



## Eugene Ashley High School School Level MTAC Committee Report Request for Reconsideration of Resources

**Committee Chair:** Laura Herman, Media Coordinator

**Date:** 1/12/2023

**Committee Representation:** Community Representative, Parent Representatives (2), Student Representatives (2), Principal, Arts, Science, English, Social Studies, CTE, Math, Instructional Support

**Date of Initial Request:** 12/14/22

**Title of Material:** "Stamped: Racism, Antiracism and You"

**Author/Producer of Material:** Written by Jason Reynolds, Introduction by Ibram X. Kendi

**Type of Material:** Print Book in AP Language Course

**Has every member of the committee read/viewed the material in its entirety. If not, why?**

Every member of the committee has read the book.

**Resources consulted for discussion:** Policy 3200 Selection of Instructional Materials, Policy 3210 Parental Inspection of and Objection to Instructional Materials, Reconsideration Procedures for Instructional Materials, Parent Objection Letter, Teacher Response to Objection Letter, Teacher Alternative Text Accommodation, Booklist Starred Review (January 1, 2020), Horn Book Magazine Review (May/June, 2020), Kirkus Reviews Starred (December 1, 2019), Publisher's Weekly Review (January 27, 2020), School Library Journal Review (January 1, 2020), Parent Objection Letter Received January 11, 2023 and Attachment

**How is the material aligned to the curriculum:**

Here are the specific required skills from the [AP Language and Composition Course Description](#) (and the corresponding standards in the [North Carolina Standard Course of Study](#)) that apply to the reading of this book. We have included page numbers of passages from the book that would be specific examples of opportunities to teach these things:

1.A Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message. (See also RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.)

- pgs. ix-xvi
- Clear position statement: pg. xv-xvi
- Clear statement of purpose: pg. Xiii, para 2

3.A Identify and explain claims and evidence within an argument. (See also RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.)

- Each chapter presents a specific claim within the first page and a half, then presents definitions, historical anecdotes, connections to primary source documents, and interpretation in order to come to a conclusion that builds the line of reasoning throughout the book. Each chapter builds both chronologically and thematically upon the foundation that is laid in the chapter before it.
- End notes are presented in Chicago style, which is to say, the citations are listed in the back of the book, and they are organized in chronological order, with page numbers and sentence tags to help the reader clearly connect the material to the source. This is what is expected for writers who publish history texts.

5.A Describe the line of reasoning and explain whether it supports an argument's overarching thesis. (See also RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. AND RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.)

- Students have the opportunity to revisit the overarching thesis because it is repeated numerous times throughout the book.
- Chapters that specifically are clear examples of the establishment of a line of reasoning that supports a thesis include chapters 2, 3, 5, 13, 20, 25

7.A Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text. (See also RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, and/or persuasiveness of the text.)

- Specific examples of opportunities to practice these skills:
  - Word choice contributing to tone:
    - Humor: pg. 26, pg. 27
    - Specific diction study: chapters 1 and 2, pages 172-174
  - Comparisons contributing to tone and style:
    - Analogies: pg. 5, pg.33, 86, 87, 230
    - Metonymy: pg. 7
  - Syntax/style:
    - Rhetorical fragments: pg. 76 (there are some in every chapter, especially when he is addressing a misconception in popularly held beliefs)
    - Anaphora: pg. 76, pg. 111, pg. 123
    - Point of view: pg. 159 (a study on spin)

1.B Explain how an argument demonstrates understanding of an audience's beliefs, values, or needs.

- Pg. ix—defines antiracist and racist
- Pg. xiii—defines antiracist, assimilationist, and segregationist, which are three terms needed to understand the rest of the book
- Pg. 182-189—interpretations of black power

5.B Explain how the organization of a text creates unity and coherence and reflects a line of reasoning. (See also RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.)

- The chronological structure of the text as a whole is an easy way to map the progression of the argument.
- The structure offers an opportunity to teach students how a chronological structure can contextualize a thesis.

3.C Explain ways claims are qualified through modifiers, counter arguments, and alternative perspectives.

- Chapter 3 offers counter arguments in the form of examples of people who were early antiracists.
- Throughout the book, he offers examples of black people who work against black progress, as well as white people. This shows students that villainizing a single group of people, or pushing a collective identity is not an aim of the argument. Chapter 28 is particularly strong in this aspect.

5.C Recognize and explain the use of methods of development to accomplish a purpose. (See also RI.11-12.4 Determine the meaning of words and phrases as they are used in a text; analyze how an author uses and refines the meaning of a key term or terms over the course of a text. AND RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, and/or persuasiveness of the text.)

- Use of anecdotes to support a line of reasoning:
  - Chapter 4 has multiple instances
  - Chapter 5, especially starting on page 44
  - Chapter 6
  - Chapter 11, especially on pages 84-86
  - Chapter 13
  - Chapter 15, especially on pages 120-121
  - Chapter 20, especially on pages 158-159
- Use of irony to support a line of reasoning:
  - Chapter 10

**What are the potential benefits for students from this material:** This book is an argument. Students taking the AP Language test will be expected to write an argument and to interpret/analyze an argument. By definition, an argument must take a position, and therefore it cannot alone be well-balanced. However, this book contains 184 source notes, most of which refer to unique sources, many of which are primary source

documents. Primary sources are considered the most authoritative sources on a subject. Also, we must take into account the original author who did the research is a specialist in African American history. We must also take into account that this book is not being presented as fact. It is presented as an argument, and it is analyzed as an argument. The use of any text in AP Language is based on the craft, not the content. Students are to analyze the ways in which a text is crafted and whether the choices the author makes in crafting that text are effective ones. Students can then choose to either emulate or avoid the tactics used in a text when they craft their own arguments.

**Recommendation:**

**Take no action**

**Remove the material from circulation**

**Place the material at another school level**

**Regulate its availability**

**Other: Remove from AP Lang Curriculum**

**Other: \_\_\_\_\_**

**Written Response:**

**After reading the book, the complaint and all supplementary materials, the committee participated in a discussion that followed the reconsideration process. The committee held an anonymous vote and voted to take no action.**