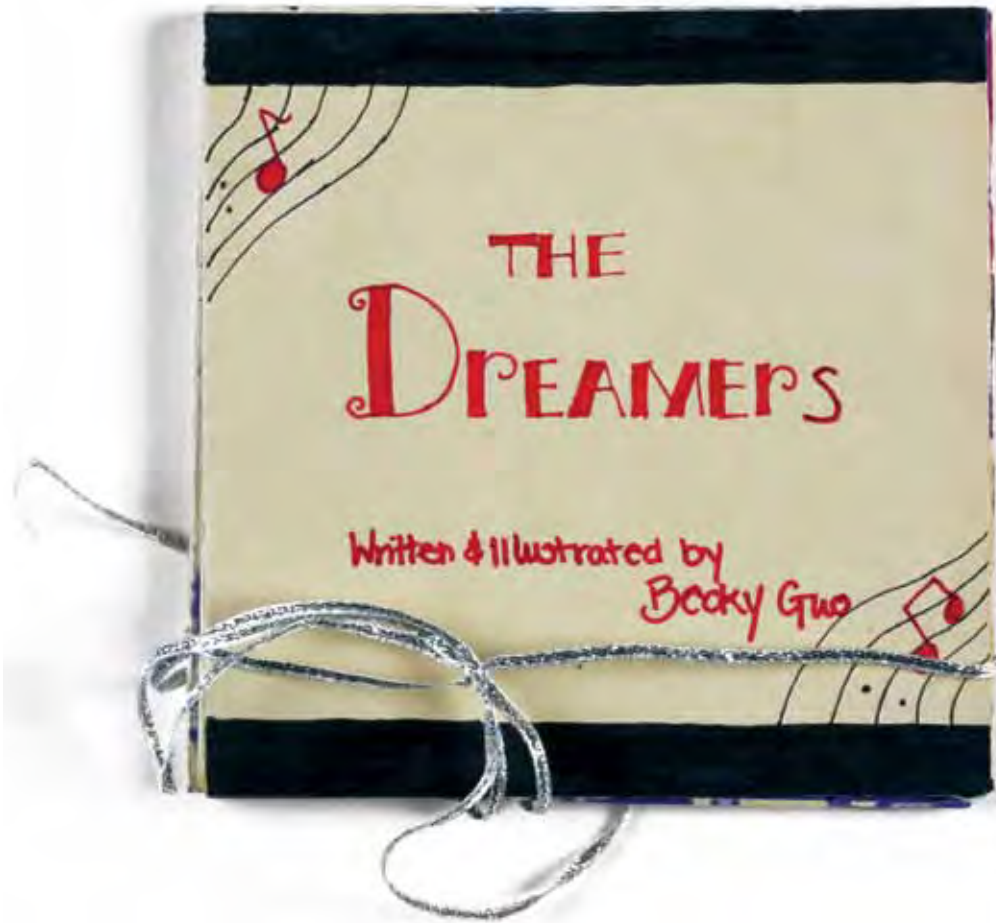


"We all need to go to Rocky Beach!" Giraffe said
"We just have to go into the same balloon."
"Fine!" Mr. Sparrow replied.
"Okay!" Monkey sighed.
"Let's hope we don't get into trouble..." Giraffe mumbled.

MAN GIN (BECKY) GUO

The Dreamers

Grade: 8
Librarian: Dorothy Serposs
School: Dyker Heights I.S. 201K
Principal: Madeleine Brennan

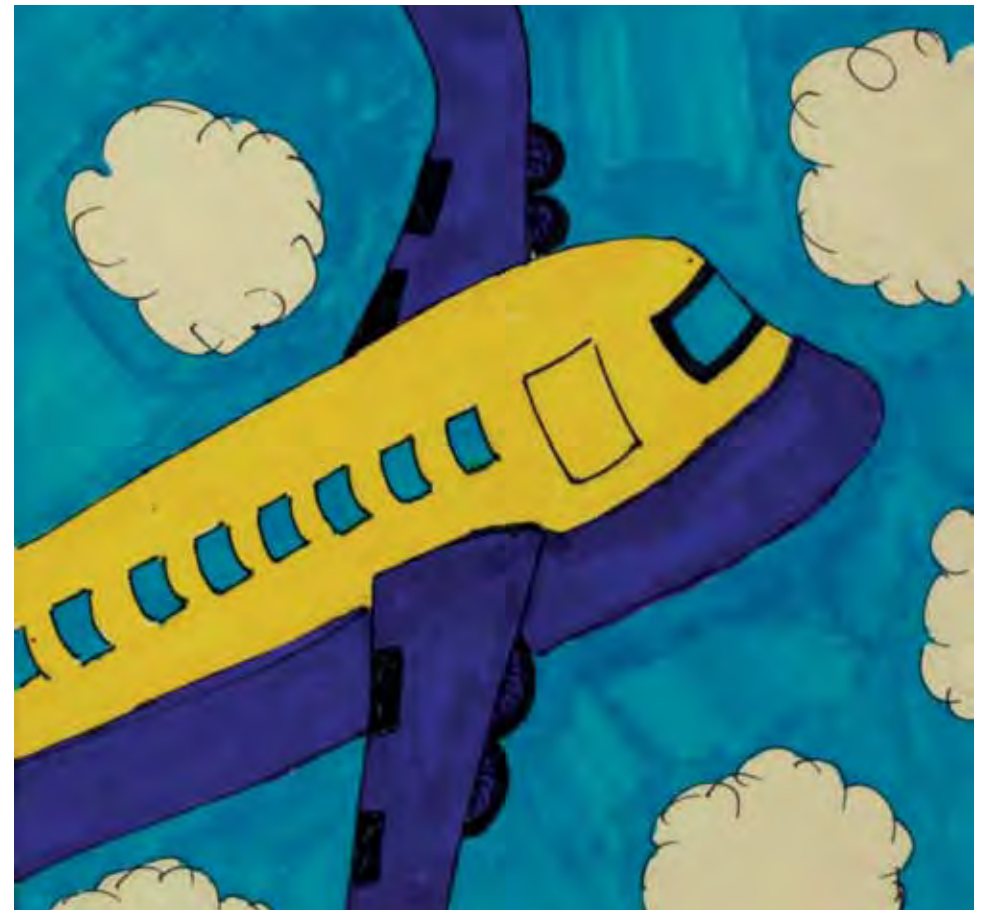


The inspiration for my book *The Dreamers* derived from stories told by my friends about their experiences when their families moved. Moving took them away from their friends and relatives, and ultimately changed their lives. My story is based on a girl who thought she had the perfect life. Soon she had to move to a completely new environment. After moving she felt lonely and was afraid of what



the future would bring. As time passed, her life became normal again and she even got a chance to make her dreams come true. I wanted my story to have the morals *never give up hope* and *always look forward*. I try to do this in my own life whenever I face problems. I had a wonderful time making this book because I was constantly learning

new ways to draw the characters and thinking about how they would move, feel and react throughout the book. I hope that people who read my story learn to look forward and chase after their dreams.



NAOMI VARGAS

The Candy Land Journey

Grade: 12

Teacher: Shervone Neckles-Ortiz

School: Brooklyn Preparatory High School

Principal: Noah Lansner



Both the story *The Wizard of Oz* and the board game, *Candy Land*, inspired my story. Violet, the main character, always takes the same route home from work. On the night of *The Candy Land Journey*, she feels something new in the air. On the way home, Violet encounters a tornado that drops her into a world of *Candy*

Land. This book represents the need for a break from the daily routine. I decided on the theme of a tornado because average peoples' daily routines don't really give them any time to be themselves and do what they want to do. I decided Violet should get swept away by a tornado and put into a land

where she gets to have some fun and not worry about anything. The cover of the book shows a dark night with a purple fog and the Domino Sugar Factory. The back cover has an ordinary building design with bright colors, which represent the candy in *The Candy Land Journey*.



MANHATTAN
BOROUGH-WIDE WINNERS

POLINA WHITEHOUSE

Chinese Zodiac

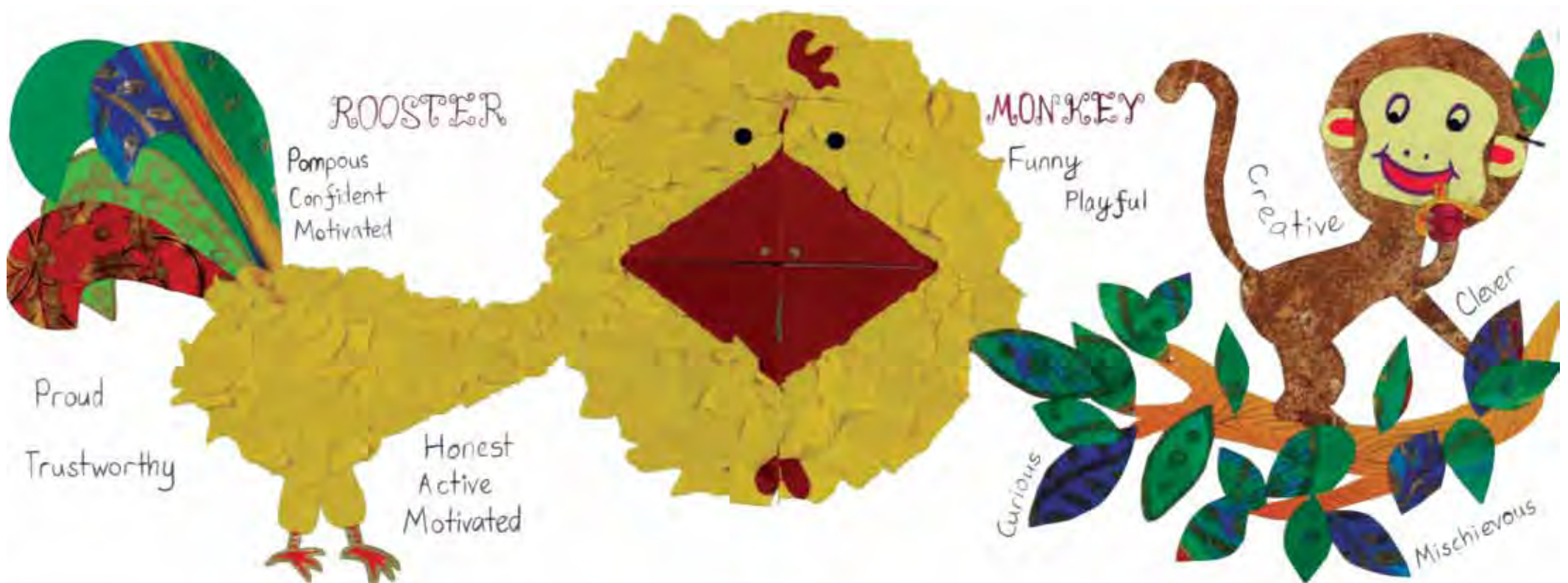
Grade: 5
Teacher: Nia Mason
School: Alfred E. Smith School, Manhattan
Principal: Dr. Virginia Pepe



Our art class had an assignment to create a pop-up book about a topic relevant to China. I chose the Chinese Zodiac because I thought there was the potential for large, interesting and colorful animal pop-ups. We had lessons on how to make different types of pop-ups. One was a V-shape that stood up over the paper on the fold. It could be higher on the top of the page or on the bottom of the page depending on which way one turned it. I used the V-shape



pop-up frequently in my work. I tried to think of ways to make my art creative and original yet simple and understandable. I applied the same thinking to my writing. It had to be simple and easy to read. To get variety in my book I used different materials and techniques. It was difficult but interesting to make this pop-up book.



ISABEL LICHTENSTEIN

Real Magic

Grade: 7

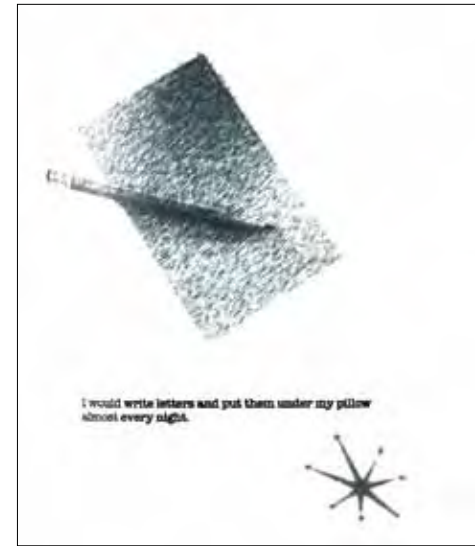
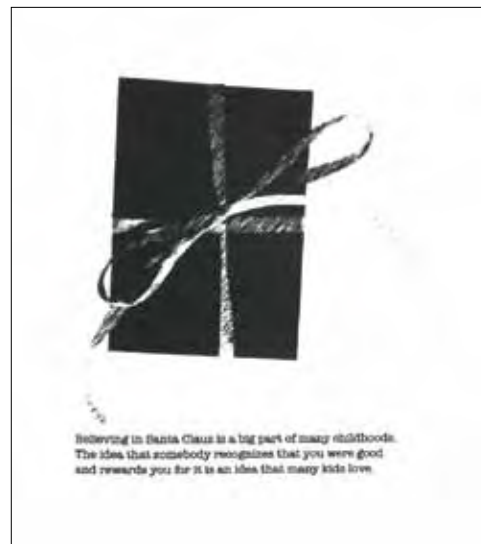
Teacher: Carolyn Cobic

School: M.S. 104M, Simon Baruch Middle School

Principal: Rosemarie Gaetani

When I was first sat in class writing the draft for my story I had to sift through many ideas to find the one story that was important enough to put into a memoir. I spent the entire class thinking of ideas. My mind went blank. I tried a few concepts but they all fell flat and I ended up scrapping them. The garbage can slowly filled with crumpled paper balls and finally the bell rang. I got up, dejected that I still had no clue about what to write. The idea had to be the perfect fit, mean something to me, and to everyone who read it—it had to be something I believed in. As

I trudged home I kept thinking, exploring different possibilities, new stories. But I rejected them almost as fast as I thought of them. As I walked through the door I was so frustrated I stormed down the hall, flopped on my bed, and rolled over. Then, I spotted a box. Not just any box, this was a special box. I got up and opened it. The tooth fairy notes were still there, each with its pretty purple edging. I stopped as the warm memories came flooding over me. In a sudden flash of inspiration, I grabbed my notebook and pencil and began to write.





MICA YODER

The Whistling Thorn

Grade: 11
Teacher: Kay Rothman
School: NYC Lab School, Manhattan
Principal: Brooke Jackson



The inspiration for my book was my grandmother who was born in a small village in Tanzania where she spent the first fifteen years of her life with her four brothers and her missionary parents. I was fortunate enough to accompany her on her return to her childhood home and see for myself some of the wonders of nature that she had described. Through collage I am able to show the richness of the saturated colors I recall from my trip to Africa. It also feels appropriate for me to use collage for this book since Ezra Jack Keats himself used this medium to create his own unique style.



JASMIN ALI

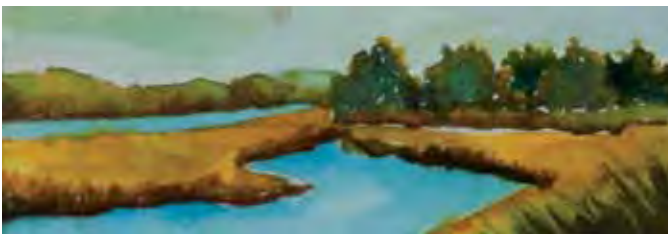
Earth's Enchantments

Grade: 5
Teacher: Tracy Dykeman
School: P.S. 188Q, Kingsbury School
Principal: Janet Caraisco

Our earth is full of enchantments . . . from the colorful coral reefs under the sea to the dry and sweltering deserts in Africa. We might not realize it, but everywhere we turn, there is a marvelous something to see. Many people inspired the concept for this book. My fourth grade teacher inspired me. She taught my class to see the beauty of nature. She took us on amazing field trips. One trip was to Taconic



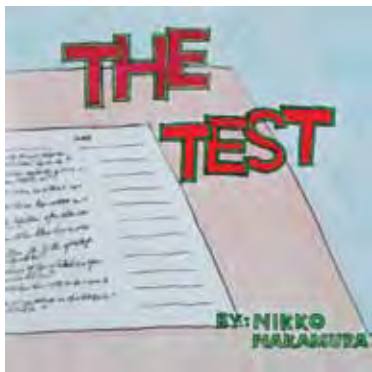
State Park. The crunchy, crystal white snow under my feet, and the bare tree branches swaying in the wind, left me with many memories. In addition, Ezra Jack Keats himself inspired me. Keats' artwork really is amazing! His illustrations are so creative, colorful and unique; they are often collages mixed



with watercolors. I based my illustrations on his style of art. I used different colorful pieces of papers and a variety of shades and textures to create my illustrations. I also tried to include watercolors. The bookmaking process took a lot of hard work and effort. For the text I needed to gather facts about different environments. From those facts, I developed poems. Creating the poetry was relaxing, because while writing, I imagined myself in that environment. For example, while writing about the salt marsh at Jamaica Bay, I envisioned



the phragmites blowing in the wind and the sun-dappled water lapping in and out on the shore. I worked for hours on this book, but in the end, when I stood back to admire my hard work, I couldn't help but feel the pride rise up in me. Overall, I enjoyed every bit of the bookmaking process, especially creating the illustrations. I hope that other people realize the beauty of our world.



NIKKO NAKAMURA

The Test

Grade: 6

Teacher: Vicki Rubman

School: P.S. 139Q, The Rego Park School

Principal: Monica Powers-Meade

The Test is based on events that occurred in my Saturday Japanese class.

One student was being bullied by most of the classmates each week. Paul, my main character, was bullied daily, because he received a 0% on every test. He was disabled with dyslexia, and could not read words correctly. I was never bullied, but I knew how my classmate felt. I decided to write my book about this. I do hope that whoever reads *The Test* will get the message of my story, especially if the reader is a bully. I first wrote my story then planned

out the pages of my book. After making a draft, I started sketching out the illustrations. I printed the text onto the pages so I could get an idea of what a published book would look like. Color was added to create shadows and reflections of the light to make my illustrations look more realistic. Finally, I worked on the cover and sewed the book together. Last year I was the borough-wide winner in grades 3-5. I

knew that I had to make a book that raised the bar in order to make my book competitive. When comparing last year's book to this year's I realized that my drawings improved and the storyline was much better. I am very proud of my entry.





ALLISON CHAO

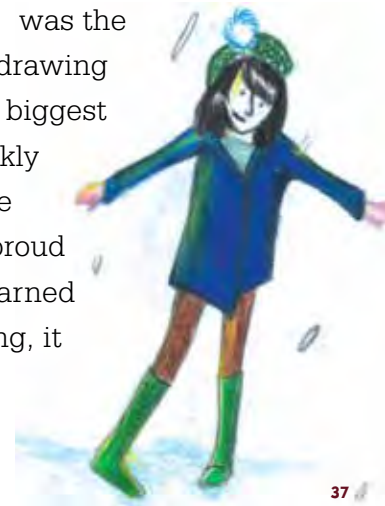
Blue Coat Amelia

Grade: 9
Teacher: Jane H. Kahn
School: Frank Sinatra School of the Arts
High School, Queens
Principal: Donna Finn



The process of making my book was very long. Originally the storyline was quite dark and a little scary for a children's book. The stories I write always involve a death or a harrowing journey, because I want to write a book that explains and animates what you would want to know about life after death. When I think of a children's book, a lot of images swim into my mind. I wanted my book to involve a moral, but still be complex and different. The drawing process started out with a bang. I was excited, and very ambitious. I wanted to create something that I would read over and over, even when I grew older. Making a book was not as easy as I imagined it to be. The hardest part about the book was the drawing process. My biggest

problem was that I quickly got tired. I had to tell myself that the reward would be holding something that I am proud of in my hands. Both my main character and I learned a life lesson; if you put enough effort into anything, it makes the end so much better.



FRANCESCA BIFULCO

The Mind's Eye Snow Day

Grade: 5
Teacher: Doreen Murphy
Nina Hansen
School: P.S. 29R, Bardwell School
Principal: Linda Manfredi



I began brainstorming for the Ezra Jack Keats Bookmaking Competition and was inspired in

many ways. The inspiration for my book came from picturing myself as the main character in my house in the mountains, on a snowy night in the winter. I based my story on my experiences and fun times in the snow. My story came to life by doing this. I believe anybody who reads my story will experience a snowy day. Creating a story about something that people can relate to, even if they have never experienced it - makes the writing more realistic. Ezra Jack Keats inspired me to make my pictures as I did. He always added fun patterns to his illustrations; I made my pictures abstract like his. The adventures that my character engages in are those most people dream about or want to experience. Imagining it is almost as good as the real thing. I hope by reading this story the reader will enter a winter wonderland.



ROSEMARIE FERRARO

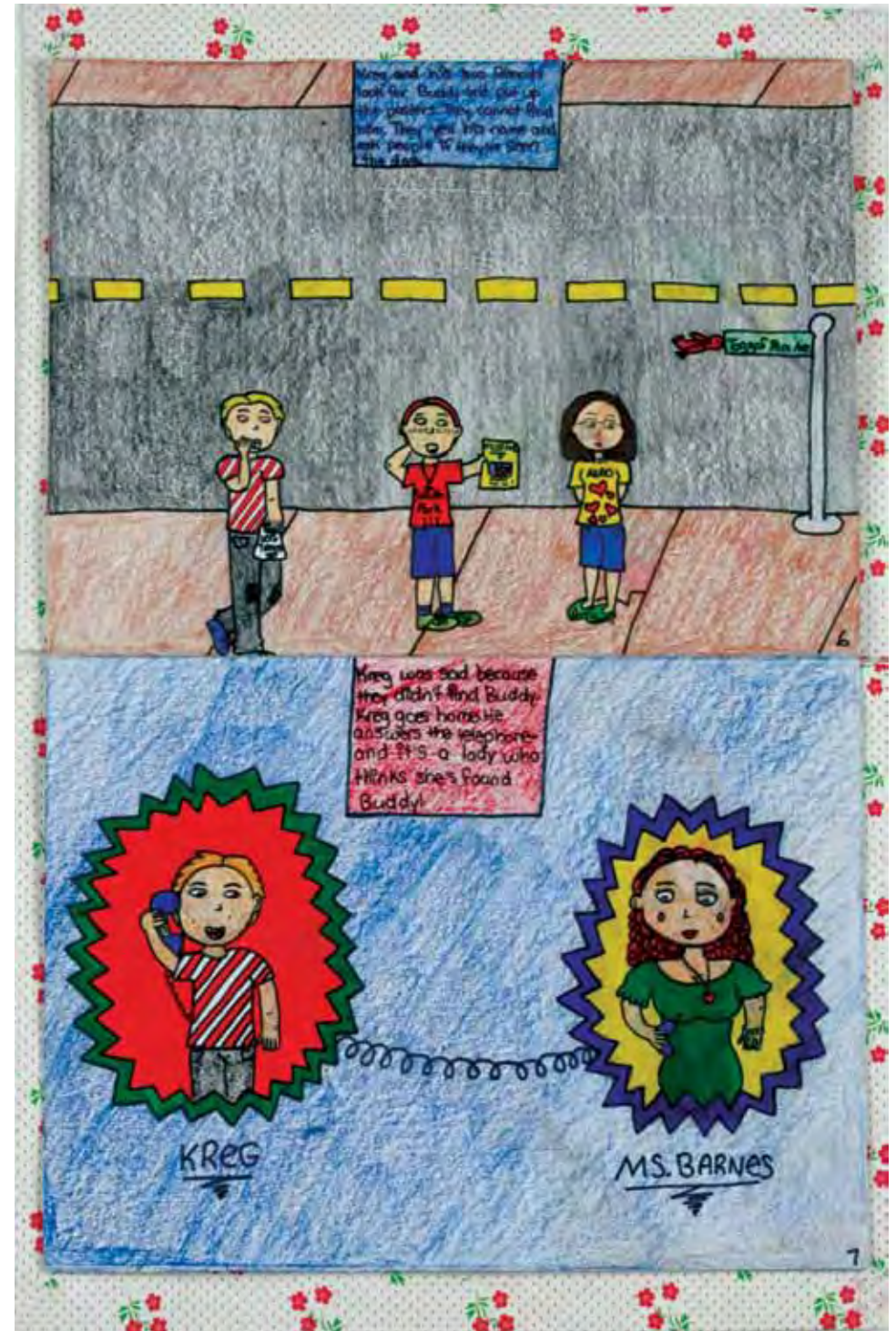
The Lost Dog

Grade: 7
Teacher: Harriet Goldman
School: I.S. 75 R
Principal: Mark Cannizzaro



I picked out my character for my picture book – a blond, blue-eyed, pre-teen boy named Kreg Yeah, spelled just like that. I always like unique names, so I changed the spelling from Craig to Kreg. I created his appearance – spiky blonde hair, blue eyes, peach skin, and just

threw on typical boy attire- a tee shirt and jeans. But he had to have a problem. I kept changing the problem, but everything I came up with was too complex to fit into a short book. My friend had told me about her dog needing surgery, and suddenly I had it. I'd give Kreg a dog and make the dog get lost. I thought about what dogs like to do – chase things, bark, run around – all that stuff. I started planning out my story, working on my scenes and how it was going to turn out. It was a long process that required a lot of thinking and countless hours just developing the story. I wore down lots of colored pencils. It was a lot of work. My hands often hurt from all of the coloring, drawing, and shading. It took two months from the time I started the project but when I saw my finished book, I was overjoyed knowing that I had created it. Hard work really does pay off.





JULIA SIMONIELLO

A Thought Is Where It Starts

Grade: 12

Teachers: Wynter Carnevale

Mary Ellen Fox

School: Tottenville High School, Staten Island

Principal: John Tuminaro

I was having trouble coming up with an idea for a children's book, so I thought, *How do I write a story? How do I come up with any original ideas, for that matter?*

The concept of planting trees comes from my concern for the air quality in New York City, which is poor but could

be improved by planting more trees and flowers. The inspiration for my artwork comes from my travels in Staten Island and Manhattan. I used many different media to create my book including watercolor, colored charcoal, ink, graphite, colored pencil, and finally digital editing. First, I illustrated all of the pages in pencil, then added color pencil, charcoal and watercolor. Lastly, I scanned the images and edited the saturation and contrast.



**DISTRICT 75 WINNER IN
GRADES 3-5**

GEORGE MATTHEWS

A Blizzard

Grade: 5
Teacher: Tany'a P. Wells-Vasquez
School: P17X@43
Principal: Robin Cohen



I made a book about a blizzard because there was just too much snow this winter! I wanted to help the people so I did it with my art. In my art I could pretend I was Super George helping the people that got stuck in the snow. Super George took away the snow and made things better. That's why I love art. I can draw and paint and make people happy.



DISTRICT 75 WINNER IN GRADES 6-8

JOHN HALL

My Camping Trip

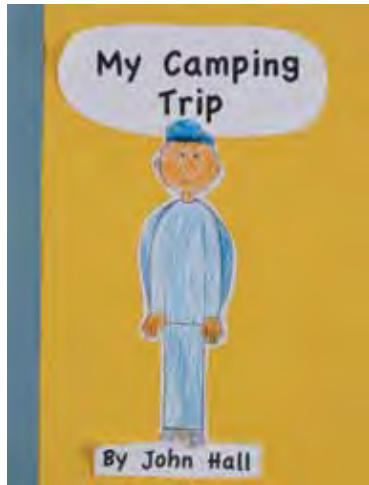
Grade: Ungraded/MS

Teachers: Chris Schmitz

Elizabeth Scheer

School: PS. 176X@I.S. 181

Principal: Rima Ritholtz



I was inspired to write about my camping experience because camping makes me feel happy, excited and joyful

and makes me smile. Camping with the Boy Scouts has taught me many things. I learned how to look at nature and I learned about different leaves. I learned how to build a tent and make s'mores. I met new friends on my camping trips. I saw lots of different things when I went camping . . . oak trees, lakes, pinecones, cabins, campfires, and walking trails. My book tells people that camping is great.



I sat around a campfire.
I roasted marshmallows
in the campfire. I made
S'mores.

RINTARO MORI

The Mysterious Train

Grade: 9
Teachers: Eileen Horn
Betty Napolitan
Meredith Alaimo
School: P233Q
Principal: Debbie Edmonds



The Mysterious Train is about a young manga artist named Kenji Mizuki who is searching to make his characters have a better disposition. I was inspired to write *The Mysterious Train* when I watched an episode from my favorite animé about two people who rode a ghost train. Everyone in the story was a ghost, monster or a skeleton. The idea for the story was my own. I pictured the characters in my head and drew

them on the paper. The color was added using watercolor paint. I traced the image with a pen at first. Then details were added using a thin marker. I wrote the story using a red marker, writing one or two sentences on each page. Some characters had speech bubbles. When I finished with the pictures and the story I bent the edges of the pages and glued them together to bind the book. This was new to me and I learned how to do it from my art teacher. I worked on the book during my lunch period and during art club. I enjoyed making it. I feel very happy that my book came out well and I am happy to hear that people liked it.



“The passengers all are strange looking creatures.”



“Everybody is weird except for the two of us!”



DISTRICT 79 WINNER

AMARA TOURE

The Lost Mustache

Grade: 9
 Teacher: James Petty
 Librarian: Anja Kennedy
 School: Passages Academy – Summit, Bronx
 Principal: Stephen Wilder

I wrote this book because I like mustaches and because my little brother likes reading funny books. The book *The Z Was Zapped* by Chris Van Allsburg,

which we looked at in class, inspired me. I decided to make my book black and white too. Making the book was easy because it was fun, and hard because some things were difficult to draw. Also, I wanted to add many details and had to work really hard because I didn't have a lot of time.

“Johnny woke up one morning and noticed his mustache was gone!”



HONORABLE MENTIONS-2011

Title	Author/Illustrator	School	Teacher/Librarian	Principal
Grades 3-5				
<i>Count The Stars</i>	Austin Ferrazzano	P.S. 312K, Bergen Beach	Jennifer Skopp, Joanne Cavanaugh	Linda Beal Benigno
<i>Living The Dream</i>	Abdul Khadir Muhammad, Dougeny D. Francois	P.S. 315K, School of Performing Arts	Charlene Schulman-Glasser, Patricia Bailey-Hollon	Darlene Carter, I.A.
<i>The Lonely Polar Bear</i>	Emily Chan	P.S. 6R, Corporal Allan F. Kivlehan School	Angela Misiti	Cynthia DiFolco
<i>Salim's Dream</i>	Max Silver	P.S./I.S. 187M Hudson Cliffs School	Francesca Burns	Cynthia Chory
<i>Dog! Chase! Park!</i>	Tiffany Fadhel	P.S. 399K, Stanley Clark Elementary	Jennifer Ivey, Diann Mark	Marion Brown
<i>The Funny Monkey</i>	Alyssa Vitalino	P.S. 232Q Lindenwood, The Walter Ward School	Janice Lohmann	Lisa Josephson
<i>Grandpa's New Heart</i>	Rosie D'Apolito	P.S. 42R, The Eltingville School	Muriel Kennedy, Jane Siblo	Brian Sharkey
<i>Missing Mom</i>	Lillian Fok	P.S. 69R	Donna Scharf	Doreen Murphy
<i>Oh No, It's Raining</i>	Me Qi He, Izni Saiyara	P.S. 212K, Lady Deborah Moody	Beatriz Cordoba	Josephine Marsella
<i>A Short Story Of A Long History</i>	Anthony Hernandez, Ajay Harris	P.S. 13K, Roberto Clemente	Qinqin Li	Barbara Ashby
<i>Fifi's New Friend</i>	Cleo Zhang	P.S. 285Q, World Journalism Preparatory	Doreen Braun	Cythnia Schneider
Grades 6-8				
<i>Colors Of The World</i>	Angela Zhang	I.S. 281K, Joseph B. Cavallaro	Kim Viglione, Olga Nesi	Stephen Rosenblum
<i>Famous Places In My Community</i>	Maliq Spence	P723XP@189	Roberta Klapper	Christine Walsh
<i>Marty The Beaver</i>	Bart Rosenzweig	P.S. 323Q, The Scholars' Academy	Jennifer Shannon	Brian O'Connell
<i>Pole Pole: Climbing Kilimanjaro</i>	Noa Yoder	NYC LAB Middle School, Manhattan	Joanne Riina	Megan Adams
<i>Twin?</i>	Alicia (Pei Ann) Yeap	I.S. 228K, David A. Boody	Lisa Banker	Dominick D'Angelo
Grades 9-12				
<i>What's My Name?</i>	Nusaiba Ally	Thomas A. Edison CTE High School, Queens	Jane Cattani-Boone	Anthony Barbetta

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The Ezra Jack Keats Foundation is known for its pioneering support of bookmaking and storytelling programs, portrait projects, and mural projects in public libraries and public schools throughout the United States. In addition to cultivating emerging authors and illustrators of children's books, the Keats Foundation supports fellowships and scholarships for students, scholars, young artists and musicians in universities, art schools and other public institutions nationally.

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