

NEW HANOVER COUNTY BOARD OF EDUCATION

APPEAL HEARING REGARDING PARENTAL OBJECTION TO MATERIALS

SEPTEMBER 1, 2023

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West's North Carolina General Statutes Annotated
Chapter 115C. Elementary and Secondary Education
Subchapter IV. Education Program
Article 8. General Education
Part 3. Textbooks

N.C.G.S.A. § 115C-98

§ 115C-98. Local boards of education to provide for local operation of the textbook program, the selection and procurement of other instructional materials, and the use of nonadopted textbooks

Currentness

(a) Local boards of education shall adopt rules not inconsistent with the policies of the State Board of Education concerning the local operation of the textbook program.

(b) Local boards of education shall adopt written policies concerning the procedures to be followed in their local school administrative units for the selection and procurement of supplementary textbooks, library books, periodicals, audiovisual materials, and other supplementary instructional materials needed for instructional purposes in the public schools of their units.

Local boards of education shall have sole authority to select and procure supplementary instructional materials, whether or not the materials contain commercial advertising, to determine if the materials are related to and within the limits of the prescribed curriculum, and to determine when the materials may be presented to students during the school day. Supplementary materials and contracts for supplementary materials are not subject to approval by the State Board of Education.

Supplementary books and other instructional materials shall neither displace nor be used to the exclusion of basic textbooks.

(b1) A local board of education may establish a community media advisory committee to investigate and evaluate challenges from parents, teachers, and members of the public to textbooks and supplementary instructional materials on the grounds that they are educationally unsuitable, pervasively vulgar, or inappropriate to the age, maturity, or grade level of the students. The State Board of Education shall review its rules and policies concerning these challenges and shall establish guidelines to be followed by community media advisory committees.

The local board, at all times, has sole authority and discretion to determine whether a challenge has merit and whether challenged material should be retained or removed.

(b2) Local boards of education may:

(1) Select, procure, and use textbooks that have not been adopted by the State Board of Education for use throughout the local school administrative unit for selected grade levels and courses; and

(2) Approve school improvement plans developed under G.S. 115C-105.27 that include provisions for using textbooks that have not been adopted by the State Board of Education for selected grade levels and courses.

All textbook contracts made under this subsection shall include a clause granting to the local board of education the license to produce braille, large print, and audiocassette tape copies of the textbooks for use in the local school administrative unit.

(c) Funds allocated by the State Board of Education or appropriated in the current expense or capital outlay budgets of the local school administrative units, may be used for the above-stated purposes.

Credits

Added by Laws 1981, c. 423, § 1. Amended by Laws 1989 (Reg. Sess., 1990), c. 1074, § 23(a); Laws 1995 (Reg. Sess., 1996), c. 716, § 8.7; Laws 1995 (Reg. Sess., 1996), c. 716, § 19, eff. June 21, 1996; S.L. 2011-145, § 7.13(e), eff. July 1, 2011; S.L. 2011-391, § 14(b), eff. July 1, 2011.

N.C.G.S.A. § 115C-98, NC ST § 115C-98

The statutes and Constitution are current through S.L. 2023-102 of the 2023 Regular Session of the General Assembly, subject to changes made pursuant to direction of the Revisor of Statutes. Some statute sections may be more current; see credits for details.

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Policy Code: 2500 Hearings Before the Board

The board is guided by generally accepted standards of fairness in establishing processes for hearings before the board. Given the board's considerable responsibilities for overseeing the educational program and operations of the schools, the board also strives to be efficient in carrying out its various functions, including conducting hearings.

Unless other hearing processes are required by law or board policy, the following procedures will apply in board hearings. The board reserves the right to modify the procedures described in this policy as necessary in any particular hearing in order to be fair and efficient, in order to meet legal requirements, or for any other reason the board deems sufficient.

1. A hearing will be open to the public unless a closed session is permitted by law.

It is the express policy of the State and this board to make hearings open to the public except for certain purposes specified in the Open Meetings Law.

Grievance appeals pursuant to policies 1740/4010, Student and Parent Grievance Procedure, and 1750/7220, Grievance Procedure for Employees, typically will be heard in closed sessions in order to prevent the disclosure of confidential information. Closed sessions will be conducted in accordance with policy 2320, Compliance with the Open Meetings Law.

The board will consider requests made by a parent, student, or employee to conduct a hearing in open session that is permitted by law to be held in closed session. However, the board will make the final determination of whether a hearing will be held in open or closed session.

2. The superintendent is responsible for providing sufficient notice of the time and place that a hearing will be held and the nature of the hearing that will be available.

In order to resolve complaints expeditiously, board hearings will be scheduled as promptly as possible, and notice will be given to the parties. The superintendent should provide as much notice as is feasible given the particular circumstances. The superintendent shall provide a copy of this policy and, when possible, specify time limitations on the oral presentation if different from what is provided in number 5 of this policy.

3. Individual hearings will be held unless the board determines that a group hearing would be a more effective process for hearing and addressing the matter.

When two or more individuals share the same or a similar concern or are involved in the same matter to be heard by the board, the board may consider whether to conduct a group hearing. The board may consider factors such as generally accepted standards of fairness, the need for efficiency, and the ability to prevent the disclosure of confidential information. The board will consider requests for group or individual hearings and will make the final determination.

4. Unless otherwise required by law, the board may designate a panel of two or more board members to hear and act on behalf of the board.

The superintendent shall confer with the chairperson of the board to determine whether the full board or a panel of the board will conduct a hearing. The board also may establish a panel to hear certain types of appeals, such as student grievances.

5. All parties involved in the hearing may submit written position statements and will be given the opportunity for a limited oral presentation.

Written statements may be submitted at the hearing or in advance of the hearing unless otherwise specified. All parties will be given the opportunity to address the board orally as well. The board may establish time limitations for oral presentations for different types of hearings or may set the time limitation for a particular hearing. Unless a different time frame is established in the notice, in applicable board policies, or at the hearing, each party will be offered 15 minutes to present his or her position to the board.

6. The board may limit oral presentation to be made by the parties themselves; other witnesses may be excluded.

The board believes that in most instances, permitting the parties to speak before the board enables a fair presentation of the parties' positions. The board may designate types of hearings in which parties may or may not be represented by legal counsel. Any individual intending to be represented by legal counsel must notify the superintendent in advance of the hearing so that there will be an opportunity to clarify whether legal counsel may be used and to provide the superintendent and board the opportunity to be represented by legal counsel. If necessary, the meeting may be rescheduled to enable the board and/or superintendent to secure legal counsel for the hearing.

7. Legal rules of evidence do not apply to information considered by the board.

The board may consider any information that a reasonably prudent person would consider in conducting the serious affairs of a business.

8. In reviewing any appeal of a decision of school personnel, the board will determine whether the administrative record as a whole provides sufficient evidence to justify the decision of the superintendent. New evidence will not be permitted unless necessary to prevent a threat of substantial unfairness.

The board will review the administrative record, including any administrative proceedings, and will provide an opportunity for the superintendent and the party contesting the decision to make a limited oral presentation of their positions. The submission of documentary evidence and presentation of additional witnesses will be allowed at the discretion of the board.

9. The superintendent is responsible for making a record of the hearing.

The superintendent shall make any record required by law. At a minimum, the board record will incorporate the administrative record provided to the board for review and any written documents submitted by the parties. The record also will provide the decision of the board and the basis for the decision when such information is required or specified in law or board policy.

Legal References: [G.S. 115C-45\(c\)](#); [143-318.11](#)

Cross References: Discrimination, Harassment, and Bullying Complaint Procedure (policy 1720/4015/7225), Student and Parent Grievance Procedure (policy 1740/4010), Grievance Procedure for Employees (policy 1750/7220), Remote Participation in Board Meetings (policy 2302), Compliance with the Open Meetings Law (policy 2320), School Improvement Plan (policy 3430), Alternative Learning Programs/Schools (policy 3470/4305), School Assignment (policy 4150), Long-Term Suspension, 365-Day Suspension, Expulsion (policy 4353), Requests for Readmission of Students Suspended for 365 Days or Expelled (policy 4362), Teacher Contracts (policy 7410), School Administrator Contracts (policy 7425), Classified Personnel: Suspension and Dismissal (policy 7940), Non-Career Status Teachers: Nonrenewal

Adopted: October 6, 2020

Policy Code: 3210 Parental Inspection of and Objection to Instructional Materials

In policy 3200, Selection of Instructional Materials, the board establishes a process for the selection of instructional materials to meet State Board of Education requirements and the educational goals of the board. That process provides an opportunity for parental input in the selection of materials.

The board recognizes that despite the opportunity to participate in the selection of materials, parents still may have concerns about instructional materials used in the school system. Thus, to further involve parents in the education of their children, the board also provides opportunities for parents to review instructional materials and a process for parents to use when they object to instructional materials.

A. Parental Right to Inspect Materials

Parents have a right under federal law to inspect all instructional materials which will be used in connection with any survey, analysis, or evaluation as part of any applicable federally funded programs. Parents ordinarily also may review all other instructional materials following procedures provided by the school or superintendent. The term “instructional materials” does not include academic tests or assessments. Some materials available through the Internet and used in individual classes to provide up-to-date information or information on current events may not be available for advance review; however, all materials used in reproductive health and safety education shall be available for review as provided in policy 3540, Comprehensive Health Education Program.

B. Parental Objection to Materials

Parents may submit an objection in writing to the principal regarding the use of particular instructional materials. The school media and technology advisory committee shall review the objection.

If the school committee determines that any material violates constitutional or other legal rights of the parent or student, the school committee shall either remove the material from instructional use or accommodate the particular student and parent. Before any material is removed, the school committee shall ensure that the curriculum is still aligned with current statewide instructional standards and articulated from grade to grade. If an objection made by a parent or student is not based upon constitutional or legal rights, the school committee may accommodate the objection after considering the effect on the curriculum; any burden on the school, teacher, or other students that the accommodation would create; and any other relevant factors. Books and other instructional materials may be removed from the school media collection only for legitimate educational reasons and subject to the limitations of the [First Amendment](#).

The decision of the school committee may be appealed to the district curriculum committee appointed by the superintendent. Any challenge to the decision of the district curriculum committee will be determined by the board.

The superintendent shall develop the necessary administrative procedures to implement this policy.

[Media and Instructional Appeals Process](#)

Legal References: [U.S. Const. amend. I](#); [20 U.S.C. 1232h](#); [N.C. Const. art. I](#), § 14; [Board of Educ. v. Pico](#), 457 U.S. 853 (1982); [G.S. 115C art. 8](#) pt. 1; [115C-45](#), [-47](#), [-98](#), [-101](#)

Cross References: Goals and Objectives of the Educational Program (policy 3000), Curriculum Development (policy 3100), Selection of Instructional Materials (policy 3200), Comprehensive Health Education Program (policy 3540)

Adopted: December 8, 2020

Revised: May 12, 2022

New Hanover County Public Schools

Reconsideration Procedures for Instructional Materials

Instructions for an Instructional Materials Challenge

Directions for a Challenge

If a parent challenges a book or other instructional materials, do the following:

- Provide a Request for Reconsideration of Resources form
- Provide information on where the person can review [Policy 3210](#)
- The Challenge form should be submitted to the principal, who will pass it on to the school level Media Technology Advisory Committee Chairperson so that the MTAC can act on the challenge

Media/Technology Advisory Committee Procedures

- The make up for this team is listed in policy 3200. [Policy 3200](#)

If a complaint is made, the following procedures should be observed:

The Media/Technology Advisory Committee will:

Examine the challenged material and the complaint

Survey reviews of the materials in professional reviewing sources

Determine if the material is grade level appropriate

Weigh merits against alleged faults to form opinions based on the material as a whole and not on passages isolated from context.

Discuss the material and make a simple majority decision for its placement. Options include:

- Take no action
- Remove the material from circulation
- Place the material at another school level
- Regulate its availability
- Other

For the purposes of the challenge only, the media coordinator will head the Media/Technology Advisory Committee. After discussion, the committee will reach a simple majority decision with the media coordinator abstaining from the vote. In the case of a tie, the media coordinator will cast the deciding vote. The decision will then be delivered to the complainant in writing.

After the Media/Technology Advisory Team has met

After the Media/Technology Advisory Team has met and made a decision about the materials, do the following:

- Write the complainant a letter explaining the decision.

If either party is dissatisfied with the decision he/she may file a REQUEST FOR REVIEW OF A BUILDING-LEVEL DECISION form with the Superintendent.

The District Curriculum Committee at the direction of the Superintendent will review the school level decision.

The Curriculum Committee shall:

- Convene and review the challenged material
- Survey appraisals of the materials from professional reviewing sources
- Review the decision of the School Level Media Technology Committee
- Prepare and submit written findings and a recommendation to the superintendent

The Superintendent shall review the findings and recommendations of the District Curriculum Committee and render a written decision to the complaint and the principal.

The Complaint, if dissatisfied, may petition the New Hanover County School Board of Education for a hearing.

The Board may grant or deny a hearing at its discretion. If the Board denies the petition for a hearing, the decision of the Superintendent is final. If the Board grants a hearing, the following procedures shall apply. The Board has final authority and discretion to determine whether a challenge has merit and whether challenged material should be retained, removed from the New Hanover County Schools entirely, whether it should be removed to another school level, or whether its availability should be restricted. The Board shall have the authority to determine the procedures to be followed for such appeals including the authority to determine the manner in which the evidence will be presented, whether by written documentation only or live witness testimony, whether to allow the complainant or others to make oral statements, the length of the hearing and other procedural matters.

REQUEST FOR RECONSIDERATION OF RESOURCES

Name of person making request _____ Telephone _____

Address _____ Email _____

Complaint represents: himself/herself Organization _____

Are you a parent or guardian in this school _____ Child's Grade Level _____

School _____

Title of Item _____

Author/Artist/Composer etc. _____ Publisher _____

Copyright date _____

How did you acquire this item? _____

Did you read, listen to, or view the entire selection? _____

If no, what parts? _____

To what do you object? (Be specific) _____

What do you feel might be the result of the student's reading, viewing or listening to this item?

Are you aware of any evaluations of this item from authoritative sources? _____

List sources: _____

Do you want other persons in the community to determine the kind of materials your child may or may not use in school?

Other Comments: _____

Signature _____ Date _____

REQUEST FOR RECONSIDERATION OF BUILDING-LEVEL RECOMMENDATION

Name of person making request _____ Telephone _____

Address _____ Email _____

Complaint represents: himself/herself Organization _____

Are you a parent or guardian in this school _____ Child's Grade Level _____

School _____

Title of Item _____

Author/Artist/Composer etc. _____ Publisher _____

Copyright date _____

Are you aware of the reasons for the building-level decision regarding this resource? Yes No

What aspects of the decision are you requesting to be reviewed? _____

Do you have any additional comments or information about the resource that you did
not include on the building level Request For Consideration form? Yes No

If yes, please include: _____

Signature _____ Date _____

Katie Gates

Statement prepared for the NHCS Hearing on the Book Challenge for Stamped

Hearing Date: Friday September 1, 2023 9am, BOE Center

8/23/2023 - STATEMENT

Katie and Shad Gates, parents to a former student in the Ashley High School AP Language and Composition course, petition to have the availability of the book, “Stamped: Racism, Anti-Racism and You” by Reynolds and Kendi restricted from AP Curriculums across NHCS because it is educationally unsuitable for its intended purpose and grade level inappropriate.

Our Reasons for “Stamped” being unsuitable for AP classrooms in NHCS include:

- 1) This book does not prepare NHCS students adequately for the AP Language and Composition national exam.
- 2) The content of the book prevails over the value of its rhetorical structures.
- 3) The book doesn’t align with the Quality Review Checklist and is written on a 5th grade reading level.
- 4) The book is based on a biased, manipulative opinion instead of facts.
- 5) It is a non-fiction book being taught as a “non-history book” yet proclaimed to have many trustworthy primary sources whose accuracy we question.
- 6) The content doesn’t allow for students to become free and critical thinkers and is rooted in questionable ideology.

EXHIBIT A-

Kelli Kidwell's Syllabus for AP Language and Composition Class 2022-2023

Syllabus for AP Language and Composition Course

Contact: kelli.kidwell@nhcs.net

Class website: kellikidwell.wixsite.com/kidwell

Course Description:

*The AP English Language and Composition course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts—including images as forms of text—from a range of disciplines and historical periods. *

Goals:

Upon completing the AP English Language and Composition course, students will be able to:

- analyze and interpret samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques
- apply effective strategies and techniques in their own writing
- create and sustain arguments based on readings, research and/or personal experience
- write for a variety of purposes
- produce expository, analytical and argumentative compositions that introduce a complex central idea and develop it with appropriate evidence drawn from primary and/or secondary sources, cogent explanations and clear transitions
- demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writings
- demonstrate understanding of the conventions of citing primary and secondary sources
- move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing and review
- write thoughtfully about their own process of composition
- revise a work to make it suitable for a different audience
- analyze images as texts
- evaluate and incorporate reference documents into researched papers

Content/Disclaimer on Controversial Material

As the AP Program engages students in college-level work, the AP Language and Composition course may include perspectives that could be considered controversial, including references to ethnicity, nationality, religion, politics, race, dialect, sexuality, gender, or class. AP Language and

Composition requires students to have the level of maturity and skill to thoughtfully consider and analyze diverse perspectives. The inclusion of topics, readings, texts, and other source material is not intended as an endorsement by College Board of the content, ideas, or values expressed in the material.

Grading: Grading is done using a point-based system. Graded assignments will be given a point value determined by degree of difficulty for assignment and number of questions/tasks presented.

Grading Percentages

1. Practice– **40%**
2. Performance - **60 %**

Quizzes

You can expect to have reading and vocabulary quizzes on a regular basis.

General Class Work

We will be completing an AP style multiple-choice test and timed writing most weeks. These assignments will serve as the bulk of both your performance and practice grades.

*All formal compositions will be scored using the holistic AP Scoring System.

Homework

The homework will mostly involve reading and your response to that reading via writing and answering discussion questions. Since this is a college-level course, you will be completing nightly readings and critically responding to them.

Tests/Projects

We will be regularly taking tests and participating in multiple projects as well. These activities will contribute to your performance grade.

Writing

This class features an in-depth focus on writing. As such, students will have numerous opportunities for response and composition in a variety of forms. Written assignments will have the opportunity for development and review through peer review and teacher editing. Revisions and written assignments should reflect attention to class discussion on style and technique as well as consideration for works of professional authors assigned in reading. Our writing assignments will factor into both your performance and practice grades.

Course Content:

Main Texts:

- *Narrative of the Life of Frederick Douglass, An American Slave*, Frederick Douglass*
- *The Red Badge of Courage*, Stephen Crane*
- *Blood Done Sign My Name*, Timothy B. Tyson*
- *Man's Search for Meaning*, Viktor E. Frankl*

- *The 57 Bus: A True Story of Two Teenagers and the Crime that Changed Their Lives*, Dashka Slater*
- *Stamped: A Remix* Reynolds and Kendi*

* denotes STRONGLY recommended for purchasing

Supplemental Texts:

Various selections from Anthologies

*The Norton Reader: 11th Edition**

The American Reader (Ed. Diane Ravitch)

50 Essays: A Portable Anthology (Ed. Samuel Cohen)

Materials Needed Each Day:

1. 3-Ring Binder organized with dividers
2. Loose leaf paper
3. Page protectors
4. Pencils and pens
5. Multi-colored highlighters and colored pencils or markers

EXHIBIT B - QUALITY REVIEW CHECKLIST

Quality Review Checklist for Instructional Resources

Title of Resource: _____
 Discipline & Grade: _____
 Name of Reviewer: _____
 Review Date: _____

Directions: Evaluate the resource based on each of the areas below. If the response is NO in any area, reflect and refine to ensure high quality and culturally responsive instruction for ALL students.

	Yes	No
Is the INSTRUCTION...		
Focused: Is the instructional purpose and alignment with North Carolina curriculum standards explicitly stated or easily inferred? All content and performance expectations in the identified standard(s) are completely addressed and are the sole focus of the resource.		
Engaging: Are students engaged in an activity that promotes critical thinking, communication, collaboration, and/or creativity? Resource provides a range of cognitive demand and varied ways in which learners can engage with instruction.		
Informative: Is there an assessment component embedded to gauge effectiveness of instruction? Students are provided flexibility to demonstrate targeted knowledge and skills.		
Is the CONTENT...		
Accurate: Is the content free of biases? Any element of the task content or language should not unfairly disadvantage a subgroup.		
a. Content, situations, or scenarios that may be different or unfamiliar to some subgroups?		
b. A format or structure (including student directions and rubric) that may present greater problems for students from some backgrounds than for others?		
Accurate: Is the content free of stereotypes? There should not be any elements of the task that could be considered to reflect a stereotypical view of, or offensive to, a subgroup.		
a. Does the task contain material that might be considered inflammatory, controversial, demeaning, offensive, or emotionally charged for particular subgroups?		
b. Does the task depict members of particular subgroups in stereotypical portrayals, occupations, situations or having certain aptitudes, interests or personality traits?		
Appropriate: Is adequate attention paid to cultural responsiveness of the instructional task?		
a. Does the task build students' cultural competence through learning about and developing pride in their own culture as well as the culture of others?		
b. Does the task develop bridges to connect students' cultural references to academic skills and concepts?		

FROM SCHOOL BOARD POLICY 3200 SELECTION OF SUPPLEMENTARY MATERIALS:


B. Before bringing in any material that has not already been approved at the school or district level, a teacher must determine that the material is appropriate for the classroom by evaluating the material using the Quality Review Checklist for Instructional Resources. Principals may establish additional rules concerning what materials may be brought in by teachers. Principals are encouraged to involve teachers in establishing these rules.

EXHIBIT C –

LOW LEXILE SCORE OF Stamped: Racism, Anti-Racism and You

<https://lexile.com/parents-students/measuring-growth-lexile-measures/college-and-career-trajectory/>

MetaMetrics studied the text demands of typical reading material for students in grades 1 through 12. The “stretch” text measures (defined in 2012 through studies related to the development of the Common Core State Standards for English Language Arts) represent the demand of texts that would advance to 1300L, a text level that individuals typically encounter in their initial postsecondary college and career experiences.



Research indicates
that the materials students
will first encounter in
college and careers are
around 1300L.

Text Ranges for College and Career Readiness

Grade	Beginning of Year	End of Year
K*	BR40L**	230L
1	190L	530L
2	420L	650L
3	520L	820L
4	740L	940L
5	830L	1010L
6	925L	1070L
7	970L	1120L
8	1010L	1185L
9	1050L	1260L
10	1080L	1335L
11 & 12	1185L	1385L

Ranges for grades 1 through 12 are based on the text complexity grade bands in the Common Core State Standards for English, Language Arts, Appendix A (Additional

Lexile Scores of other Books in Ms Kidwell's AP Language and Composition Course:

NHCS Policy 3200 statement: "Instructional materials should be representative of the rich diversity of our nation and appropriate for the maturity levels and abilities of the students"

..... IF this is an AP class with college level rigor how then is Stamped, a *1000 lexile score* book that is geared toward 9-13 yr olds or 5th grade qualify in an AP classroom? This is a book located by a board member in the Castle Hayne Elementary .

Of the 6 books assigned this year... Lexile scores range from 660-1300.

Red Badge of Courage 660-990

57 Bus: A True Story of Two Teenagers and the Crime that Changed Their Lives 980

Stamped: Racism, Anti-Racism and You 1000

The Narrative of the Life of Frederick Douglass 1029-1080

Blood Done Sign My Name 1240

Fight for Civil Rights, Man's Search for Meaning 1300.

EXHIBIT D - INACCURATE SOURCES

INTRODUCTION

The book *Stamped, Antiracism, Racism and You* makes it difficult for readers to distinguish between a confusing mixture of truth, opinion, and a distortion of facts. To decipher fact from opinion, research into the authors' sources was required. This is not a review of all sources – this is a small research sampling from the 200-plus sources the authors reference.

The sampling shows a variety of inaccuracies, omissions, manipulation of facts, and unsupported claims. Often, it seems that producing an emotional response from the reader took priority over presenting facts accurately.

Our burden is to show that the references provided do not support the claim or that a claim is unsubstantiated. In some instances, additional supporting references are included. It is understood that oftentimes data can be interpreted in multiple ways to support differing viewpoints. For instance, the authors correlate racism with racial gaps in standardized testing. It is possible for claims to be supported by data and still have differing opinions due to the use of incomplete data or the manipulation of data to support opposing views. This difference of opinion, when supported, is acceptable. Unfortunately, in *Stamped* the sources provided do not always support the views presented as facts to the reader, or the claims are simply without references.

There is a difference between historical facts and data-based facts. While data can be manipulated, history shouldn't be. It's important to avoid selectively highlighting certain facts or leaving out information to present a biased version of American history, good or bad. Research has found that the authors omitted and contradicted important information found in their own sources (in some cases on the same page, same paragraph or even the same sentence as the snippet used to support their argument). There appears to be an intentional effort to promote a biased perspective.

There are also examples of complex manipulation of fact as well as simple clear-cut inaccuracies.

While many books have flaws, when it comes to required reading for school children, accuracy should be prioritized. And perhaps in today's world, resources used to teach America's complicated history should be examined even closer.

1. CLIMATE THEORY:

This actually came from Aristotle (we'll get back to him later), who questioned whether Africans were born "this way" or if the heat of the continent made them inferior. Many agreed it was climate, and that if African people lived in cooler temperatures, they could, in fact, become White. And,

CLAIMS:

- Climate Theory came from Aristotle
- Aristotle questioned if "Africans were born "this way" or if the heat made them inferior"
- "If Africans lived in cooler temperatures, they could become White"

REBUTTAL:

- Environmental Theory was founded during the Greco-Roman time period by Hippocrates, not Aristotle.
- In the sources provided, Aristotle does not talk about Africans.
- The sources provided do not support the theory that "they could become White"
- In the additional sources found, Aristotle uses Environmental Theory to compare Northern Europeans and Asians.

STAMPED SOURCES

Source 1: *Racisms*, 3, 13-15

- This source does discuss Environmental Theory, describing it as a belief held by "Greek and Roman men of letters."
- The source does not mention Aristotle.
- These statements in the source doc and cited pages contradict the claim that moving to cooler temperatures would change their characteristics or physical appearance: "This meant that descendants of Syrians, for instance, would carry with them the basic mental and physical features of their ancestors, even when born abroad." Or "The Roman prejudice against most Eastern peoples, considered natural slaves, was directed not only toward these peoples in their own environment but also toward migrants living in other provinces or at the center of the empire, in Rome. In general, the supposed connections between environment and heredity, or physical and mental characteristics, meant the refusal of individual or generational variation." (Pg 14)

Source 2. *Racism, Color Symbolism and Color Prejudice*, 88-92

- This source refers to “hostile thinking against others found in Greek and Roman writers,” but it does not mention Aristotle.
- It does discuss make reference to Environmental Theory.
- On page 90, this source says: “Neither the Greeks nor Romans saw very dark skin or very light skin as aesthetically pleasing.”
- And that Greeks and Romans had “a preference for the Mediterranean somatic norm of light brown skin.” The idea of relocating to “become white” does not match the Greco-Roman ideal and is not supported.

Source 3. *The Politics of Aristotle*, 91253b

- This source does not seem relevant to the claims made
- Does not mention race
- Does not discuss Environmental Theory
- This source discusses the management of a household and the “three relations of master and slave, husband and wife, and parent and child.”

Source 4. *Ideas of slavery from Aristotle to Augustine*, 114

- Does not discuss Environmental Theory
- In discussing a slave’s mental capability, Aristotle compares them to “certain tribes on the borders of the civilized world” but does not reference a specific race or location in this comparison.
- This source discussed Aristotle’s idea of the natural slave.

ADDITIONAL THOUGHTS AND SOURCES

Aristotle wrote about Climate Theory in [\(334-323 BC\)](#), but it was Hippocrates who came up with Climate Theory in [400 B.C.](#) In his writings, Aristotle compares Europeans, Asians and Greeks.

- “The people of cold countries generally, and particularly those of Europe, are full of spirit, but deficient in skill and intelligence; and this is why they continue to remain comparatively free, but attain no political development and show no capacity for governing others. The peoples of Asia are endowed with skill and intelligence, but are deficient in spirit; and this is why they continue to be peoples of subjects and slaves. The Greek stock, intermediate in geographical position, unites the qualities of both sets of peoples. It possesses both spirit and intelligence: the one quality makes it continue free; the other enables it to attain the highest political development, and show a capacity for governing every other people – if only it could achieve political unity.” (*The Politics of Aristotle*, pg. 296 / 1327b)

Hippocrates wrote about Climate Theory on pages 237-250 in *Airs, Water, and Places*.

- “I wish to show, respecting Asia and Europe, how, in all respects, they differ from one another, and concerning the figure of the inhabitants, for they are different, and do not at all resemble one another...” (*Airs, Water, and Places*, pgs 237-250).

Andreas Cratander [wrote](#) about Hippocrates' climate-based theory and how he also compares Europeans to Asians:

- “Hippocrates’s *Airs, Waters, Places* is considered to be the source document of climate-based theories of racial difference. In this treatise, Hippocrates describes the effects of different environments, diets, and customs on human disposition, including physical and moral susceptibilities to disease and humors. These differences are epitomized by European peoples, whom Hippocrates characterizes as ungovernable yet courageous as a result of their cold climate, and Asian peoples, who are characterized as peaceful but timid due to their hot climate.”

Additionally, it should be noted that Aristotle did write about what he considered the “natural slave” – today, his viewpoint is abhorrent – while some Africans were slaves, they were not the majority.

- Robin Osborne, in *Classical Greece 500 - 323 BC* (Page 159), states, “Moreover mass-enslavement was a not unusual occurrence when a Greek city fell. So it was not only Persians and Asians who found themselves on sale in the market-place, ... although Greek slaves were always the minority among the Thracians, Anatolians [Asiatic Greeks or Asia Minor Greeks] and Syrians who made up the bulk of the servile bodies, ...”

2) Page 33

Over the next few months, as bewitching instances continued to happen, people continued to be accused of witchcraft, which, luckily for folks like Cotton Mather, turned attention away from the political and onto the religious. And in nearly every instance, “the devil” who was preying upon innocent White Puritans was described as Black. Of course. One Puritan accuser described the devil as “a little black bearded man”; another saw “a black thing of a considerable bigness.” A Black thing jumped in one man’s window. “The body was like that of a Monkey,” the observer added. “The Feet like a Cocks, but the Face much like a man’s.” Since the devil represented criminality, and since criminals in New England were said to be the devil’s minions, the Salem witch hunt made the Black face the face of criminality. It was like racist algebra. Solve for x. Solve for White. Solve for anything other than truth.

CLAIMS:

- Using the color black to describe visions during the Salem Witch trials correlates to the Black race.
- Using the color black to describe visions of the devil during this period is what “made the Black face the face of criminality.”

REBUTTAL:

- The sources provided do use the color black in descriptions but do not use it to refer to race.
- As the authors state – the Salem witch trial accusers were Puritans – one can make a fairly safe assumption that they would be very aware of the Bible’s references to light and darkness. It would make sense that they’d use the color black to describe the devil and evil – however, in the sources referenced, they are not referring to race.
- Throughout the book stamped, the authors capitalize Black and White to refer to race. Here they say, “And in nearly every instance, “the devil” who was preying upon innocent White Puritans was described as Black.” A Capital B – The authors are trying to persuade the readers that this is about race.
- The authors claim that the use of the color black as part of a description of the devil led to “the Black face becoming the face of criminality.” Yet, they do not mention that of the over [200 people](#) who were tried, only three of them are known to be people of color; three enslaved women, [Tituba, Candy and Mary Black](#).
- In an attempt to link using the color black to describe evil with a forced association with the Black race, the authors leave out relevant content. The same paragraph from where quotes are extracted in the source also elaborates on the topics of race and color, providing more context.

STAMPED SOURCES:

Source 1: *Salem Witchcraft*, 411-412

- This source does not seem to be relevant to the authors' claims. No descriptions or content is pulled from this text.

Source 2: *The Color of Christ*, 27-28

- The reference to a "little black bearded man" could be a White or Black man with a black beard.
- While the authors highlight the color black when it can be humanized (to describe a beard and thing of considerable bigness), they left out when it was used to describe a dog.
- Most importantly, they omit the rest of the paragraph. This seems to be the only time in the referenced material that race is mentioned, but not the Black race: "The devil came as a Jew and as a Native American as well. But we need not be fooled – the devil did not always come in blackness or redness. Sarah Bibber saw "a little man like a minister with a black coat on and he pinched me by the arm and bid me to go along with him." The devil could corrupt, seduce and use the bodies and souls of British colonists, their children and many others."
- In the same source and within the pages cited, it states that "Colonists lived in an enchanted world where lightning, rainbows and bumps in the night could be rendered as acts of God or designs of the devil." ie. symbolism not using the color black in reference to the devil.

Source 3: *Cotton Mather*, 109-110

- This source also uses the color black to describe things people saw during the Salem trials "One man saw a black thing jump in his window". A subtle but important difference, the authors capitalize "Black" here to refer to race (as they do throughout the book), yet in the original text, it is lowercase.

ADDITIONAL SOURCES

Verses Puritans may have been familiar with:

- 1 John 1:5 "This is the message we have heard from Him and announce to you, that God is Light, and in Him there is no darkness at all.
- John 12:46 "I have come as Light into the world, so that everyone who believes in Me will not remain in darkness."
- John 3:19 "This is the judgment, that the Light has come into the world, and man loved the darkness rather than the Light, for their deeds were evil."
- Acts 26:18 "to open their eyes so that they may turn from darkness to light and from the dominion of Satan to God, that they may receive forgiveness of sins and an inheritance among those who have been sanctified by faith in Me."
- Luke 11:35 "Then watch out that the light in you is not darkness."

3) Page 105

What he *was* comfortable with, however, was the way Black people praised him. They'd run up to him in the street, drop to their knees, and kiss his hands.

CLAIM:

- President Lincoln was comfortable with praise from Black people after the Emancipation Proclamation.

REBUTTAL:

- The authors contradict their own source, which clearly states that President Lincoln was uncomfortable with the attention he received from Blacks. The authors' twist alters the reader's perception of one of America's most esteemed leaders. They even italicize "was" to emphasize this untrue fact.

STAMPED SOURCES:

Source 1: *Reconstruction*

- States: "At every step [Lincoln] was besieged by former slaves who hailed him as a "Messiah" and fell on their knees before the embarrassed President, who asked them to remain standing."

4) Page 172

President John F. Kennedy, on the other hand, had to figure out how to fix it. Well, there was no fixing it, but at least he had to do something to snuff out what could become a complete explosion on Dynamite Hill. He launched an investigation, which, by the way, caused his approval ratings to drop. Can you believe that? Four children were killed. Bombed. And because the president tried to get to the bottom of it, his southern constituents and supporters were actually upset. Kennedy tried to rebound. Tried to boost his ratings back up in Dallas two months later. He never made it back to the White House.

CLAIMS:

- Kennedy launched an investigation into the Birmingham bombing that killed 4 Black children.
- The investigation caused his approval ratings to drop

REBUTTAL:

- The authors aim to elicit an emotional response from the reader through their claim. The tone employed further intensifies their desired effect.
- Research does show that President Kennedy's approval ratings did drop due to his racial viewpoints; specifically, data shows a drop after his speech in June and the March on Washing in August. This data alone makes the authors' point, but the authors chose to use an unsubstantiated claim to make their point.
- Polls actually show a slight increase (from 56% to 58%) in popularity the month after the bombing.

STAMPED SOURCES:

Source 1: *Further Statement by the President on the Sunday Bombing in Birmingham*

- This source simply confirms that the President launched an FBI investigation

ADDITIONAL SOURCES:

[JFK's Presidential Approval Ratings](#)

May 23-38: Approval rating of 65%

June 11, 1963: JFK – Address to the Nation on Civil Rights

June 21-26: Approval rating of 61%

August 15-20: Approval rating of 63%

August 28, 1963: March on Washington

Sept 12-17: Approval rating of 56%

Sept 15, 1963: Bombing
Oct 11-16: Approval rating of 58%

[Pew Research Center: From the archives of JFK's America](#)

- “But liberalism had its limits when it came to integration and civil rights. Over the course of 1963, particularly following JFK’s call for civil rights legislation in mid-June, a growing number came to the view that the president was pushing racial integration too fast. A third of the public held that view in June (36%) but that number inched up to 41% in July, and soared to 50% in a Gallup survey following the March on Washington.
- And race took a toll on President Kennedy’s popularity rating. His approval score slipped from 70% in February to 59% in October. Most of the decline occurred after JFK’s June civil rights speech and most of it occurred in the South.”

He saw himself as the king of self-reliance. A “pick yourselves up by the bootstraps” kind of guy, even though his work as an activist got him into his fancy schools and landed him this fancy job.

CLAIM:

- Justice Thomas’ work as an activist got him into his fancy schools
- Justice Thomas’ work as an activist got him his fancy job

STAMPED SOURCES:

None

REBUTTAL ON ACTIVISM AND SCHOOLS:

According to his memoir, it was not activism that got him into school; rather, it was Thomas’ hard work as a student that got him into college. He also said affirmative action played a role in his acceptance into Yale Law School.

- At St. John Vianney Minor Seminary, he developed good study habits and spent summers teaching himself typing skills, algebra and reading. (*My Grandfather’s Son*: 29-36)
- He went to Holy Cross on a [scholarship](#) and worked as a [dishwasher and waiter](#) in the college’s dining hall.
- In 1971, Thomas graduated [ninth in his class](#) with an English honors degree.
- He attended Yale as [one of 12 black](#) students and graduated in 1974.
- “The fact that I was black didn’t enter into it at first. I thought of myself more as disadvantaged than as black, and I asked Yale to take that into account when I applied, not thinking that there might be anything wrong with doing so. ... But in the years following Dr. King’s assassination, affirmative action (though it wasn’t yet called that) had become a fact of life at America colleges and universities, and before long I realized that those blacks who benefitted from it were being judged by a double standard. As much as it stung to be told that I’d done well in seminary *despite* my race, it was far worse to feel that I was now at Yale *because* of it.” (*My Grandfather’s Son*: 74)

REBUTTAL ON ACTIVISM AND JOB:

- His activism for the left started while in college, not prior to college (*My Grandfather's Son*: 46). If the authors' unsubstantiated claim about Thomas' activism getting him his job is true, it would mean his radical left-wing activism is responsible for the esteemed conservative position he holds, not his years of hard work and determination.
- "I lost my battle with the beast in the summer of 1968. ...Bob DeShay had come home from Holy Cross that summer, and we spent long hours talking about the condition of blacks in America. He told me about the theory of Marxism and a new organization called Students for a Democratic Society. I didn't understand everything he was saying, but I got the point, which was that northern blacks were more radical and confrontational than the ones among whom I had grown up. We fought to cage the beast, while they turned it loose and let it roar. That was the "long, hot summer" of urban riots and nationwide protests, and the more I read about the black power movement, the more I wanted to be a part of it." (*My Grandfather's Son*: 47-48)
- In contrast to the claim that Thomas' activism got him into school – it almost got him kicked out. Protesting black demonstrators at school being singled out, Thomas "supported the idea of simply leaving a place where we no longer felt welcome, and that was what we ended up doing... we announced that we were quitting school in protest, and marched out. As I got ready to head home to Savannah, I started thinking about what I would tell my grandparents. Suddenly it hit me that I was in deeper trouble than I'd thought." The leaders of the BSU (Black Student Union) were able to convince the administration to give those who left a second chance. (*My Grandfather's Son*: 56-57)
- Thomas also attended anti-war rallies as well the 1970 Harvard Square riot "to protest the treatment of America's domestic political prisoners... demanding freedom for Angela Davis". Angela Davis seems to be the beloved heroine of *Stamped*, yet in this instance, the authors fail to mention her or Thomas' activism for her. (*My Grandfather's Son*: 58-59)
- Thomas states it wasn't until the "fall of 1980 I changed my voter registration from Missouri to Maryland – and registered as a Republican. (*My Grandfather's Son*: 129)

Malcolm X was a minister in the Nation of Islam, a religious organization focused on the liberation of Black people through discipline, self-defense, community organizing, and a fortified understanding of who Black people were regardless of White people's opinions. He preached that Blacks were the original people of the world, which pushed back against the Bible and the early theories of White Egypt. He also preached Black self-sufficiency—that Black people could care for themselves, their families, and their communities all by themselves. Sure, he was a polarizing force, but he was also an antiracist persuading away assimilationist ideas.

STAMPED SOURCES:

None

REBUTTAL:

While the authors typically play up anything that gets an emotional response, here they downplay the [beliefs of the Nation of Islam](#). The Southern Poverty Law Center defines the history and beliefs of the Nation of Islam:

“Since its founding in 1930, the Nation of Islam (NOI) has been notorious for its antisemitism, homophobia, and anti-white bigotry. The extreme rhetoric and activities of its leaders have earned the NOI a prominent position in the ranks of organized hate.”

... Elijah Muhammed helped cement the NOI's ideology. He taught his followers that over 6,000 years ago, the black race lived in a paradise on earth that was destroyed by the evil wizard Yacub, who created the white “devil.”

The NOI preached that Black elevation could come only through a radical separation from the structures of white oppression and depicted white people as the “blue eyed devil.” In contrast with other civil rights leaders who advocated for nonviolent resistance, NOI leaders embraced militancy and advocated for self-defense.”

7) Page 170

She fought and spoke out all the way up until she got to college at Brandeis—a predominately White institution—where she didn't agree with the kind of activism going on. An activism laid out by White people who couldn't see that they weren't the standard. But she found her outlets. She found a place to put her activist energy.

CLAIM: Davis didn't agree with the kind of activism by White people at Brandeis.

REBUTTAL: The authors fail to mention that Brandeis is where Davis met a white, Jewish communist; Professor Herbert Marcuse; who became her [mentor](#).

STAMPED SOURCE:

Source 1: *Angela Davis an Autobiography*

- The authors reference pages 101-112. This part of the book discusses her high school years through 1960. She entered Brandeis College in 1961.
- On page 135, she speaks fondly of her time with Marcuse, "I had no idea that my little request would develop into stimulating weekly discussions on the philosophers he suggested, discussions which gave me a far more exciting and vivid picture of the history of philosophy than would have emerged from a dry introduction-to-philosophy course."
- And on page 136, "The most challenging and fulfilling course was the graduate seminar that Marcuse conducted on the *Critique of Pure Reason* Poring over a seemingly incomprehensible passage for hours, then suddenly grasping its meaning gave me a sense of satisfaction I had never experienced before."

ADDITIONAL SOURCES:

Source: [Interview: Brandeis University: Herbert Marcuse – Angela Davis](#)

"Well, [Marcuse] had a profound effect on my life and my work. I attended his lecture course when I was a first-year student, a freshman, and I always was drawn by the way he was able to put history and philosophy together in a context that allowed us to think about the future as history. And so — I watched him from afar for a while. I can actually remember him speaking during the Cuban Missile Crisis. James Baldwin was also on the campus."

[Timeline](#) by marcuse.org:

- 1961: Davis went to college in Brandeis, Mass., where she took French as a major.
- 1963: Davis spent her junior year in Paris, where she had contact with Algerian revolutionaries.

- 1964: Back in Brandeis she started studying philosophy with Herbert Marcuse, the marxist philosopher.
- 1965: After she had finished college, Marcuse sent her to West-Germany to study at the "Institute for Social Research" in Frankfurt.
Living with SDS-leaders in the so called "Factory" she experienced the heyday of the German student movement.
- 1967: Davis came back to America and continued her studies with Marcuse as her doctoral adviser, now teaching at the University of California in San Diego.

8) Pg 207

If anything, the show helped create a more polarizing view, because in 1989, a Pulitzer Prize-winning, Harvard medical degree-holding *Washington Post* columnist named Charles Krauthammer invented the term *crack baby*.

CLAIM:

- Charles Krauthammer invented the term crack baby.

STAMPED SOURCE:

Source 1: *Children of Cocaine*

- The Washington Post article published on July 30, 1989, by Dr Charles Krauthammer does use the term “crack baby.”

ADDITIONAL SOURCES:

Source: *Mothers, Babies and Crack*

This article was published on May 14th, 1989, in The New York Times and uses the term “Crack baby”

“They are crack babies, born to women addicted to the powerful cocaine derivative.”

But there was no united front. Not in the broad scheme of things. Affirmative action was still being challenged, and no one wanted to grapple with the fact that the issue with education could be better dealt with if the racial preferences of standardized testing were eradicated. But the use of standardized testing *grew* in K–12 schooling when the Bush administration's bipartisan No Child Left Behind Act took effect in 2003. The premise was simple. Set high goals and test often to see if those goals are being met. And then fund the schools based on those results. And though it was called No Child Left Behind, it actually encouraged mechanisms that *decreased* funding to schools when students were not making improvements, thus leaving the neediest students behind. It once again put the blame on Black children. And Black teachers. And public schools. Not on racist policies.

CLAIM:

- There are racial preferences in standardized testing.
- No Child Left Behind put the blame for educational failures on black children, black teachers and public schools.

REBUTTAL:

- The authors discuss eradicating the “racial preferences of standardized testing” as a solution to education - the authors do not provide a source for this theory. Arguments against this theory rule out both race and income as factors, and question if a “generations-long indoctrination in victimhood” is to blame. See additional sources below.
- Although it seems the No Child Left Behind Act did not have the desired effects and often did leave the neediest students behind, it did highlight racial disparities in education and had the intention of helping – not blaming students.

STAMPED SOURCE:

Source: *Race, Reform, and Rebellion*

- The source does not mention standardized test
- The source does not mention the No Child Left Behind Act
- The source did not place any blame on black teachers or public schools
- According to the source, African-American males were “being stigmatized by teachers and the court system as “violent,” “disruptive,” and excessively “sexual,” justifying their expulsion from public schools.” The source did not correlate the effects this had on student and school outcomes with the No Child Left Behind Act.

ADDITIONAL SOURCES:[The Struggle for Black Education](#)

- “Despite the hope that many invested in President George W. Bush’s “No Child Left Behind” (NCLB) initiative, which highlighted the persistence of the racial “achievement gap” and set the goal of closing it by 2014, progress toward that end has been incremental at best.”

ADDITIONAL SOURCES:[Explaining the Test-Score Gap](#)

Are “generations-long indoctrination in victimhood” to blame for Test-score gaps?

- “These white students in England come from the same race that produced Shakespeare and the great scientist Sir Isaac Newton, among other world-class intellects over the centuries. But today many young whites in England are barely literate, and have trouble with simple arithmetic. Nor are these white students the victims of racial discrimination, much less the descendants of slaves.”

... We in America have gotten used to vast gaps between blacks and whites on test scores. But this was not always the case, in places where there was anything like comparable education.

Back in the 1940s, before the vast expansion of the welfare state and the ideology of victimhood used to justify it, there was no such gap on test scores between black schools in Harlem and white, working-class schools on New York’s Lower East Side.”

Remember, America was made up of a bunch of Europeans, specifically British people. They still owned America. It was their home away from home (hence *New England*). The British disapproval applied pressure to the American slavery system, which was the American economic system, and in order for America to feel comfortable with continuing slavery, they had to get away from, break free of, Britain once and for all.

CLAIMS:

- Britain disapproved of America's slavery system
- America had to break free of British rule to continue with slavery

REBUTTAL:

- America declared its independence from Britain in 1776. At that time, slavery and the slave trade was still legal in Britain and the British colonies; Slavery in Britain was declared illegal 30 years later in 1807 and in the British colonies in 1833. America did not declare independence in order to continue slavery – but because of taxation without representation.

STAMPED SOURCES:

None

ADDITIONAL SOURCES:

- [Slavery was legal in Britain until 1807](#): "Legislation was finally passed in both the Commons and the Lords which brought an end to Britain's involvement in the trade. The bill received royal assent in March and the trade was made illegal from 1 May 1807. It was now against the law for any British ship or British subject to trade in enslaved people."
- Slavery was legal in British colonies until 1833: [Slavery Abolition Act](#), (1833), in British history, act of Parliament that abolished slavery in most British colonies, freeing more than 800,000 enslaved Africans in the Caribbean and South Africa as well as a small number in Canada. It received Royal Assent on August 28, 1833, and took effect on August 1, 1834.

And that history—an African history—wasn't one of inferiority. Instead, it was one full of glorious empires, like those of Ghana, Mali, and Songhay, full of intellects and innovators.

CLAIM:

- Ghana, Mali and Songhay were glorious African empires

REBUTTAL:

- The authors point out the negative aspects of American history at every opportunity - Although Ghana, Mali and Songhay may have been glorious African Empires, they too were built with slave labor, a point conveniently left out.

STAMPED SOURCE:

Source 1: Race Unmasked: Biology and Race in the Twentieth Century, 48-49

- ... “Boas, invited by W. E. B. Du Bois to deliver the commencement address to Atlanta University, offered a changed vision of race difference to the graduates: “To those who stoutly maintain a material inferiority of the Negro race and who would dampen your ardor by their claims, you may confidently reply that the burden of proof rests with them, that their past history of your race does not sustain their statement...”

Source 2: Black Folk Then and Now: An Essay in the History and Sociology of the Negro Race, vii

- “Franz Boas came to Atlanta University where I was teaching history in 1906 and said to a graduating class: You need not be ashamed of your African past; and then he recounted the history of the black kingdoms south of the Sahara for a thousand years.”

ADDITIONAL SOURCES:

[A History of Indigenous Slavery in Ghana: From the 15th to the 19th Century \(review\)](#)

- “Slavery lay at the core of Ghana's precolonial states, whose economy was “almost totally dependent on slave labour.” Indigenous slavery predated the Atlantic slave trade, coexisted with it from the sixteenth to the nineteenth century, and survived it through the early twentieth century.”

Mali

- “Slave labor produced the food surpluses that underlay the power of Mali's rulers and lineage chiefs. Slaves lacked kinship ties, and Mali's ruling elite prized slaves for their loyalty. Slaves played an important role in Mali as royal administrators and soldiers. Indeed, a court slave, Sakura, ruled the empire for a decade, from 1298-1308.”

Mali fails to face up to the persistence of slavery

- Written in 2021, the article states, “The internal African slave trade was officially abolished in colonial Mali in 1905. But a form of slavery – called “descent-based slavery” – continues today. This is when “slave status” is ascribed to a person, based on their ancestors having allegedly been enslaved by elite slave-owning families.”

Ancient Western African Empires

- “In the Songhai Empire, slavery was an important portion of the economy; the slaves were used to transport goods across the Sahara Desert and they were sold to Europe and the Americas.
- Slaves were usually people who had been captured from rivaling empires during war.”

Songhay Empire and Slavery

- In each of the villages situated in the lands that we have listed, without a single exception, the prince had slaves and a fanfa. Under the orders of certain of his fanfa [chief of slaves] were found 100 slaves employed in the cultivation of the soil; while in others there were only 60, 50, 40 or 20.

NOTES ON BAXTER:

He believed slavery was helpful for African people. He even said there were “voluntary slaves,” as in Africans who *wanted* to be slaves so that they could be baptized. (Voluntary slaves? Richard Baxter was clearly out of his mind.)

CLAIM:

- Baxter believed slavery was helpful
- Baxter said Africans volunteered to be slaves so they could be baptized

REBUTTAL:

- Based on the information found, the authors’ statement is false: It was not found where Baxter said slavery was helpful to Africans and it was not found where he said Africans volunteered as slaves so they could be baptized.
- Baxter did write of voluntary slaves; he defined this as when a person sells himself to get out of a bad situation or to pay a debt. He also said another person should not take advantage of their state and that a contract should be in place.
- The authors use partial facts, “he said there were voluntary slaves,” and added their own spin on it.
- Baxter wrote about the importance of spreading Christianity and saving the souls of others, including slaves. Once an infidel has accepted Jesus and converted – they should be baptized (1954-1955).
- Additionally, Baxter goes into great detail about his views on the evils of capturing, selling and buying slaves.

STAMPED SOURCE:

In researching the provided source, there are various directory volumes as well as a version that includes all volumes. Detailed information is not provided in the citation; however, best efforts have been made to find the reference in the source.

Source 1: A Christian Directory, 216-220

Through additional research Baxter’s writings on voluntary slaves:

- “Though poverty or necessity do make a man consent to sell himself to a life of lesser miser to escape a greater, or death itself; yet is it not lawful for any other so to take

advantage by his necessity, as to bring him into a condition that shall make him miserable, or in which we shall not exercise so much love, as may tend to his sanctification, comfort, and salvation..." (page 1948)

- "A servant and a voluntary slave were both free-men, till they sold or hired themselves; and a criminal person was a free-man till he forfeited his life or liberty... A free servant is my servant, no further than his own covenant made him so; which is supposed to be, (1) To a certain kind of measure of labour according to the meaning of his contract. (2) For a limited time expressed in the contract, whether a year, or two or three or seven." (page 1951-1952)

His writings on selling and buying slaves:

- "To go as pirates and catch up poor negroes or people of another land, that never forfeited life or liberty, and to make them slaves, and sell them, is on to the worst kinds of thievery in the world; and such persons are to be taken for the common enemies of mankind; and they that buy them and use them as beasts, for their mere commodity, and betray, or destroy or neglect their souls, are fitter to be called incarnate devils than Christians, though they be no Christians whom they so abuse." (pg 1951)
- "But what if men buy negroes or other slaves such as we have just cause to believe did steal them by piracy, or buy them of those that have no power to sell them, and not hire or buy them by their own consent, or by the consent of those that had power to sell them, nor take them captives in a lawful war, what must they do with them afterward?

Answ. 1. It is their heinous sin to buy them, unless it be in charity to deliver them. 2. Having done it, undoubtedly they are presently bound to deliver them; because by right the man is his own, and therefore no man else can have just title to him." (1952-1953)

NOTES ON LOCKE (in regard to African people):

He believed that the most unblemished, purest, perfect minds belonged to Whites, which basically meant Africans had dirty brains.

CLAIM:

Locke believed Whites had better minds.

REBUTTAL:

- Much like the treatment of America's complex history – the authors try to simplify the impact of important, complex historical figures, in this instance, with just a couple of sentences.
- The authors use terminology designed to elicit emotional responses “Africans had dirty brains”
- Locke states, “All men by Nature are created equal,” but then considers that after creation, life experiences (ie age, virtue, etc.) could create unequal outcomes, with some people falling into permanent subordinate positions (Source 2: pg18).
- The authors omit information their own source provides, stating, “Locke did not attach racial significance to this category”
- The authors only show an inaccurate and negative viewpoint of Locke when their source, in the same paragraph, also states, “Locke's liberal assumptions would offer a moral foundation to the burgeoning antislavery movement of the next century.” (Source 2: pg 18)

STAMPED SOURCES:

Source 1: *Locke: A Biography*, 98, 276

This reference does not seem relevant to the claims made

Source 2: “Introduction,” in *Proslavery and Sectional Thought in the Early South*, 18

“Adhering to the position that nature had bestowed equality on men, Locke insisted that rulers could govern only with the consent of the governed.” (pg 18)

“Notwithstanding his claim “that all men by Nature are equal,” he clarified, “I cannot be supposed to understand all sorts of equality: age or virtue may give mean a just precedency: excellency of parts and merit may place others above the common level.”

Significantly, Locke also reasoned that some people might fall into permanently subordinate positions due to their innate incapacities. “But if through defects that may happen out of the ordinary course of nature,” he wrote, “any one comes not to such a degree of reason, wherein he might be supposed capable of being a free man.” Locke did not attach racial significance to this category, but other subscribers to his philosophy – most notably Thomas Jefferson – would make that leap.” (pg 18)

EXHIBIT E – Erik Erikson’s Psychosocial Summary Chart



Erikson’s Psychosocial Stages Summary Chart



Stage	Basic Conflict	Important Events	Key Questions to be answered	Outcome
Infancy (0 to 18 months)	Trust vs. Mistrust	Feeding/ Comfort	Is my world safe?	Children develop a sense of trust when caregivers provide reliability, care and affection. A lack of this will lead to mistrust.
Early Childhood (2 to 3)	Autonomy vs. Shame and Doubt	Toilet Training/ Dressing	Can I do things by myself or need I always rely on others?	Children need to develop a sense of personal control over physical skills and a sense of independence. Success leads to feeling of autonomy, failure results in feelings of shame and doubt.
Preschool (3 to 5)	Initiative vs. Guilt	Exploration/ Play	Am I good or bad?	Children need to begin asserting control and power over the environment. Success in this state leads to a sense of purpose. Children who try to exert too much power experience disapproval, resulting in a sense of guilt.
School Age (6 to 11)	Industry vs. Inferiority	School/ Activities	How can I be good?	Children need to cope with new social and academic demands. Success leads to a sense of competence, while failure results in feeling of inferiority.
Adolescence (12 to 18)	Identity vs. Role Confusion	Social Relationships/ Identity	Who am I and where am I going?	Teens need to develop a sense of self and personal identity. Success leads to an ability to stay true to yourself, while failure leads to role confusion and a weak sense of self.
Young Adult (19 to 40)	Intimacy vs. Isolation	Intimate Relationships	Am I loved and wanted?	Young adults need to form intimate, loving relationships with other people. Success leads to strong relationships, while failure results in loneliness and isolation.
Middle Adulthood (40 to 65)	Generativity vs. Stagnation	Work and Parenthood	Will I provide something of real value?	Adults need to create or nurture things that will outlast them, often by having children or creating a positive change that benefits other people. Success leads to feelings of usefulness and accomplishment, while failure results in shallow involvement in the world.
Maturity (65 to death)	Ego Identity vs. Despair	Reflection on life	Have I lived a full life?	Older adults need to look back on life and feel a sense of fulfillment. Success at this state leads to a feeling of wisdom, while failure results in regret, bitterness, and despair.



Fwd: Reynolds and Kendi book, Stamped, in my daughters AP Lang classroom at Ashley High School - this book is rooted in Marxism and Critical Theory and needs to be removed from the curriculum ASAP

1 message

Kelli Kidwell <kelli.kidwell@nhcs.net>
To: Laura Herman <laura.herman@nhcs.net>

Sun, Dec 18, 2022 at 4:11 PM

----- Forwarded message -----

From: **Kelli Kidwell** <kelli.kidwell@nhcs.net>

Date: Wed, Dec 14, 2022 at 6:27 PM

Subject: Re: Reynolds and Kendi book, Stamped, in my daughters AP Lang classroom at Ashley High School - this book is rooted in Marxism and Critical Theory and needs to be removed from the curriculum ASAP

To: [REDACTED], Patrick McCarty <patrick.mccarty@nhcs.net>

Hello [REDACTED]

Thank you for bringing your concerns to my attention. Here is a list of texts [REDACTED] can choose from to read and complete the journal as an alternate assignment. She will be able to leave the room to work independently.

Meditations (Marcus Aurelius)

Educated (Westover)

Democracy in America (de Tocqueville)

Long Walk to Freedom (Mandela)

Hillbilly Elegy (Vance)

Thanks,

On Tue, Dec 13, 2022 at 2:30 PM [REDACTED] wrote:

Dear Ms Larson and Kidwell and Mr Chitty,

I write to you today as a concerned parent. Notice that I have cced the School Board and Lt Governor Mark Robinson's assistant who will be reporting this to the F.A.C.T.S commission. My daughter, [REDACTED] is a junior enrolled in AP Language with Ms Kidwell and they were assigned to purchase and read the book, *Stamped Racism, Antiracism, and You*, by Reynolds and Kendi. Please send the contact info for the faculty or staff in charge of curriculum and approval at AHS as well as their phone number. Ms. Kidwell, I request you pursue another topic or book in the meantime til this concern can be addressed.

This book, *Stamped*, is rooted in untruths about our nation and from a twisted and biased perspective on American History. It is a deceptive tool that is a tool for indoctrination to a precept and ideology that is un-American, Marxist in its root, politicized, inaccurate and controversial. Having been at school board meetings in the last 2 years, the audience has brought up curriculum concern about there being evidence of teachers espousing the concepts of Critical Theory, in particular Critical Race Theory or CRT. We have been told by the previous school board repeatedly that CRT is not in our schools, that it is not in our curriculum. Yet my daughter is asked to purchase this book. This book is CRT, and it needs to be removed as an assigned resource at Ashley High School.

I had a chance to flip through the 1st 10 pages this morning in the 5 minutes before my daughter went to school and here's a few telling quotes in italics:

"Racist ideas are woven into the fabric of our country"

"Richard Mather was a minister who built a church in Massachusetts, and built systems. The church wasn't just a place of worship, it was a place of power and influence....The 1st thing Mather and Mr Cotton did to spread the Puritan Way was to find like-minded people..to create schools to enforce higher education skewed toward their way of thinking".

" In the mid 1400s racist ideals travelled to colonial America and have lived in the USA since the beginning."

What colony might he be referring to since Jamestown was founded in 1607 and Plymouth in 1620 . If he's trying to allude to 1492 and Columbus, he landed in the west indies and brought Christian values to the settlement sailing to reach people in Asia who didn't know God. He encountered the Taino people in San Salvador and introduced them to God. The Caribs were a cannibalistic group that warred with the Taino and eventually the Spanish settlers. That aside.... This statement is erroneous and misleading.

" I wish I learned history at your age, but here were no books telling the truth, some were boring that I couldn't related to..".

These quotes are subjective, deceiving and with a perceived intent to manipulate using rhetorical pathos. How about choosing texts about history that embody logos as a form of rhetoric and not propaganda.

I will surely look into the book in more detail for further fallacies and evidence of Marxist values ideologies that should NOT be peddled or introduced to impressionable minds at Ashley High School. Teach from the classics. Teach classic principles. Please do not bring political, controversial texts into the classroom. It is distracting unethical and confusing for students who need to be focused on critical thinking, grammar, history, math, classic literature etc.

More frustration to substantiate my concern.....

Because my daughter is white doesn't mean she is racist. Kendi teaches that humans are categorized. He teaches that there are 3 kinds of people, outright racists, assimilationists and anti-racists. That is an irrelevant and subjective lens and ideology which should NEVER be promoted in public school!!! CRT teaches oppression and classifies oppressors and oppressed creating a divided society. It vilifies our Founding Fathers and Heroes. America was founded on Biblical principles on equality, justice, righteousness under the laws of nature and nature's God. Even the least Christian forefathers believed that the best and only system to establish a flourishing society and assuring liberty for all was based on morality and the 10 Commandments from the Bible. I'd be happy to furnish quotes and evidence from the Founding Era/Revolutionary era if you'd like me to substantiate my argument.

The 1619 Project and CRT has no place in America and American public schools. American was not founded on injustice and slavery. As a matter of fact one of the 1st laws created in the colony of Plymouth was the man stealing law. It was prohibited to own slaves and when the 1st slave ship arrived to Plymouth, the captains were arrested and thrown in Jail for Man Stealing.

I'm open to correspondence and would like immediate follow up with my concern from the Ashley faculty and staff. Many thanks.

--

Kelli Kidwell (she/her) MA, NBCT
English, Ashley High School
(910) 790-2360 x70371
visit my website: <https://kellikidwell.wixsite.com/kidwell>

"A person who won't read has no advantage over a person who can't read." (Mark Twain)

--

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(910) 790-2360 x70371
visit my website: <https://kellikidwell.wixsite.com/kidwell>

"A person who won't read has no advantage over a person who can't read." (Mark Twain)

Re: Objection letter in response to parent protocol in "Board Policy 3210 Parental Inspection of and Objection to Instructional Material"

1 message

Patrick McCarty <patrick.mccarty@nhcs.net>

Thu, Dec 15, 2022 at 5:49 PM

To: [REDACTED]
Cc: [REDACTED], Laura Herman <laura.herman@nhcs.net>, Penny Presley <penny.presley@nhcs.net>, Lo Dewalt <lo.dewalt@nhcs.net>

[REDACTED]
I have received your objection to the use of *Stamped* and will use this email as your request to have this resource enter the Media and Instructional Appeals Process. I will keep you informed of our progress. If you have any questions, please let me know.

Regards,

Patrick McCarty

Principal
Eugene Ashley High School
P: 910-790-2360 ext. 70454



On Wed, Dec 14, 2022 at 11:30 AM [REDACTED] wrote:

Dear Principal McCarty,

Mr. McCarty, please consider this email as my objection to the use of the instructional material "*Stamped, Racism, Antiracism, and You* by Jason Reynolds and Ibram X Kendi" in Ms. Kidwell's AP Lang class at Ashley High School.

I write to you today as a concerned parent. My daughter, [REDACTED] is a junior enrolled in AP Language in Ms Kidwell's AP Lang class.

B. Parental Objection to Materials

Parents may submit an objection in writing to the principal regarding the use of particular instructional materials. The school media and technology advisory committee shall review the objection.

My daughter was subjected to a verbal reading of the first three chapters of this book on Tuesday 12/13/22. In what kind of AP class do they do a reading for the whole class? This is an advanced level class that should be taught critical thinking and given exposure to other viewpoints, or a class that engages in discussion and perspectives, not just reading and having the teacher point out figurative language, or better yet stick to classic literature and prevent problems arising over controversial topics.

The NHCS Policy 3200 letter b. "the process for selecting materials" states the material's reliability, including the extent to which it is accurate, authentic, authoritative, up-to-date, unbiased, comprehensive, and well-balanced is considered. Somebody please explain how the

following text from *Stamped* Chapter 2 page 13 that presents a flippant view of the Bible and a lie about Noah, his son "Ham being a hypersexual" and saying that God willed his descendants to be "dark and disgusting" can be in a book that is considered compliant with the preceding guideline? That text is blasphemous. It is a lie disguised as a truth. I won't have my daughter being subjected to that mockery of God's word.

This book, *Stamped*, is generally rooted in untruths about our nation and from a twisted and biased perspective on American History. It is a deceptive tool that is a tool for indoctrination to a precept and ideology that is un-American, Marxist in its root, politicized, inaccurate and controversial. Having been at school board meetings in the last 2 years, the audience has brought up curriculum concern about there being evidence of teachers espousing the concepts of Critical Theory, in particular Critical Race Theory or CRT. We have been told by the previous school board repeatedly that CRT is not in our schools, that it is not in our curriculum. Yet my daughter is asked to purchase this book. This book is CRT, and it needs to be removed as an assigned resource at Ashley High School. Please do not bring political, controversial texts into the classroom. It is distracting unethical and confusing for students who need to be focused on critical thinking, grammar, history, math, classic literature etc.

Here's are some examples from my cursory overview of the 1st couple chapters I glanced at the morning of 12/13/22. Here's a few telling quotes directly from the book in italics:

"Racist ideas are woven into the fabric of our country"

"Richard Mather was a minister who built a church in Massachusetts, and built systems. The church wasn't just a place of worship, it was a place of power and influence.... The 1st thing Mather and Mr Cotton did to spread the Puritan Way was to find like-minded people..to create schools to enforce higher education skewed toward their way of thinking".

" In the mid 1400s racist ideals travelled to colonial America and have lived in the USA since the beginning."

What colony might he be referring to since Jamestown was founded in 1607 and Plymouth in 1620. If he's trying to allude to 1492 and Columbus, he landed in the west indies and brought Christian values to the settlement sailing to reach people in Asia who didn't know God. He encountered the Taino people in San Salvador and introduced them to God. The Caribs were a cannibalistic group that warred with the Taino and eventually the Spanish settlers. That aside.... This statement is erroneous and misleading.

" I wish I learned history at your age, but here were no books telling the truth, some were boring that I couldn't relate to.."

"In Best's whimsical interpretation of the book of Genesis, Noah orders his White sons not to have sex with their wives on the ark, and then tells them that the first born child after the flood would inherit the earth. When the evil, tyrannical, and hypersexual Ham (goes HAM and) has sex on the ark, God wills that Ham's descendants will be dark and disgusting, and the whole world will look at them as symbols of trouble. Simply put, Ham's kids would be Black and bad, ultimately making Black....bad. Curse theory would become the anchor of what would justify American slavery" THIS IS LUDICROUS AND INAPPROPRIATE! Genesis 6-9 in the Bible makes no mention of this.

Generally these above quotes from the 1st 2 chapters are subjective, deceiving and with a perceived intent to manipulate using rhetorical pathos. How about choosing texts about history that embody logos as a form of rhetoric and not propaganda?

More frustration to substantiate my concern...

Because my daughter is white doesn't mean she is racist. Kendi teaches that humans are categorized. He teaches that there are 3 kinds of people, outright racists, assimilationists and anti-racists. That is an irrelevant and subjective lens and ideology which should NEVER be promoted in public school!!! CRT teaches oppression and classifies oppressors and oppressed creating a divided society. It vilifies our Founding Fathers and Heroes. America was founded on Biblical principles on equality, justice, righteousness under the laws of nature and nature's God. Even the least Christian forefathers believed that the best and only system to establish a flourishing society and assuring liberty for all was based on morality and the 10 Commandments from the Bible. I'd be happy to furnish quotes and evidence from the Founding Era/Revolutionary era if you'd like me to substantiate my argument.

In conclusion,

- 1) I feel this book is inappropriate for all public school students, in particular those in AP Lang at AHS and it is not compliant with Policy 3200 guidelines for supplementary materials in NHCS policy guide (I am awaiting a response on answers to my compliance and policy questions from a previous email and awaiting the supplementary book list from the State ELA representatives on recommended texts).
- 2) The content of this book is biased, subjectively interpreted with intent to deceive, twist truth, and promote an inherently Marxist ideology disguised as Critical Race Theory (CRT).
- 3) This book represents an affront to our family's faith and values and makes a mockery of the Bible and US History. People can read this book outside school all they want. This book does not represent moral standards or content one would expect from an AP level Lang class based on standards and historical precedent in our public education system.
- 4) I ask that the material be recalled and another more appropriate resource selected.
- 5) I request that reading of this book cease immediately for the benefit of the class or at a minimum my daughter is given an immediate alternative and fair reading assignment. In the meantime, until a decision is made, I request that my daughter be granted a pass from attending class while this book is being read and discussed.

Please let me know if you have questions and please keep me updated on the progress of this objection review. [REDACTED] is slated to be in class on Thursday 1st period with Ms Kidwell again. I expect to hear from you prior. Many thanks Mr. McCarty. I hope this has painted a better picture for you about the inappropriate content of this book and that you know CRT is being taught at your school when the School Board has consistently said NHC Schools don't espouse or teach CRT.

With concern and gratitude for your efforts to protect my daughter,

[REDACTED]



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.



ASHLEY HIGH SCHOOL

555 Halyburton Memorial Pkwy
Wilmington, NC 28412
Telephone (910) 790-2360
Fax (910) 790-2356

Patrick McCarty
Principal

January 17, 2023

Dear Katie Gates,

The Eugene Ashley High School Media and Technology Advisory Committee (MTAC) met on Thursday, January 12th, 2023, for the purpose of reviewing your challenge to *Stamped: Racism, Antiracism and You* by Jason Reynolds. This book is included in the AP Language course at AHS and your child was accommodated with an alternative book selection. The committee of 14 members followed the procedures found in the NHCS document "Reconsideration Procedures for Instructional Materials". Additional information regarding the meeting is found in the attached document. After following the board policy for evaluation of the material, the committee voted to take no action.

According to Board Policy 3210, you have the right to appeal the decision of this committee. The form "Request for Reconsideration of Building-Level Recommendation" would be filed with the Superintendent. I have included the request process and the form as an attachment to this response.

Sincerely,

Patrick McCarty

REQUEST FOR RECONSIDERATION OF RESOURCES

Name of person making request Katie Gates Telephone 720-320-6256

Address 1512 Gatlin Way Email kt@shadgates.com

Complaint represents: himself/herself Organization _____

Are you a parent or guardian in this school Yes Child's Grade Level 11th - Junior

School Eugene Ashley High School

Title of Item Stamped: Racism, Anti-racism and You

Author/Artist/Composer etc. Jason Reynolds & Ibram X Kendi Publisher Little, Brown and Company

Copyright date 2020

How did you acquire this item? from Amazon for my daughter's class upon strong recommendation from teacher

Did you read, listen to, or view the entire selection? yes

If no, what parts? _____

To what do you object? (Be specific) _____

Low lexile score of 1000L and poor syntax. Improper Citations that don't allow proper tracking of source material, Doesn't align with NHCS Policy 3200 Guidelines for Supplementary Materials, anti-American and divisive rhetoric

What do you feel might be the result of the student's reading, viewing or listening to this item?

Lowered acceptable standard for an AP class, misrepresentation of history based on author's tone/ attitude and cherry picking history, social division, divisiveness, and Anti American view of history. Don't get me wrong. We need to teach all US history, the good, bad and ugly, but lets ALSO present other viewpoints and angles so that students can see the big picture, think critically and process the evils in our nation's history as well as celebrate the victories, distinctions and elements that have made us the freest and strongest nation on earth for 235 years.

Are you aware of any evaluations of this item from authoritative sources? Yes

List sources: NY Times, Kirkus Reviews, Amazon, Book List online

Do you want other persons in the community to determine the kind of materials your child may or may not use in school?

Yes, especially if supplementary materials do not meet NHCS standards in Policy 3200.

Other Comments: A divisive, Anti-American resource without proper historical context and alternative viewpoints isn't necessary for the purpose of examining rhetoric and argument development. The authors' present selected history as fact, not opinion, even though they say it is not a history book, which leads to a revisionist understanding by students. Giving a partial or inaccurate portrayal of significant figures in US History, the Bible and other historical figures that shaped our government and Founding principles does not foster a well rounded understanding of our history. Nor does it give opportunity for students to learn multiple perspectives so they can formulate a critically developed perspective on the topics. Inflammatory language, dividing people into 3 categories and constantly demeaning assimilationists and racists plus the promotion of and promoting political activists like Angela Davis, a known communist (the book really glorifies her), Malcom X, and Black Lives Matter, is unproductive to an open and honest conversation on history and inappropriate for a classroom setting. We must guard our students from politically charged and subversive ideologies and focus on their education, not indoctrinating principles. This book is effective for analyzing successful rhetorical strategies, but so are hundreds of other books on different and less controversial topics.

Signature _____

Katie Gates

Date: 2-13-2023

REQUEST FOR RECONSIDERATION OF BUILDING-LEVEL RECOMMENDATION

Name of person making request Katie Gates Telephone 720-320-6256

Address 1512 Gatlin Way Email kt@shadgates.com

Complaint represents: himself/herself Organization _____

Are you a parent or guardian in this school Yes Child's Grade Level 11th - Junior

School Eugene Ashley High School

Title of Item Stamped: Racism, Anti-racism and You

Author/Artist/Composer etc. Jason Reynolds & Ibram X Kendi Publisher Little, Brown and Company

Copyright date 2020

Are you aware of the reasons for the building-level decision regarding this resource? Yes No

What aspects of the decision are you requesting to be reviewed? _____

I have no problem with how the book aligns with the curriculum. The committee stated "the use of any text in AP Language is based on the craft, not the content", so then please choose an alternative text. If the book is taught as an "argument", then choose different content upon which to teach rhetorical argument strategies. While authors in chpt 8 page 57 cited the primary source, notes on the State of Virginia, when I followed that source to page 229, I saw no allusion to Jefferson's thoughts on black people. Therefore I question source notes and lack of citation details.

Do you have any additional comments or information about the resource that you did not include on the building level Request For Consideration form? Yes No

If yes, please include: _____

It's not the curriculum alignment with AP Lang and Comp Course description or corresponding standards in the NC Standard Course of Study that I object to, it is about the ideas presented, the manner and tone they are presented in and the strong possibility that attaching such strong rhetoric and ethos to a politically charged book, might facilitate students' interpreting this argument/opinion piece as truth and fact. This is relevant especially given that NC State history standards have been ranked by Fordham Institute in 2021 as an F in history and a D- in civics, the lowest score of any southern state.

Signature Katie Gates Date 2-13-23



New Hanover County Schools District MTAC Committee Report Request for Reconsideration of Building-level Recommendation

Title: Stamped: Racism, Antiracism, and You

Author: Written by Jason Reynolds, Adapted from Stamped from the Beginning by and with an introduction from Ibram X. Kendi

Committee Chair: Mary Alice Hudson, NHCS Lead Media Coordinator

Date: March 29, 2023

Committee Representation:

- Assistant Superintendent
- Director of Curriculum and Instruction
- Chief Equity, Diversity, and Inclusion Officer
- Curriculum Specialist, Secondary ELA Specialist
- Curriculum Specialist, Social Studies & World Language Curriculum Specialist
- Curriculum Specialist, Elementary ELA Specialist
- NHCS Principal of the Year
- NHCS Teacher of the Year
- Lead Media Coordinator

Date of School-level Request: 12/14/22

- Parental Request for Reconsideration of the inclusion of Stamped: Racism, Antiracism, and You in the AP Language and Composition Course at Ashley High School

Date of School-level Recommendation: 1/12/23

- School-level Recommendation: Take No Action

Date of Building-level Request: 2/13/23

- Parent Request for Reconsideration of the Building-level Recommendation

Date of Building-level Recommendation: 3/29/23

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

Yes - All members of the committee have read the material in its entirety.

Resources Consulted for Discussion:

Parent Request for Reconsideration of Building-level Recommendation

NHCS Board Policies

- NHCS BP 3200
- NHCS BP 3210
- NHCS Reconsideration Procedures for Instructional Materials
- NHCS Quality Review Checklist for Instructional Resources

School Level Challenge Information

- Copy of Objection email from parent, dated 12/14/22
- Copy of Teacher letter to parent, dated 12/18/22
- Copy of Teacher email to parent regarding alternate texts for the assignment, dated 12/18/22



- Copy of MTAC Response Letter to parent, dated 1/17/23
- Copy of MTAC Request for Reconsideration Report, dated 1/12/23

AP English Language and Composition Resources

- What AP Stands for from https://apcentral.collegeboard.org/about-ap/what-ap-stands-for?SFMC_cid=EM686874-&rid=47169827
- AP English Language and Composition: Course and Exam Description, Fall 2020
- Copy of Syllabus for AP Language and Composition Course (provided by teacher)

AP English Language and Composition Stamped: Racism, Antiracism, and You Assignments (provided by Teacher)

- Copy of Stamped Final Reading Checklist
- Copy of Dialectical Journals Stamped Remix-2
- Copy of Stamped Reading Check

Professional Reviews & Educator Resources

- Reviews & Awards
 - Awards
 - ALA Notable Children's Books, 2021
 - Booklist starred, 01/01/20
 - Horn Book Magazine, 05/01/20
 - Kirkus Reviews starred, 12/01/19
 - New York Times, 03/08/20
 - Publishers Weekly starred, 01/27/20
 - School Library Connection starred, 03/01/20
 - School Library Journal starred, 01/01/20
 - Reviews
 - Booklist starred
 - Horn Book Magazine
 - Kirkus Reviews starred
 - Publishers Weekly
 - School Library Journal
- American Library Association - Challenge to Stamped: Racism, Antiracism, and You: Q&A with Aidan Larson - Intellectual Freedom Blog
- Teaching with Stamped: Racism, Antiracism, and You, ABC-CLIO
- Educator's Guide, Curriculum Developer - Dr. Sonja Cherry-Paul
- Stamped Book Club Guide, TheNOVL.com

Other Resources

- The State of State U.S. History Standards 2011 By Sheldon M. Stern and Jeremy A. Stern Foreword by Chester E. Finn, Jr. and Kathleen Porter-Magee FEBRUARY 2011, pages 111-113. *(Note: The Fordham Institute also included a State of State Standards for Civics and US History in 2021. Both the 2011 and 2021 documents were prior to the implementation of the current North Carolina Social Studies Standards. As noted in the Fordham Institute's 2021 document "Revisions to the North Carolina Social Studies Standards are currently underway.")*
- A Long Review of Kendi's Stamped from the Beginning – Part 2 by Neil Shenvi



- Jefferson's [Notes on the State of Virginia](https://docsouth.unc.edu/southlit/jefferson/jefferson.html), Electronic Edition, <https://docsouth.unc.edu/southlit/jefferson/jefferson.html>

Review of parent's School-level Request for Reconsideration and the Recommendation of the School-level MTAC

The committee reviewed the parent's school-level request for reconsideration and the school-level MTAC recommendation and concluded the school-level MTAC thoroughly explained the AP English Language and Composition course standards and the way these standards are addressed by the choice of this material. The school-level MTAC addressed the parent's concerns, responding in two parts: 1) How is the material aligned to the curriculum? and 2) What are the potential benefits for students from this material? In part 1, the school-level MTAC presented the alignment of the material with numerous standards from the AP Language and Composition Course Description and corresponding standards in the North Carolina Standard Course of Study. In part 2, the school-level MTAC explained the material was not presented as fact. It was presented and analyzed as an argument, which by definition must take a position. Students analyzed the way the text was crafted and whether the choices made by the author were effective.

Review of parental Request for Reconsideration of Building-level Recommendation

1. Parent writes: I have no problem with how the book aligns with the curriculum. The committee stated "the use of any text in AP language is based on the craft, not the content", so then please choose an alternative text. If the book is taught as an "argument," then choose different content upon which to teach rhetorical argument strategies.

Committee response

Based on the parent's statement, the committee considered this question: Is the material appropriate for students taking AP English Language and Composition? To make this determination, the committee reviewed and discussed the AP English Language and Composition Course Description, the School-level MTAC Report, the AP Language syllabus, and student assignments from the course.

Page 86 of the AP Language and Composition Course Description states:

CONTROVERSIAL TEXTUAL CONTENT

Issues that might, from particular social, historical, or cultural viewpoints, be considered controversial, including references to ethnicities, nationalities, religions, races, dialects, gender, or class, may be addressed in texts that are appropriate for the AP English Language and Composition course. Fair representation of issues and peoples may occasionally include controversial material. Since AP students have chosen a program that directly involves them in college-level work, participation in this course depends on a level of



maturity consistent with the age of high school students who have engaged in thoughtful analyses of a variety of texts. The best response to controversial language or ideas in a text might well be a question about the larger meaning, purpose, or overall effect of the language or idea in context. AP students should have the maturity, skill, and will to seek the larger meaning of a text or issue through thoughtful research.

The AP Language Teacher's Syllabus echoes this language and includes Stamped: Racism, Antiracism, and You, in the course reading list. The alignment of the material with numerous standards from the AP Language and Composition Course Description and corresponding standards in the North Carolina Standard Course of Study has been demonstrated. Additionally, review of student assignments shows the focus to be on rhetorical analysis of the text, for example: "Are his rhetorical appeals effective for you as a reader? Explain your answer in 6-8 sentences that cite textual evidence," and "How does Reynolds likely want to impact the audience? How did this impact you as a reader?"

Utilizing these resources, the committee concluded Stamped: Racism, Antiracism, and You is appropriate for this course.

2. Continuing, the parent writes: While authors in chapter 8 page 57 cited the primary source notes on the State of Virginia, when I followed that source to page 229, I saw no allusion to Jefferson's thoughts on black people. Therefore I question source notes and lack of citation details.

Committee response:

The Source Notes for Stamped: Racism, Antiracism, and You are based on the research of Dr. Ibram X. Kendi and his book Stamped from the Beginning. Dr. Kendi is a highly respected historian and scholar whose book, Stamped from the Beginning, won the National Book Awards 2016 for Nonfiction. Regarding the specific citation mentioned above, the same citation can be found in Stamped from the Beginning by Kendi. While the page numbers do not align to the copy of Jefferson's Notes on the State of Virginia found online, the direct quotes cited in Kendi's book are found in Jefferson's Notes on the State of Virginia on a different page. A committee member did reach out to the publisher and representatives to the authors for clarification on this particular citation, but did not hear back.

While the committee cannot verify the accuracy of every citation and source, the work as a whole can be assumed to accurately represent the primary sources cited. The committee members did check other citations throughout the text and confirmed their accuracy. It was the committee's opinion that the teacher had a reasonable belief that the author and publisher would confirm the accuracy of citations in the copy editing process. We know that occasionally there are copy editing errors in published materials, but did not feel the standard of a single error would apply to removing a text from a classroom since the overall list of references can be



assumed to accurately cite the primary source.

3. Parent writes: It's not the curriculum alignment with AP Lang and Comp Course description or corresponding standards in the NC standard Course of Study that I object to, it is
 - a. about the ideas presented,
 - b. the manner and tone they are presented in
 - c. and the strong possibility that attaching such strong rhetoric and ethos to a politically charged book, might facilitate students' interpreting this argument/opinion piece as truth and fact. This is relevant especially given that NC State history standards have been ranked by Fordham Institute in 2021 as an F in history and a D- in civics, the lowest score of any southern state.

Committee response:

Based on the parent's objections, the committee considered this question: Considering the ideas, tone, and student understanding of history, is the material appropriate for students taking AP English Language and Composition? To make this determination, the committee reviewed and discussed the AP English Language and Composition Course Description, What AP Stands for, the teacher's syllabus, the teacher's letter to parent, board policy 3200, and discussed the use of Stamped: Racism, Antiracism, and You in an English Language Arts course.

What AP Stands For, says:

AP students are expected to analyze different perspectives from their own, and no points on an AP Exam are awarded for agreement with a viewpoint. AP students are not required to feel certain ways about themselves or the course content. AP courses instead develop students' abilities to assess the credibility of sources, draw conclusions, and make up their own minds. ...AP students are not expected or asked to subscribe to any one specific set of cultural or political values, but are expected to have the maturity to analyze perspectives different from their own and to question the meaning, purpose, or effect of such content within the literary work as a whole.

The committee also consulted the NHCS Board Policy 3200 Section B Line d:

The objectives for the selection of supplementary materials are as follows: d. to provide resources representing various points of view on controversial issues so that students as young citizens may develop, under guidance, the skills of critical thinking and critical analysis;

The committee concluded that the book was not used to teach history, but rather provided a well sourced, rhetorical argument from a minority perspective that provides ample opportunities for



students to fulfill the AP Language and Composition standards. The teacher's related assignments do not appear to support "facilitat[ing] students' interpreting this argument/opinion piece as truth and fact." In the teacher's dialectical journals assignment, responses are suggested such as "raising questions about the beliefs and values implied in the text", "giving personal reactions" and "agree or disagree with the subject/author" as they examine and analyze the elements of literary style. In the teacher's response to the parent, she writes "I will continue to expose students to a variety of texts and many schools of thought with opportunities to use multiple lenses to examine them" which does align with policy 3200. It is not the committee's belief that exposure to an argumentative text in an AP level course would result in a student's interpretation of that opinion as truth/fact.

Based on this discussion and the documents reviewed, the committee concluded Stamped: Racism, Antiracism, and You is appropriate for students taking AP English Language and Composition.

NHCS District MTAC Recommendation:

- ☒ Uphold School-level MTAC Recommendation
☐ Remove from AP Lang Curriculum at Ashley High School
☐ Other: _____



NEW HANOVER COUNTY SCHOOLS

Dr. Charles Foust
Superintendent

Dawn Brinson
Assistant Superintendent for
Technology and Digital Learning

March 31, 2023

Dear Dr. Foust,

The New Hanover County Schools District Media and Technology Committee (MTAC) met on Wednesday, March 29, 2023 for the purpose of reviewing a parental request for reconsideration of the building-level recommendation related to the use of Stamped: Racism, Anti-racism and You by Jason Reynolds & Ibram X. Kendi in the AP Language and Composition Course at Ashley High School. The committee of nine members followed the procedures found in the NHCS document "Reconsideration Procedures for Instructional Materials" and voted to uphold the School-level MTAC recommendation.

Additional information regarding the meeting can be found in the attached MTAC Report.

According to "Reconsideration Procedures for Instructional Materials", the complaint, if dissatisfied, may petition the New Hanover County School Board of Education for a hearing.

Sincerely,

Dawn Brinson

Dawn Brinson



New Hanover County Schools
Engaging Students, Achieving Excellence

DR. CHARLES FOUST
Superintendent

OFFICE OF THE SUPERINTENDENT

April 14, 2023

Delivered via email & US Certified Mail

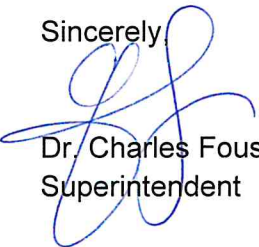
Katie Gates
1512 Gatlin Way
Wilmington, NC 28412

Dear Ms. Gates,

The New Hanover County Schools District Media and Technology Committee (MTAC) met on Wednesday, March 29, 2023 for the purpose of reviewing your parental request for reconsideration of the building-level recommendation related to the use of Stamped: Racism, Anti-racism and You by Jason Reynolds & Ibram X. Kendi in the AP Language and Composition Course at Ashley High School. The committee of nine members followed the procedures found in the NHCS document "Reconsideration Procedures for Instructional Materials" and voted to uphold the School-level MTAC recommendation.

Additional information regarding the meeting can be found in the attached District MTAC Report. According to the NHCS document "Reconsideration Procedures for Instructional Materials", if dissatisfied with this recommendation, you may petition the New Hanover County Board of Education for a hearing.

Sincerely,



Dr. Charles Foust
Superintendent



New Hanover County Schools District MTAC Committee Report Request for Reconsideration of Building-level Recommendation

Title: Stamped: Racism, Antiracism, and You

Author: Written by Jason Reynolds, Adapted from Stamped from the Beginning by and with an introduction from Ibram X. Kendi

Committee Chair: Mary Alice Hudson, NHCS Lead Media Coordinator

Date: March 29, 2023

Committee Representation:

- Assistant Superintendent
- Director of Curriculum and Instruction
- Chief Equity, Diversity, and Inclusion Officer
- Curriculum Specialist, Secondary ELA Specialist
- Curriculum Specialist, Social Studies & World Language Curriculum Specialist
- Curriculum Specialist, Elementary ELA Specialist
- NHCS Principal of the Year
- NHCS Teacher of the Year
- Lead Media Coordinator

Date of School-level Request: 12/14/22

- Parental Request for Reconsideration of the inclusion of Stamped: Racism, Antiracism, and You in the AP Language and Composition Course at Ashley High School

Date of School-level Recommendation: 1/12/23

- School-level Recommendation: Take No Action

Date of Building-level Request: 2/13/23

- Parent Request for Reconsideration of the Building-level Recommendation

Date of Building-level Recommendation: 3/29/23

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

Yes - All members of the committee have read the material in its entirety.

Resources Consulted for Discussion:

Parent Request for Reconsideration of Building-level Recommendation

NHCS Board Policies

- NHCS BP 3200
- NHCS BP 3210
- NHCS Reconsideration Procedures for Instructional Materials
- NHCS Quality Review Checklist for Instructional Resources

School Level Challenge Information

- Copy of Objection email from parent, dated 12/14/22
- Copy of Teacher letter to parent, dated 12/18/22
- Copy of Teacher email to parent regarding alternate texts for the assignment, dated 12/18/22



- Copy of MTAC Response Letter to parent, dated 1/17/23
- Copy of MTAC Request for Reconsideration Report, dated 1/12/23

AP English Language and Composition Resources

- What AP Stands for from https://apcentral.collegeboard.org/about-ap/what-ap-stands-for?SFMC_cid=EM686874-&rid=47169827
- AP English Language and Composition: Course and Exam Description, Fall 2020
- Copy of Syllabus for AP Language and Composition Course (provided by teacher)

AP English Language and Composition Stamped: Racism, Antiracism, and You Assignments (provided by Teacher)

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 - Publishers Weekly starred, 01/27/20
 - School Library Connection starred, 03/01/20
 - School Library Journal starred, 01/01/20
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 - School Library Journal
- American Library Association - Challenge to Stamped: Racism, Antiracism, and You: Q&A with Aidan Larson - Intellectual Freedom Blog
- Teaching with Stamped: Racism, Antiracism, and You, ABC-CLIO
- Educator's Guide, Curriculum Developer - Dr. Sonja Cherry-Paul
- Stamped Book Club Guide, TheNOVL.com

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maturity consistent with the age of high school students who have engaged in thoughtful analyses of a variety of texts. The best response to controversial language or ideas in a text might well be a question about the larger meaning, purpose, or overall effect of the language or idea in context. AP students should have the maturity, skill, and will to seek the larger meaning of a text or issue through thoughtful research.

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Utilizing these resources, the committee concluded Stamped: Racism, Antiracism, and You is appropriate for this course.

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Based on this discussion and the documents reviewed, the committee concluded Stamped: Racism, Antiracism, and You is appropriate for students taking AP English Language and Composition.

NHCS District MTAC Recommendation:

- ☒ Uphold School-level MTAC Recommendation
- ☐ Remove from AP Lang Curriculum at Ashley High School
- ☐ Other: _____



Dawn Brinson <dawn.brinson@nhcs.net>

Fwd: requesting a hearing with the School Board

1 message

Crystal Buie <crystal.buie@nhcs.net>

Tue, May 9, 2023 at 3:36 PM

To: Pete Wildeboer <pete.wildeboer@nhcs.net>

Cc: Jason Weber <jweber@tharringtonsmith.com>, Dawn Brinson <dawn.brinson@nhcs.net>, Charles Foust <charles.foust@nhcs.net>

Good afternoon Mr. Wildeboer,

Please note below the request to the Board to appeal the recent school and district level MTAC decisions for "Stamped, Racism, Anti-Racism, and You" by Jason Reynolds and Ibram X Kendi. Please advise as to how the Board would like to proceed.

Best,

Crystal

----- Forwarded message -----

From: **Katie Gates** <kt@shadgates.com>

Date: Tue, May 9, 2023, 1:25 PM

Subject: requesting a hearing with the School Board

To: Crystal Buie <crystal.buie@nhcs.net>Cc: Katie Davis Gates <kt@shadgates.com>, Shad Gates <shad@shadgates.com>

Dear Ms. Buie,

Thank you for your help to submit our parent request to the Board and Superintendent.

Shad and Katie Gates request a parent hearing before the New Hanover County Board of Education. We are appealing the School and District Level MTAC decisions regarding our challenge to the book "Stamped, Racism, Anti-Racism, and You" by Jason Reynolds and Ibram X Kendi.

Regardless of how the MTAC committees have explained that this book meets the NCDPI and College Board AP Level Guidelines for materials and the instruction of rhetoric, and their conclusions that the content of the book is not relevant; our concern is about the book's content. If the book is being read, the content is being consumed.

The committee response was clear that content didn't matter and they cited multiple examples of how NC State Standards and College Board AP standards were met. However, consumption of the book content is not limited to just those parts. In no way does the presence of good rhetorical concepts alleviate the need to meet objectives listed in NHCS policy 3200. Books exist that both contain good rhetoric and don't violate NHCS policy 3200 (or others). If material is being presented in a classroom, it should meet all the NHCS policies in addition to State and College Board Standards.

Ironically, we agree that this book is a great example of effective rhetoric. The problem we have is that the book presents a very divisive, anti-American sentiment that condones the likes of Angela Davis, a known communist. It embraces dangerous ideologies, and disparages the Founding Fathers. It paints America as an oppressive and systemically racist nation that is essentially unredeemable. This is not true. Effective rhetoric is persuasive and designed to captivate. This book, as the teacher and committee members state, is a great example of rhetoric. Therefore

simple logic alone concludes that the content should matter because it has the capacity to captivate, persuade, shift belief systems based on the author's opinion, perspective and argument. We don't want our children indoctrinated by the content of this book. We want them educated.

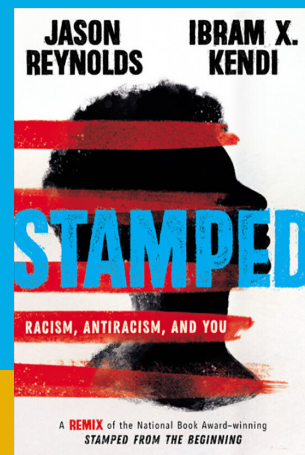
The authors vacillate on it being a history book and "not a history book". It is a confusing message for students to recognize if it is presented as authentic American history or just an authors perspective representing their argument. The authors maintain that to take back power and create equity, a radical and discriminatory activism is warranted. Certainly the authors have a right to their opinion and to publish, so keep it on the shelves of the library as optional reading. It does not belong as assigned reading in the classroom, when many other non volatile, non politically charged books exist from which to teach rhetorical strategies.

Thank you again for facilitating this process for us. Please advise as to our next steps.

*Sincerely,
Shad & Katie Gates*

TEACHING WITH *STAMPED*: *RACISM, ANTIRACISM, AND YOU*

By Jason Reynolds and Ibram X. Kendi



SECTION 01 1415-1728

SOCIAL STUDIES

Research colonization as a practice and the white supremacist ideology "explorers" used to justify colonization.

Research connections between modern-day socio-economic stratification in nations that were colonized by Europeans.

ENGLISH LANGUAGE ARTS

Read *Complete Writings* by Phillis Wheatley.

SOCIAL STUDIES ENGLISH LANGUAGE ARTS

Read, discuss, analyze language in documents from America's earliest years as a nation and then examine the contradictions between slavery as a practice and the promises the founders fought to guarantee for citizens of the new nation.

SECTION 02 1743-1826

SECTION 03 1826-1879

SOCIAL STUDIES

Consider the social and ethical implications of the three-fifths clause of the U.S. Constitution, then read the Emancipation Proclamation and research what life was like for newly emancipated slaves in the North and the South.

ENGLISH LANGUAGE ARTS

Read *Narrative of the Life of Frederick Douglass* and *Narrative of Sojourner Truth*.

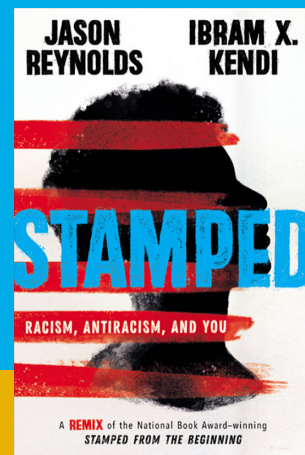
ABOUT THE CURRICULUM CONNECTIONS AUTHOR

Julia E. Torres is a veteran language arts teacher librarian in Denver, Colorado. Julia facilitates teacher development workshops rooted in the areas of anti-racist education, equity and access in literacy and librarianship, and education as a practice of liberation. Julia also works with students locally and around the country with the goal of empowering them to use literacy to fuel resistance and positive social transformation. Connect with Julia on Twitter @juliaerin80.



TEACHING WITH *STAMPED*: *RACISM, ANTIRACISM, AND YOU*

By Jason Reynolds and Ibram X. Kendi



SECTION 04 1868-1963

SOCIAL STUDIES

Read about and research first-person accounts of racial violence and voter suppression.

ENGLISH LANGUAGE ARTS

Read excerpts from *The Souls of Black Folk* by W.E.B. Du Bois, *Up from Slavery* by Booker T. Washington, *Southern Horrors: Lynch Law in All Its Phases* by Ida B. Wells.

Read the lyrics and listen to "Strange Fruit" by Billie Holiday.

SOCIAL STUDIES

Research and make connections between the murders of Malcolm X, Martin Luther King, Jr., and Fred Hampton.

Recreate the timeline and analyze the impact of Angela Davis' global activism.

Research current status and implications of the War on Drugs, No Child Left Behind, and laws that have led to or increased voter suppression, police brutality, and/or mass incarceration.

ENGLISH LANGUAGE ARTS

Read one of the newer texts from the list of selected titles on the next page of this guide and make connections to social studies. For example, *All American Boys* and police brutality.

SECTION 05 1963-TODAY

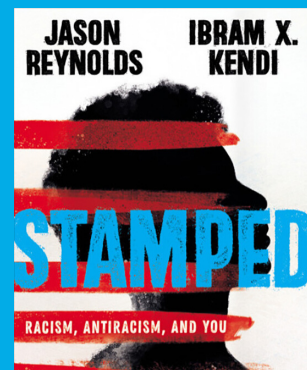
ABOUT CURRICULUM CONNECTIONS

Curriculum Connections brings you a go-to set of curated resources, lesson plans, and author insights to help you introduce and share quality literature with your students and teachers. Books are selected by School Library Connection's editing team based on advanced copies of the titles and reviews from their school librarian reviewers. See more at abc-clio.com/libraries.



TEACHING WITH *STAMPED*: *RACISM, ANITIRACISM, AND YOU*

By Jason Reynolds and Ibram X. Kendi



Additional Book Pairings

IN ADDITION TO THE BOOKS MENTIONED ABOVE, *STAMPED* IS AN ESSENTIAL AND NATURAL PAIRING FOR SUCH BOOKS AS:



Dear Martin by Nic Stone
Penguin Random House (2017)

The Hate U Give by Angie Thomas
HarperCollins (2017)

Brown Girl Dreaming by Jacqueline Woodson
Penguin Group (2014)

All American Boys by Jason Reynolds
Simon & Schuster (2015)

The Bluest Eye by Toni Morrison
Holt McDougal (1970)

I Know Why the Caged Bird Sings by Maya Angelou
Random House (1969)

The Autobiography of Malcolm X by Malcolm X and Alex Haley
Grove Press (1965)

Invisible Man by Ralph Ellison
Random House (1952)

Native Son by Richard Wright
Harper (1940)

Their Eyes Were Watching God by Zora Neale Hurston
J. B. Lippincott & Co. (1937)

EDUCATOR'S GUIDE

AGES 12 & UP

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DEAR EDUCATOR,

Stamped: Racism, Antiracism, and You by Jason Reynolds and Dr. Ibram X. Kendi explores the legacy of racism throughout the entire history of the United States of America. Further, it spotlights the work of antiracists and those who have resisted the racist ideas and policies that shape this nation.

A quick glance at textbooks used in classrooms across the country reveals the paucity of pages devoted to teaching about the origins of racism. And among these pages are obscured narratives that belie the realities of racism, as [recent headlines demonstrate](#). *Stamped* unveils this reality, which has often been hidden from students, by deconstructing false narratives and providing a comprehensive discussion of the history of race and racism in America.

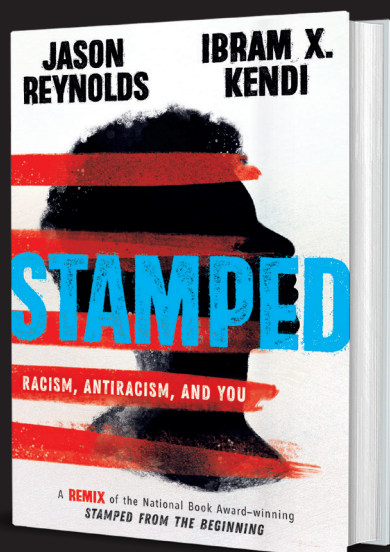
Prior to engaging students in this unit, it is important that educators confront their own racist ideas by interrogating what they've come to understand about the racial groups and how they've acquired this knowledge. Reflecting on their own racial identities and ways they locate and implicate themselves in the work of racial justice is a vital process, which can help prevent educators from causing harm when facilitating conversations about race with students.

Further, sending a letter home to parents/guardians alerting them to the kinds of conversations that will occur throughout this unit is helpful. Because the United States has not provided in-depth teaching and learning opportunities on race and racism in K–12 schooling, family members may be learning alongside students and educators as they engage with this unit. Providing them with a copy of this guide can help make discussions more fluid between school and home.

This guide suggests a month-long approach to reading and discussing *Stamped* with middle-school and high-school readers in English, English Language Arts, Social Studies, History, and Humanities classrooms. A daily pacing recommendation is provided for reading *Stamped* in about three weeks. It suggests that students be given time to read both in school during part of their class

sessions and at home in order to keep momentum and energy high. Because students will be reading about ideas, people, and events that are challenging and emotional, it is also recommended that book clubs are formed so that small groups of students can read and journey through information that they will find fascinating, frustrating, and frightening. Having a core group of peers that students feel connected to can provide a supportive foundation for them to open up, take risks, and engage in conversations that can be transformative. This guide includes:

- **Essential Questions** offered throughout the reading for students to engage with in order to spark conversations that will inevitably branch into multiple directions. Encourage this.
- **Reader's Notebook** prompts and note-taking strategies that help students process and synthesize information they're learning, and reflection questions to make space for students to, as Reynolds suggests, inhale and exhale as they read and discuss *Stamped*. Because some prompts push students to locate and implicate themselves in ways that may feel deeply personal, students may choose not to share some of their responses.
- **Collaborative Club Work** recommended to give students time twice per week to process the reading and co-construct an **Antiracist Timeline**.
- **Research Modules** for each section of the book that invite students to work as a group, with a partner in their group, or in some cases individually to research and explore ideas, people, and events further. You may decide to prioritize certain modules over others depending on students' grade level, time, and other factors. Grade-level recommendations are provided.
- **Multimodal Culminating Project** recommendations that provide students with opportunities to synthesize their reflections and research.



Continued on the next page . . .

Glass has been used as a powerful metaphor for reading. Multicultural educator and scholar Dr. Rudine Sims Bishop uses it to describe the important purposes books serve for students: as mirrors, windows, and sliding glass doors. In his award-winning picture book *Martin's Big Words*, illustrator Bryan Collier shares that, to him, stained-glass windows serve as a metaphor for the life and work of Dr. Martin Luther King Jr. Glass, too, is a symbol for this unit on *Stamped*. Students are invited to peer through the looking glass to learn about the history of racist ideas in America. They are challenged to hold up a magnifying glass to identify and examine racist policies that are embedded within the fabric of this nation. Students are also empowered to look into the mirror to locate themselves in the work of stamping out racist thoughts in their lives today. May this book and this unit provide a window to view the path forward for leading antiracist lives.

SUPPORTING NATIONAL ELA AND SOCIAL STUDIES STANDARDS

Stamped is a powerful text selection for middle-grade and high-school students for addressing ELA standards in reading informational texts and Social Studies standards such as, but not limited to, the Common Core Standards (CCSS), the Next Generation Standards, and the National Curriculum Standards for Social Studies. Educators are encouraged to think about this text through the lens of their state-specific and national standards.

ESTABLISHING COMMUNITY AGREEMENTS

Although race has been an important factor in the way that the US and all its institutions have been designed, one of the biggest roadblocks to engaging in discourse about this is discomfort. Conversations about race and racism are inherently uncomfortable. And yet *Stamped*, as well as frequent news headlines about racist incidents, makes clear that we cannot allow discomfort to be a deterrent to this work. Instead, with continued practice, guided by educators who continuously reflect on and interrogate their own racial identities, these conversations become easier. Rather than seeking to create "safe spaces," which has become synonymous with *comfort*, the goal should be to foster "brave spaces" for conversations about race and racism that are grounded in mutual respect. Establishing community agreements and protocols for discussions about race is one way that educators can help students enter these brave spaces where listening to and valuing various perspectives and experiences is central.

Establishing community agreements prior to reading *Stamped* can help support students in having a more meaningful experience as they navigate this comprehensive, complex text and examine the ideas within it as well as their own. Provide opportunities to practice these agreements by facilitating conversations that help students develop a consciousness, or further their awareness, about race. For example, students can reflect on the ways they've noticed that race matters in society and the ways their racial identities have influenced their lives. Reflecting and sharing responses in small groups while practicing the community agreements can help students become more attuned to their own racialized experiences and the racialized experiences of others. Implementing community agreements in classrooms can make it possible for discussions about race and racism to be sustained across the school year, not simply across one unit or the reading of one text.

A NOTE OF CAUTION

It is important to note that some of the language used in *Stamped* may be triggering for some students. It is recommended that educators and students discuss this up front and make decisions as a community about how they will navigate this in ways that foster a learning environment that mitigates the emotional labor of students of color. For example, the N-word appears in *Stamped*. Educators can help students understand that this word provokes intense emotions and reactions based on the truth behind its origins, its historical use toward people of color, and the legacy that remains today. A community agreement might include the provision that just because students will read this word doesn't mean they have to say this word during class discussions.

DAY 1

KEY CONCEPT

Understanding the legacy of racism in America is essential to building an antiracist America.

On this first day of the unit you'll begin to develop a sense of community among readers as they engage with ideas and work that will be challenging and transformative. Help students form book clubs that consist of four or five students.

Read the "Dear Reader" letter by Kendi aloud to students. Use the Essential Questions to frame how they listen to and think about the letter. Students might jot down their ideas on Post-its or in their Reader's Notebooks. You might also use a document camera to share the Essential Questions and to show and mark key parts of the letter as students engage in discussion within their book clubs.

Students will also read chapter 1 today and discuss the Essential Questions with their book club members.

ESSENTIAL QUESTIONS (Opening Letter)

So much has been hidden from us. As you listen to this letter to readers by Kendi, think about and prepare to discuss the following:

- ✓ What are the consequences of continued omissions about the history of racism and antiracism in the US?
- ✓ What are the implications for you and the kind of thinking you might undertake, discussions you might have, and actions you might take up as you read this book?

ESSENTIAL QUESTIONS (Introduction)

Read the following two sentences from the beginning of the introduction: "To know the past is to know the present. To know the present is to know yourself" (p. ix). Ask students to consider the following:

- ✓ How will you locate yourself in the work of antiracism as you read and discuss this book?
- ✓ How might learning about the source of racist ideas help you to know the present and yourself?

ESSENTIAL QUESTIONS (Chapter 1)

- ✓ Discuss each of the three positions: assimilationist, segregationist, antiracist. In what ways do people, past and present, demonstrate their imperfections by embodying ideas from one or more of these positions?
- ✓ Reynolds has given Gomes Eanes de Zurara the title "World's First Racist." In doing so, Reynolds spotlights the power of the written word and how it can be used as a force for evil. What is history? How is history much more than simply a recording of dates and facts that are significant only to the past?

READER'S NOTEBOOK

Remind students that their Reader's Notebook is a place to reflect on ideas they're learning as well as to construct written responses to the reading. For example, students may capture a brief description of each of the three positions in their notebooks and add to their thinking as they continue to read and their understanding deepens. These descriptions can include examples of people and events that support students' ideas. Encourage note-taking and responses in various forms including charts, diagrams, lists, and other ways students work to process information.

HOMEWORK: Read chapters 2 and 3.

DAY 2

KEY CONCEPT

Knitting slavery into America's religious and educational institutions helped solidify and justify racism.

Ask students to read chapter 4. Remind students that, as they read, an overarching goal is to connect issues and events of the past with the present.

ESSENTIAL QUESTIONS

- ✓ In what ways is racism woven into the fabric of American institutions? Where do you see evidence of this today?
- ✓ Zurara's book *The Chronicle of the Discovery and Conquest of Guinea* and Cotton Mather's book *Memorable Providences, Relating to Witchcrafts and Possessions* are symbols of the power and consequences of writing. How does what we read influence our views of the world?

READER'S NOTEBOOK

Invite students to consider in writing why words such as *race* and *privilege* seem to require, as Reynolds suggests, a "breath break" (p. 21). They might also consider how and why the definition of *White* shifts and changes as the institution of slavery is founded, and has continued to, even up to today.

HOMEWORK: Read chapter 5.

DAY 3

KEY CONCEPT

Racist ideas were embedded in the formation of the US government by the founding fathers, whose hypocrisy was manifested in documents that proclaimed freedom and equality for all.

Ask students to read chapters 6–8. Then provide time for book clubs to discuss the reading, including the connections they've made between the past and the present.

ESSENTIAL QUESTIONS

- ✓ Nigerian author Chinua Achebe (1930–2013) shares the following African proverb in his acclaimed novel *Things Fall Apart*: "Until the lions have their own historians, this history of the hunt will always glorify the hunter." How does Reynolds's truth-telling about Thomas Jefferson compare to narratives typically told about him as one of our nation's founding fathers? How does this African proverb help shed light on why the storyteller matters when learning about events of the past and present?
- ✓ Evaluate the following statement: "Racism is the bedrock of the USA." How are the forming of our nation's government and the policies and practices of today emblematic of this statement?

READER'S NOTEBOOK

Have students create a chart that helps them track and analyze the ways race influences social, economic, and political conditions for African Americans.

In addition to noting examples of the ways racism has been embedded in the policies and practices of our nation, students might also write about how they've come to develop understandings about race. Invite students to consider the messages they've learned about race from the media, their family, community, school, and peers.

HOMEWORK: Read chapters 9 and 10.

DAY 4

COLLABORATIVE CLUB WORK

Inhale. Exhale. Ask students to work collaboratively with their clubs to process all that they've been reading and learning. This is a sample script:

"Today you'll begin to co-construct an Antiracist Timeline that includes the antiracists you've been reading about, the work they've done, and how they've resisted racists and racism. Because you will be adding to this Antiracist Timeline throughout the unit, you'll want to construct it on paper that you trim and/or connect with tape to give you the space needed for this ongoing work. Also, you will want to use different sized Post-it notes for the names of people and events. That way, you'll have the ability to move ideas around and make space for others as you are presented with new information as you read."

"Kendi asserts, 'The first step to building an antiracist America is acknowledging America's racist past. By acknowledging America's racist past, we acknowledge America's racist present. In acknowledging America's racist present, we can work toward building an antiracist America' (p. xv). Therefore, the last entry on this timeline will be about each of you. So as you continue to read and co-construct this Antiracist Timeline, keep thinking about the question you considered on Day 1 of this unit: *How will you locate yourself in the work of antiracism as you read and discuss this book?*"

READER'S NOTEBOOK

Suggest to students that they create and continue to develop a chart of the antiracists they're learning about as they read *Stamped*. As they consider how they will locate themselves in the work of antiracism, they can return to this chart to list and reflect on the words and actions of these antiracists and how they can be mentors for them.

HOMEWORK: Read chapters 11 and 12.

DAY 5

KEY CONCEPT

Racist ideas, along with economic greed, are central to the formation of this nation, its laws, policies, and practices. Meritocracy and the American Dream narrative are rooted in whiteness.

Ask students to read chapters 13 and 14. Use the following Essential Questions to help frame and support students' discussions as they make connections between the past and the present.

ESSENTIAL QUESTIONS

- ✓ At the beginning of *Stamped* and in chapter 13, Reynolds asserts, "Life rarely fits neatly into a box. People are complicated and selfish and contradictory." Who are some of the complicated political figures, past and present, and what makes them complex?
- ✓ Reynolds uses the following simile to describe racism: "Freedom in America was like quicksand. It looked solid until a Black person tried to stand on it. Then it became clear, it was a sinkhole" (p. 108). He also uses the following metaphors and descriptors: "racist roadblocks," "racist loopholes," "potholes," and "political and physical violence working to break the bones of Black liberation" (p. 109–110). In what ways is racism embedded in practices, policies, and laws? What parallels can you draw between the past and present ways racist roadblocks, potholes, and loopholes continue to persist?
- ✓ Reynolds names the Thirteenth, Fourteenth, and Fifteenth Amendments each as an example of a "big deal" that is far from a "done deal" (p. 110). When it comes to racism, why must we never let our guards down?

READER'S NOTEBOOK/HOMEWORK

Ask students to reflect on the following question and respond in their Reader's Notebooks: How is your racial consciousness being challenged or changed as a result of reading and discussing *Stamped*?

DAY 6

COLLABORATIVE CLUB WORK

Inhale. Exhale. Ask students to continue to co-construct their Antiracist Timeline that includes the anti-racists they've been reading about, the work they've done, and how they've resisted racists and racism. What matters is not the wrongness or rightness of this work, but that students are grappling with the complexity of the people and events they're learning about and working together to understand the work of antiracists. Guide students in this work. For example, if students are wrestling with whether complicated figures like W. E. B. Du Bois should be positioned on the timeline, you might suggest that the names of some people be placed above or below the timeline until students deem whether their words and actions live up to their being an antiracist. Other figures may not be positioned on the timeline at all, and students can determine how and where to position them in their work later.

HOMEWORK: Read chapters 15 and 16.

DAY 7

KEY CONCEPT

Racist ideas are exposed within the complicated and contradictory approaches to liberation by Black assimilationists as well as in literature and media.

Ask students to read chapter 17. Facilitate and support discussions in ways that help students bridge events in the past to the present, helping them draw upon experiences in their local contexts and communities and those they've learned about in the headlines.

ESSENTIAL QUESTIONS

- ✓ Du Bois and Booker T. Washington had distinct strategies and approaches to Black liberation. What does liberation mean to you? In what ways are some approaches to liberation in fact not always liberatory?
- ✓ Reynolds discusses *The Souls of Black Folk* by Du Bois and Du Bois's concept of "double consciousness." "A two-ness. A self that is Black and a self that is American" (p. 124). In what ways might people feel as if their identity is divided? In what ways might people feel as if their identity is unified?

READER'S NOTEBOOK

Invite students to list some of their identities. Ask them to consider whether they feel as if their identity is divided in some way. If so, they might draw a line between those identities on their list to demonstrate how. Then, have students write about the ways they experience what Reynolds calls a "two-ness."

Students might also respond to the questions posed by researcher and scholar Dr. Beverly Daniel Tatum in the following quote: "The concept of identity is a complex one, shaped by individual characteristics, family dynamics, historical figures, and social and political contexts. Who am I? The answer depends in large part on who the world around me says I am. Who do my parents say I am? Who do my peers say I am? What message is reflected back to me in the faces of teachers, my neighbors, store clerks? What do I learn from the media about myself? How am I represented in the cultural images around me? Or am I missing from the picture altogether?" (Tatum, B. D. [2000]. The complexity of identity: "Who am I?" In Adams, M., Blumenfeld, W. J., Hackman, H. W., Zuniga, X., Peters, M. L. [Eds.], *Readings for Diversity and Social Justice* [pp. 9–14]. New York: Routledge.)

HOMEWORK: Read chapter 18.

DAY 8

KEY CONCEPT

From assimilationist to antiracist—a transformation of Du Bois and his politics begins as young leaders launch new movements for the liberation of Black people.

Ask students to read chapter 19.

ESSENTIAL QUESTIONS

- ✓ Marcus Garvey spotlighted the issue of colorism, its origins, and the dangers of it. Is colorism equally as destructive as racism?
- ✓ Reynolds demonstrates how racist ideas in the fields of science and mathematics—from eugenics to the creation and purposes of IQ and standardized tests—have been created and used to oppress Black and Brown people. How do we decide what to believe about a scientific claim?
- ✓ *Stamped* traces Du Bois's complicated stance on race and racism. In what ways do assimilationist, segregationist, or antiracist stances show up in your daily lives?

READER'S NOTEBOOK

Ask students to draft an infographic in their Reader's Notebook that summarizes what they're learning about a particular topic, event, or person. As students look across the research they've collected while reading *Stamped* and engaging with some of the Research Modules, they can consider the purpose of their infographic. If their goal is to inform, they might create a pictograph. To compare, they might construct a bar, pie, or stacked-column chart. To show change, they might use a timeline or line chart. Encourage students to consider how color, headers, and the size of words can help them communicate ideas easily and clearly. Later, they might use this notebook draft to create a digital version.

HOMEWORK: Read chapter 20.

DAY 9

COLLABORATIVE CLUB WORK

Inhale. Exhale. Ask students to continue working on their Antiracist Timelines with their club members. Remind students that the goal of this work is to process and reflect on all they are learning and discussing as they read *Stamped*. They may need to add more paper to extend the length of their timelines to reflect the names and events they've been reading about. Students may also choose to create and attach QR codes to digital resources they've accessed in their research on particular modules that can enhance antiracist understandings. Essentially, this timeline will capture what the work of antiracism looks like to better understand how to build an antiracist America.

HOMEWORK: Read chapters 21 and 22.

DAY 10

KEY CONCEPT

Black antiracists and Black political movements work to affirm the racial identities of Black people and their right to do more than just survive.

Ask students to read chapter 23.

ESSENTIAL QUESTIONS

- ✓ When describing Black political movements such as the Mississippi Freedom Democratic Party (MFDP) and the Student Nonviolent Coordinating Committee (SNCC), Reynolds states, "The shift went from fighting for civil rights to fighting for freedom. The difference between the two is simple. One implies a fight for fairness. The other, a right to live" (p. 175). Expound on this idea. In what ways do you make a distinction between *fairness* and *life*?
- ✓ Racism is so embedded in our lives that even everyday expressions that might seem innocuous are in fact examples of the pervasive power of language and the ways words and phrases associate blackness with negativity. Examples include words and phrases such as *black sheep*, *blackballing*, *blackmail*, *blacklisting*, *black mark*, and *blackout*. Other words and phrases include *minority*, *ghetto*, *thug*, and *inner city*. Discuss the ways Reynolds sheds light on how Black people have worked collectively to resist such negativity. To what extent do all citizens of a democratic society have a responsibility to disrupt the racism that is embedded in the English language?

READER'S NOTEBOOK/HOMEWORK

Ask students to reflect on the following and respond to the questions in their Reader's Notebooks. Stereotypes are learned and pervade our society, even if we don't agree with them. What stereotypes about people based on race do you know? Which stereotypes have you *learned*, which therefore influence your perception of people?

DAY 11

COLLABORATIVE CLUB WORK

Inhale. Exhale. Ask students to continue working on their Antiracist Timelines with club members and remind them to revisit previous ideas and revise or extend their thinking. For example, ask students to consider how their thinking about Du Bois is evolving and how they might demonstrate this. Also, ask how they might account for the silencing of antiracist leaders such as Bayard Rustin, James Baldwin, and Malcolm X during the March on Washington, as well as the overall silencing of Black women such as Angela Davis, on their timelines. Challenge students to reflect and recognize that the work of antiracism is just that. Work! Remind students to contribute their work and ideas from the Research Modules they've engaged with in the co-construction of this timeline.

HOMEWORK: Read chapter 24.

DAY 12

KEY CONCEPT

Racist ideas entrenched in political campaigns and presidencies wage war on the Black community.

Ask students to read chapter 25.

ESSENTIAL QUESTIONS

- ✓ Discuss the legacy of coded racial policies such as the Southern Strategy, the War on Drugs, and the Violent Crime Control and Law Enforcement Act that devastated Black communities and the ways this continues today. How do racist policies tarnish or delegitimize the ideals and purposes of government?
- ✓ Watch the video for [“Fight the Power”](#) by Public Enemy. How was the emergence of hip-hop music a force for “driving change and empowerment” (p. 211)? In what ways does “Fight the Power” offer a powerful critique of mainstream America that is still relevant today? *Who* or *what* is the power?

READER'S NOTEBOOK

Invite students to think more about power and *resilience*. They might reflect on the following questions in their Reader's Notebooks as they read *Stamped* and examine their own lives: Who has power? How is it used? How do people respond to injustice? In what ways do they take action?

HOMEWORK: Read chapter 26.

DAY 13

KEY CONCEPT

Racist ideas rooted in legislation shape the institution of education and its outcomes for Black children, while the nation's leaders assert that color blindness is the solution for racism.

Ask students to read chapter 27.

ESSENTIAL QUESTIONS

- ✓ In *Stamped*, Reynolds exposes and debunks the myths of several master narrative themes such as: America is a meritocracy and anyone who works hard enough can succeed; truth and justice (or law and order) should be valued; people should be colorblind. In what ways is a color blindness approach toward race not only disingenuous but dangerous?
- ✓ Researcher and scholar Dr. Richard Milner IV argues that race is constructed physically, contextually, socially, legally, and historically. (*Rac[e]ing to Class: Confronting Poverty and Race in Schools and Classrooms*, Harvard Education Press, 2015.) How strong is the evidence that Reynolds and Kendi present to support Milner's assertion?

READER'S NOTEBOOK

Challenge students to think about how closely examining and interrogating their own lives can provide insight into how they can disrupt racism. Encourage them to use their Reader's Notebooks as a space to do this work, responding to questions such as: Who are the people that are part of your daily life (family, friends, teachers, teammates, etc.)? How many are from a cultural, language, or social-class background that differs from your own? How does this influence your understandings about race and racism?

HOMEWORK: Read chapter 28.

DAY 14

COLLABORATIVE CLUB WORK

Prior to clubs working on their Antiracist Timelines, read the afterword aloud to students as a way to bring the reading of *Stamped* to a close as a community.

Provide students with time to independently reflect on and respond to the following questions in their Reader's Notebooks: What have you learned about how racism works and the work of antiracism? How has your racial consciousness been challenged or changed as a result of reading *Stamped*? Then invite students to share their thoughts with their club members.

With the remaining class time, ask students to continue working on their co-constructed Antiracist Timelines. Remind them of Kendi's assertion: "The first step to building an antiracist America is acknowledging America's racist past. By acknowledging America's racist past, we acknowledge America's racist present. In acknowledging America's racist present, we can work toward building an antiracist America" (p. xv). Ask students to consider how they locate themselves in the work of antiracism. Encourage students to consider their responses to the reflection questions in their Reader's Notebook today and use them to position themselves on their timeline along with the antiracist work they have done and pledge to do.

DAYS 15–19

Provide students time to finalize their Antiracist Timelines and to determine the Multimodal Culminating Project they'd like to develop, which will be shared with the class on Day 20. Educators may decide with students whether the work they have done on Research Modules throughout this unit will be used in the culminating projects.

DAY 20

Invite students to share their Antiracist Timelines and Multimodal Culminating Projects as a gallery-style experience in which students move from location to location to admire and celebrate one another's work.

RESEARCH MODULES

As students read *Stamped*, they gain access to the people, ideas, events, and policies that have embedded racism in America, as well as the antiracists and movements that have worked to disrupt it. The following Research Modules are opportunities for students to continue to explore this information.

Provide students time to engage with one or more of the research modules for each section during their reading of *Stamped*. Students may decide to explore a research module together as a club or with a club partner, and in some cases students may work independently. Partnerships and individual students from a club may choose to explore different research modules. Such exploration can occur in class after students read and discuss the Essential Questions, and also on Collaborative Club Work days if students have finished work on their Antiracist Timeline for that day. Educators can anticipate that students may not complete an entire research module during a class session. The goal is for them to engage with topics they're interested in and curious about. Students can return to this work the next day or continue researching at home. Further, students may want to continue working with a particular research module as part of, or in place of, the options this guide suggests as their Multimodal Culminating Project.

Invite students to approach this work with their Reader's Notebooks in hand. For each topic students may select to explore, this guide suggests a specific task that includes a prompt that can frame their research. This task can be used in addition to, or be replaced by, the questions students generate on their own as they read *Stamped* and investigate a specific topic. Educators are encouraged to support students with quick and simple note-taking strategies they can use while exploring a research module. Charts, diagrams, mapping, outlines, and webs, for example, are strategies students can use to capture the most salient information during their research. Students can also add this information to their Antiracist Timelines.

There are numerous resources students can access to learn more about a specific topic. This guide makes recommendations about some of these options. Educators can include additional topics and resources, or invite students to do additional research. Grade-level suggestions are made regarding certain research modules and resources, particularly if the content is more accessible to older students. It is important that educators preview the content of modules first and remain alert to how students are taking in the images and language used in articles and videos that may cause discomfort. You may make further decisions about certain research modules based on the specific needs and interests of your students, concerns you have about content, or access to technology, as well as any time constraints your schedule might pose.

THIS IS **NOT** A HISTORY BOOK.
 THIS IS A BOOK ABOUT THE
 HERE AND NOW.
 A BOOK ABOUT RACE.

RESEARCH MODULE FOR *STAMPED*: SECTION 1

TOPIC	TASK	TAGS
Destruction of the Black Body (MS/HS)	<p>Reynolds writes about the planters and missionaries of early America. Although they had conflicting approaches, their goal was the same: to control, exploit, and ultimately destroy the Black body.</p> <p>Read and research about racist events that demonstrate evidence of this.</p> <p>How do these events spotlight the ways White people and institutions work to control Black bodies?</p>	<p><u>Tracing the “Immortal” Cells of Henrietta Lacks</u></p> <p><u>Philadelphia Starbucks Arrests, Outrageous to Some, Are Everyday Life for Others</u></p> <p><u>Sleeping Student Uproar</u></p> <p><u>Referee’s Questionable Call for Wrestler to Cut Dreadlocks</u></p>
The 1619 Project (HS)	<p>Reynolds explains that a Spanish ship called the <i>San Juan Bautista</i>, carrying enslaved Angolans, arrived on the shores of Jamestown, Virginia, in August 1619.</p> <p>Read about Nikole Hannah-Jones and her acclaimed work on The 1619 Project.</p> <p>In what ways does the 1619 Project re-frame American history to make explicit that slavery is the foundation on which America is built?</p>	<p><u>Nikole Hannah-Jones</u></p> <p><u>The 1619 Project</u></p> <p><u>The 1619 Audio Series: Introduction and Episodes 1–5</u></p>
Native American Removal (MS/HS)	<p>Reynolds asserts that “there’s an obvious backdrop we need to discuss” regarding the history of racism in America: “The misinterpreted, misrepresented owners of this terrain—the Native Americans” whose land was “taken from them forcefully” (p. 24).</p> <p>Explore this online lesson created by the National Museum of the American Indian to learn about the removal of Native Americans.</p> <p>As you access this comprehensive lesson to learn about several Native American nations, make note of the ways interactions with Europeans brought accelerated and often devastating changes to American Indian cultures, as well as of the resistance and resilience of Native Americans past and present.</p>	<p><u>American Indian Removal: What Does It Mean to Remove a People?</u></p>

RESEARCH MODULE FOR *STAMPED*: SECTION 2

TOPIC	TASK	TAGS
Phillis Wheatley (HS)	<p>Learn about the life and work of Phillis Wheatley, including the three intellectual movements she founded: the Black Literary Tradition, the American Poetic Tradition, and the Women’s Literary Tradition.</p> <p>Read the poem “On Being Brought from Africa to America.”</p> <p>In what ways are Wheatley and her poetry a disruption of the social constructions of race and gender as well as an interruption of whiteness and patriarchy?</p>	<p><u>Phillis Wheatley Biography</u></p> <p><u>“On Being Brought from Africa to America” (Teaching Tolerance)</u></p> <p><u>Phillis Wheatley—Clip from Great African American Authors Series</u></p>
Revolutions, Rebellions, Revolts, and Resisters (MS/HS—notations by each link)	<p>Throughout history, Black people have fought for liberation. Yet resistance is seldom taught in connection with slavery beyond the canned narratives of a few individuals.</p> <p>Learn about some of the important revolutions, rebellions, and resisters that are often minimized or silenced in history books.</p> <p>What surprises you about the information you’ve researched and read so far? Why do you think this information is not included in most social studies/history textbooks? How might this information shape students’ thinking and understanding about racism if it were included?</p>	<p><u>How Two Centuries of Slave Revolts Shaped American History (National Geographic) (MS/HS)</u></p> <p><u>Gabriel Prosser’s Rebellion (MS/HS) Forging Freedom: The Story of Gabriel’s Rebellion</u></p> <p><u>The Haitian Revolution (MS/HS) 15-Minute History: Episode 11: The Haitian Revolution</u></p> <p><u>The Abaco Slave Revolt (MS/HS) When Enslaved People Commandeered a Ship and Hightailed It to Freedom in the Bahamas (Smithsonian magazine)</u></p> <p><u>Nat Turner (HS) Nat Turner Rebellion Nat Turner’s Rebellion</u></p> <p><u>*Igbo Landing (HS)</u></p> <p>*Please note that this resource discusses the suicide of Africans who were enslaved. Learning about and discussing sensitive topics such as suicide can be triggering for some students. For this reason, this resource may not be suitable for all learners.</p>

RESEARCH MODULE FOR *STAMPED*: SECTION 3

TOPIC	TASK	TAGS
Abolitionists and Antiracists (MS/HS)	<p>Reynolds names abolitionist William Lloyd Garrison as a central figure in the conversation around race and abolitionism.</p> <p>Learn more about the life and work of William Lloyd Garrison, David Walker, and Frederick Douglass and their specific ideas about liberation.</p> <p>How did abolitionists and antiracists use literature, writing, and language to advance the liberation of Black people? How effective were their approaches?</p>	<p>WILLIAM LLOYD GARRISON</p> <p><u>Garrison Publishes the <i>Liberator</i></u></p> <p><u>William Lloyd Garrison and the <i>Liberator</i></u></p> <p>DAVID WALKER</p> <p><u>The David Walker Memorial Project</u></p> <p><u>David Walker’s “Appeal to the Coloured Citizens of the World”</u></p> <p>FREDERICK DOUGLASS</p> <p><u>Frederick Douglass: Orator, Abolitionist, Editor, and Statesman</u></p> <p><u>“The Meaning of July Fourth for the Negro”</u> (speech read by actor Danny Glover)</p>
Black Women Resisters (MS/HS)	<p>Black women have always risen. Black women have always led the resistance.</p> <p>Learn about the life and work of Harriet Tubman and Sojourner Truth.</p> <p>Despite the historical ways that Black women have been marginalized and limited by the social constructions of race and gender, how have they specifically and intentionally worked to interrupt both whiteness and patriarchy in their leadership?</p>	<p>HARRIET TUBMAN</p> <p><u>Harriet Tubman’s Road to Freedom</u></p> <p><u>Explore—Harriet Tubman</u> (PBS)</p> <p>SOJOURNER TRUTH</p> <p><u>The Sojourner Truth Project</u></p> <p><u>Sojourner Truth</u> (PBS)</p> <p><u>Sojourner Truth: Abolitionist and Women’s Rights Activist</u> (MS)</p>
Historically Black Colleges and Universities (HBCUs) (HS)	<p>Research the origins of HBCUs and their essential role in resisting racism.</p> <p>In what ways have Black people built their own institutions and spaces to, as Reynolds asserts, “survive and thrive”?</p>	<p><u>Five Things to Know: HBCU Edition</u></p> <p><u>New PBS Documentary Explores Evolution of Black Colleges and Universities in America</u></p> <p><u>Tell Them We Are Rising</u></p>

RESEARCH MODULE FOR *STAMPED*: SECTION 4

TOPIC	TASK	TAGS
Ida B. Wells (MS/HS—notations by each link)	<p>Throughout <i>Stamped</i>, Reynolds exposes the complex and at times racist thinking of Black men such as W. E. B. Du Bois, Booker T. Washington, and Frederick Douglass. He asserts that it took Ida B. Wells-Barnett, “a young Black antiracist woman to set these racist men straight.”</p> <p>Despite the historical ways that Black women have been marginalized and limited by the social constructions of race and gender, how did Wells-Barnett specifically and intentionally work to speak out against racial terror and racial injustice?</p>	<p><u>Ida B. Wells-Barnett (MS/HS)</u></p> <p><u>Ida B. Wells—The Early Black Press (MS/HS)</u></p> <p><u>Ida B. Wells—Pioneer of Civil Rights (MS/HS)</u></p> <p>*<u>Overlooked: Ida B. Wells (HS)</u></p> <p>*<u>When Ida B. Wells Took on Lynching, Threats Forced Her to Leave Memphis (HS)</u></p> <p>*<u>Ida B. Wells—Anti-Lynching Crusader (HS)</u></p> <p>*Learning about lynching and racial terror can be difficult and triggering for students. Preview these texts and consider your learners. Engage them in discussion prior to them accessing these texts, during, and after.</p>
25th Infantry Regiment (MS/HS)	<p>About the 25th Infantry Regiment, also known as the Buffalo Soldiers, Reynolds writes, “These soldiers...were a point of pride for Black America. For them to be mistreated, as fighters for a country that had been fighting them their entire lives, was a blow to the Black psyche” (p. 126–127).</p> <p>Listen to “Buffalo Soldier” by Bob Marley and the Wailers. How does the lyric “Fighting on arrival, fighting for survival” connect to Reynolds’s words?</p> <p>Research and learn more about these soldiers. When we think of the image of an American soldier, who does that image tend to reflect? How might learning about the Buffalo Soldiers in the history books of our schools matter?</p>	<p><u>Learn How Buffalo Soldiers Fought on the American Frontier and Protected Yosemite and Sequoia National Parks</u></p> <p><u>25th Infantry Regiment (1866–1947)</u></p> <p><u>Buffalo Soldiers</u></p> <p><u>25th Infantry</u></p> <p><u>Bob Marley–Buffalo soldier</u></p>
Marcus Garvey (MS/HS– notations by each link)	<p>In <i>Stamped</i>, readers gain insight into the lives of flawed leaders, Black and White, throughout the history of America.</p> <p>Learn about Marcus Garvey. How do Garvey and the Garvey Movement contribute to and influence the legacy of the Black radical tradition and Black nationalism?</p>	<p><u>Marcus Garvey (MS/HS)</u></p> <p><u>Marcus Garvey: Black Nationalism (MS/HS)</u></p> <p>*<u>The Story of Marcus Garvey: A Documentary (HS)</u></p> <p>*Educators, please note that this is a two-hour documentary and the N-word is used at least once.</p>

TAGS

<p>The Harlem Renaissance (MS/HS)</p>	<p>Langston Hughes, Zora Neale Hurston, Duke Ellington, Billie Holiday, and Jacob Lawrence were some of the influential poets, writers, musicians, and artists of the Harlem Renaissance.</p> <p>Conduct research about the Harlem Renaissance and some of the leaders of this social movement. Learn about how these individuals and others spoke truth to power about life in America for Black people. In what ways were they active agents in this social movement? How did their work affirm Black people and culture as well as raise the consciousness of others about race and racism?</p>	<p><u>An Introduction to the Harlem Renaissance</u></p> <p><u>A Brief Guide to the Harlem Renaissance</u></p> <p><u>Harlem Renaissance</u></p> <p>LANGSTON HUGHES <u>Langston Hughes: Leading Voice of the Harlem Renaissance</u></p> <p><u>"I, Too" by Langston Hughes</u></p> <p>ZORA NEALE HURSTON <u>About Zora Neale Hurston</u></p> <p><u>Zora Neale Hurston Was Criticized for Writing in the "Black Voice." Now Her Novels Are Classics</u></p> <p><u>Zora Neale Hurston—American Folklorist</u></p> <p>JACOB LAWRENCE <u>Revisiting the Great Migration Through Paintings and Poetry</u></p> <p><u>Why the Works of Visionary Artist Jacob Lawrence Still Resonate a Century After His Birth</u></p> <p>DUKE ELLINGTON <u>Duke Ellington Biography</u></p> <p><u>Duke Ellington Mini Biography</u></p> <p><u>Duke Ellington's Melodies Carried His Message of Social Justice</u></p> <p>BILLIE HOLIDAY <u>Billie Holiday—Bio, Music, Media, Timeline, Quotes</u></p> <p><u>Billie Holiday: Emotional Power Through Song</u></p>
<p><i>Brown</i> vs. <i>BOE</i> (MS/HS)</p>	<p>When discussing <i>Brown vs. Board of Education</i> (1954) Reynolds writes, "What's really interesting about this case, though, something rarely discussed, is that it's actually a pretty racist idea" (p. 159).</p> <p>Learn more about <i>Brown vs. Board of Education</i> and the racist ideas Reynolds describes. What were some of the benefits and consequences of this landmark legislation?</p>	<p><u><i>Brown v. Board of Education</i></u></p> <p><u>School Segregation on the Rise 65 Years After <i>Brown v. Board of Education</i></u></p> <p><u>Revisionist History—Miss Buchanan's Period of Adjustment:</u> (Malcolm Gladwell's podcast)</p>

RESEARCH MODULE FOR *STAMPED*: SECTION 4 (CONTINUED)

TOPIC	TASK	TAGS
Martin Luther King Jr.'s "Letter from Birmingham Jail" (HS)	<p>Reynolds writes, "Just as Du Bois had done in 1903, and later regretted, in his letter King erroneously conflated two opposing groups: the antiracists who hated racial discrimination and the Black separatists who hated White people (in groups like the Nation of Islam). King later distanced himself from both, speaking to a growing split within the civil rights movement" (p. 162).</p> <p>Read and annotate this letter to identify the conflation Reynolds explains. Also, note the techniques King uses in this call to action to convince his audience that they must fight for equality and do so nonviolently.</p>	<u>Martin Luther King Jr.'s "Letter from Birmingham Jail"</u>
"I Have a Dream" Speech (MS)	<p>Reynolds calls King's "I Have a Dream" speech "the most iconic speech of all time" (p. 164). And yet, most schools provide students with only a filtered-down version of this speech that primarily focuses on the idealism found in the last few pages.</p> <p>Read and listen to the entire speech and annotate it to spotlight the social, economic, and political conditions for Black Americans that King addresses. Also, note the techniques King uses in this call to action to convince his audience of the "fierce urgency of now."</p>	<u>"I Have a Dream," Address Delivered at the March on Washington for Jobs and Freedom</u>
Student Nonviolent Coordinating Committee (SNCC) (MS/HS)	<p>Reynolds states, "There was a youthful energy to the movement" (p. 160) as young activists organized sit-ins in efforts to desegregate southern lunch counters and businesses. Learn about SNCC and some of these young activists such as Ella Baker and Congressman John Lewis.</p> <p>What was their philosophy and what strategies and approaches did SNCC use to advance the work of social justice?</p>	<p><u>CNN: SNCC's Legacy: A Civil Rights History</u></p> <p><u>Ella Baker</u></p> <p><u>Ella Baker and the SNCC</u></p> <p><u>John Lewis History</u></p>

RESEARCH MODULE FOR *STAMPED*: SECTION 5

TOPIC	TASK	TAGS
Black Power Movement (MS/HS)	<p>Reynolds writes that “Black people owning and controlling their own neighborhoods and futures, free of white supremacy” is what antiracist Stokely Carmichael meant by Black Power (p. 181).</p> <p>Learn about key leaders from the Black Power movement such as Malcolm X and Stokely Carmichael. What were their core beliefs for achieving liberation for Black Americans? How did the rally cry “Black Power” create a shift in the consciousness of Black people?</p>	<p>The Foundations of Black Power</p> <p>The Black Power Movement–Timeline Clip</p> <p>Malcolm X</p> <p>Malcolm X Mini Biography</p> <p>Malcolm X’s Fiery Speech Addressing Police Brutality</p> <p>Stokely Carmichael (SNCC Digital Gateway)</p> <p>Stokely Carmichael, a Philosopher Behind the Black Power Movement</p>
Voting Rights Act (MS/HS)	<p>Reynolds calls the Voting Rights Act “the most effective piece of antiracist legislation ever passed by the Congress of the United States of America” (p. 177). Find out why. How does the right to vote continue to be challenged today for Black and Brown Americans?</p>	<p>Primer: The Voting Rights Act</p> <p>President Lyndon B. Johnson’s Voting Rights Act Speech</p> <p>50 Years Ago, President Johnson Signed the Voting Rights Act</p> <p>The Voting Rights Act at 50: How It Changed the World</p> <p>Voter Suppression Is Warping Democracy</p> <p>The Facts about Voter Suppression</p> <p>The Facts about Voter Suppression Infographic</p> <p>Fighting Voter Suppression: (TEDx Talk by Joevahn Scott)</p>
Black Panther Party (MS/HS—notations by each link)	<p>Reynolds writes, “Oakland, California. Two frustrated young men started their own two-man movement. They called themselves the Black Panther Party” (p. 182).</p> <p>Learn about the philosophy of the Black Panthers and the two founders, Huey Newton and Bobby Seale. What strategies did they use to work toward Black liberation? What does the BPP reveal about the resistance that occurs when those who are oppressed stand up to their oppressors?</p>	<p>*Black Panthers Revisited (HS)</p> <p>Inside the Black Panther Party (MS/HS)</p> <p>A Huey P. Newton Story (MS/HS)</p> <p>Reflections on the Black Panther Party 50 Years Later (MS/HS)</p> <p>Feb. 17, 1942: Huey P. Newton Born (MS/HS)</p> <p>Bobby Seale (MS/HS)</p> <p>*This text includes the use of the N-word along with images of police brutality that might cause discomfort for some learners.</p>

RESEARCH MODULE FOR *STAMPED*: SECTION 5 (CONTINUED)

TOPIC	TASK	TAGS
Black Women Resisters (MS/HS—notations by each link)	<p>In many history books, the monumental contributions of Black women and their work are either minimized or missing.</p> <p>How did pivotal Black women leaders such as Angela Davis and Audre Lorde help shape the meaning of the word <i>revolution</i>? Learn about their principles and the goals they worked toward to advance antiracism in America.</p>	<p><u>Angela Davis (1944–) (MS/HS)</u></p> <p>*Angela Davis—Freedom Is a Constant Struggle (HS)</p> <p><u>Angela Davis Is Beloved, Detested, Misunderstood. What Can a Lifelong Radical Teach the Resistance Generation? (HS)</u></p> <p><u>Biography: Audre Lorde—Radical Feminist, Writer, and Civil Rights Activist (MS/HS)</u></p> <p><u>(1981) Audre Lorde, “The Uses of Anger: Women Responding to Racism”</u> (HS)</p> <p><u>Audre Lorde (HS)</u></p> <p><u>“A Litany for Survival” by Audre Lorde</u> (MS/HS)</p> <p>*The N-word is used in this text as well as descriptions of images that may be upsetting for students.</p>
Black Presidential Candidates (MS/HS)	<p>Before Barack Obama’s historic and victorious election, there was Charlene Mitchell, Shirley Chisholm, and Jesse Jackson.</p> <p>Learn more about the pioneering work of these leaders. In what ways were their actions groundbreaking and controversial? How did they work to amplify the voices of those who have been excluded from American society?</p>	<p>CHARLENE MITCHELL</p> <p><u>Charlene Mitchell, Candidate for President, 1968</u></p> <p><u>Charlene Mitchell on Presidential Election Laws (1968)</u></p> <p>SHIRLEY CHISHOLM</p> <p><u>Shirley Chisholm</u></p> <p><u>A Look at the First Black Woman in Congress</u></p> <p>JESSE JACKSON</p> <p><u>Jesse Louis Jackson Biography</u></p> <p><u>Jesse Jackson—1984 Presidential Campaign</u></p>
“A More Perfect Union,” Speech by Barack Obama (HS)	<p>Reynolds describes Barack Obama’s speech “A More Perfect Union” as one that “teetered back and forth between both painful assimilationist thought and bold antiracism” (p. 239).</p> <p>Listen to and read this speech. Annotate where both assimilationist and antiracist ideas are revealed. What does it mean to be truly antiracist?</p>	<p><u>Transcript: Barack Obama’s Speech on Race</u></p>

MULTIMODAL PROJECTS

At the culmination of their reading and discussions of *Stamped*, invite students to work with their club members, in new small groups, in partnerships, or independently to create engaging multimodal culminating projects.

As readers of *Stamped*, students have been challenged by Dr. Ibram X. Kendi and Jason Reynolds to learn how racist ideas and their history permeate every facet of our lives today. These multimodal projects, therefore, provide opportunities for students to connect the past to the present in order to forge an antiracist future.

TOPICS

The following three options invite students to continue to examine the racist policies, past and present, that shape American society. Further, students are encouraged to identify the antiracists working to disrupt racism, to reflect on what they find empowering, and to be the antiracists Kendi and Reynolds challenge them to be. Essential to the research and presentation of these projects are the ways students spotlight segregationist, assimilationist, and antiracist ideas in the topics they choose to explore. This guide recommends the following topics for students to develop their multimodal projects:

REPRESENTATION OF RACE IN LITERATURE, ART, AND MEDIA

Examine key areas of popular culture. What patterns do you notice? Provide a historic and current perspective to identify the prevalence of racist practices in areas such as:

- ✓ **Children's literature**—Examine the statistics around books published about characters of color that are written by people of color. Then consider the classic texts that are often core books in English classes. Whose lives are centered? Whose are marginalized or silenced? And why does it matter who tells the story?
- ✓ **The Academy Awards**—Look across the history of the Academy Award winners for Best Actress/Best Actor. How do actors of color fare in comparison to their White counterparts? In what ways does the #OscarsSoWhite social media campaign illuminate racist practices?
- ✓ **Grammy Awards**—Look at the Record of the Year and Album of the Year categories for the past number of years. Who are the winners in these categories? In what ways can you identify racist practices?
- ✓ **Primetime television shows**—Identify the television show lineups for the major broadcast networks (NBC, ABC, CBS, FOX). What stories are told? Note the racial diversity of characters. Are the storylines for characters of color representative of full and complex lives?
- ✓ **Cultural appropriation**—In an article critiquing White rapper Post Malone, Shawn Satero writes, "Following a year in which White people took credit for cornrows, hoop earrings, and even Latin music, we now have Post Malone" ("Here's Why Post Malone Is a Problem," *Complex*, 2017). Examine how Black bodies are copied and embodied. In what ways do you see cultural appropriation in music, television advertisements, fashion, and so forth? What makes this a racist practice?

ENVIRONMENTAL RACISM

Examine racist policies and practices that contribute to the disproportionate impact of environmental hazards on (Black, Indigenous, and people of color). Explore events such as:

- ✓ Hurricane Katrina and the Ninth Ward, 2005, New Orleans, Louisiana
- ✓ The Water Crisis in Flint, Michigan, 2014
- ✓ The South Dakota Pipeline Conflict #NoDAPL, 2016
- ✓ Hurricane Maria, 2017, Puerto Rico

Research the statistics around where landfills and hazardous waste sites are located, the children most affected by lead poisoning, and governmental response to natural disasters, paying careful attention to locations and communities. Author Ijeoma Oluo suggests three quick guidelines that can be used to determine if an issue is about race:

- 1) It is about race if a person of color thinks it is about race.
- 2) It is about race if it disproportionately or differently affects people of color.
- 3) It is about race if it fits into a broader pattern of events that disproportionately or differently affect people of color (*So You Want to Talk About Race*, Seal Press, 2018, p. 14–15).

Listen to the voices of BIPOC affected by these issues. How does listening to their voices help you understand that these issues are about race? In what ways have these events/issues, as well as governmental practices, policies, and responses, "disproportionately or differently" affected communities of color? Who are the antiracists working to stop this?

*THE FIGHT FOR FREEDOM, LIBERATION, AND JUSTICE CONTINUES

Examine the legacy of police brutality and racial profiling and the ways these practices continue today. In *Stamped*, readers learn about Bull Connor, who maintained racist policies in Birmingham, Alabama, as commissioner of public safety during the civil rights movement. These policies and practices resulted in racial violence and terror toward unarmed African Americans at the hands of the police.

Look into the policies of past presidents such as the "tough on crime" policies of the Reagan administration and the Violent Crime Control and Law Enforcement Act of the Clinton administration. In what ways have these policies continued the legacy of the death and mass incarceration of African Americans at the hands of government?

Examine the role of movements today. Research the philosophies and pillars of the Black Lives Matter and #SayHerName movements. How are movements today continuing the work of movements of the past? Who are the antiracists of these movements today that are advancing the work of racial equity?

*Educators, please consider the specific needs of your learners. Some of the content and images around police brutality can cause emotional distress. This project option can be presented to learners in ways that minimize trauma by narrowing the scope of what students research.

ADDITIONAL OPTIONS

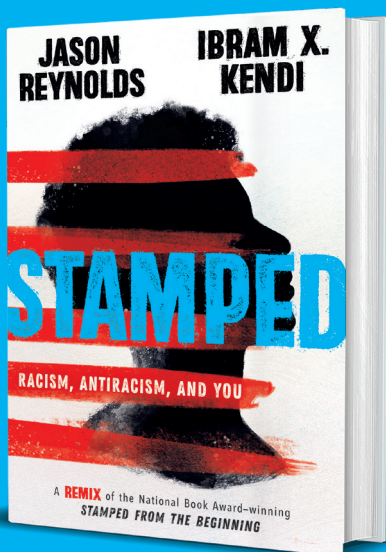
Educators can invite students to further engage with topics from the research modules they explored during the reading of *Stamped*. Students can continue to research one of these topics in place of the three multimodal culminating project options described or include information they've learned from one of the modules in their multimodal project.

DIGITAL PLATFORMS AND PRESENTATION FORMATS

There are a variety of digital platforms and formats students can engage with and consider for their multimodal culminating project. Digital platforms such as Flipgrid and Office Sway make it possible for students to develop interactive presentations. Padlet can support students in organizing and displaying information. iMovie and Adobe Spark can be utilized for visual storytelling and short videos. And students can access Weebly or Google to develop websites.

Encourage students to use technology in powerful ways that help them communicate their ideas and goals. Examples of presentation formats students might consider include websites, short videos, public service announcements, podcasts, blog posts, TED Talk-style presentations, infographics, and slide presentations.

THE THIEF
KNOWN AS
RACISM IS ALL
AROUND.



HC 9780316453691
Also available in ebook
and audio formats

ABOUT THE BOOK

Stamped: Racism, Antiracism, and You is a timely, crucial, and empowering exploration of racism—and antiracism—in America.

The construct of race has always been used to gain and keep power, to create dynamics that separate and silence. This remarkable reimagining of Dr. Ibram X. Kendi's National Book Award-winning *Stamped from the Beginning* takes the reader on a race journey from then to now, shows you why we feel how we feel, and why the poison of racism lingers. It also proves that while racist ideas have always been easy to fabricate and distribute, they can also be discredited.

Through a gripping, fast-paced, and energizing narrative written by beloved award-winner Jason Reynolds, this book shines a light on the many insidious forms of racist ideas—and on ways readers can identify and stamp out racist thoughts in their daily lives.

PRAISE FOR THE BOOK

★ "Powerful."

—Publishers Weekly

★ "Required reading."

—Booklist

★ "Highly recommended."

—School Library Journal

★ "[A] monumental feat."

—Kirkus

★ "Eye opening."

—School Library Connection

"*Stamped* is the book I wish I had as a young person and am so grateful my own children have now."

—Jacqueline Woodson, bestselling author of *Brown Girl Dreaming*

"Refreshingly simple and deeply profound." —Renée Watson, bestselling author of *Piecing Me Together*

"Mark my words: This book will change everything." —Nic Stone, bestselling author of *Dear Martin*

ABOUT THE AUTHORS

JASON REYNOLDS is a #1 *New York Times*-bestselling author; two-time National Book Award finalist; the recipient of a Newbery Honor, a Printz Honor, and multiple Coretta Scott King Honors; and the winner of a Kirkus Prize, two Walter Dean Myers Awards, and an NAACP Image Award, among other honors. He invites you to visit him online at JasonWritesBooks.com.

DR. IBRAM X. KENDI is a *New York Times*-bestselling author and award-winning historian. He is a professor of history and international relations and the founding director of the Antiracist Research and Policy Center at American University. He is a columnist at *The Atlantic* and one of America's leading antiracist voices.



Photo by Jati Lindsey



Photo by Ibram X. Kendi



ABOUT THE CURRICULUM DEVELOPER

DR. SONJA CHERRY-PAUL is a senior research associate at TCRWP (Teachers College Reading and Writing Project) as well as the co-founder and co-facilitator of the Institute for [Racial Equity in Literacy](#). Dr. Cherry-Paul leads presentations at national conferences and provides professional development for educators on reading and writing instruction and equity and inclusion. Her most recent book is *Breathing New Life into Book Clubs: A Practical Guide for Teachers* (2019). Follow her @SonjaCherryPaul.

Reviews & Awards

ALA Notable Children's Books, 2021

Booklist starred, 01/01/20

Horn Book Magazine, 05/01/20

Kirkus Reviews starred, 12/01/19

New York Times, 03/08/20

Publishers Weekly starred, 01/27/20

School Library Connection starred, 03/01/20

School Library Journal starred, 01/01/20

Full-Text Reviews

Booklist starred (January 1, 2020 (Vol. 116, No. 9))

Grades 7-12. Reynolds continues his prolific streak with an absorbing young reader's adaptation of Kendi's National Book Award-winning title, *Stamped from the Beginning* (2016). "This is not a history book" declares Reynolds at the outset, an announcement that instantly absorbs readers, displaying the author's singular way of communicating with young people. Reynolds' "remix" begins in 1415 and travels into the present in five well-paced sections, following the general outline of Kendi's comprehensive title. Through figures like Cotton Mather, W. E. B. Du Bois, and Angela Davis, among others, the thought patterns of segregationists, assimilationists, and antiracists, respectively, are elucidated, along with the impact such ideas have on all aspects of American life. Throughout the book, Reynolds inserts literal pauses ("Record scratch"), and interjects with commentary ("Let that sink in") and clarifications, a way of insisting that the pages are not merely text, but a conversation. Readers will undoubtedly experience a mixture of feelings after finishing this book, but the encouragement to emerge as critical thinkers who can decipher coded language and harmful imagery stemming from racist ideas, which still linger in modern society and popular culture, will be the most empowering result. Thankfully, extensive back matter is included, with source notes and a dynamic further reading list. Required reading for everyone, especially those invested in the future of young people in America. **HIGH-DEMAND BACKSTORY:** Reynolds is practically a household name in the kidlit community, and his lively take on Kendi's National Book Award-winning history of racism is sure to garner lots of attention.

Horn Book Magazine (May/June, 2020)

Reynolds insists from the first paragraph that "this is not a history book," and he's right; what instead he has created, in high rhetorical style, is a taking-to-account of American racism: how it got here, why it sticks around, why it needs to stop. Based on Kendi's National Book Award-winning *Stamped from the Beginning* (not read by this reviewer), this young reader's edition begins its argument in the European explorations and conquests of the fifteenth century, proceeding through slavery in colonial America through the Black Lives Matter movement of today. It's not an upward journey, though: the book takes a determinedly radical approach to racism and antiracism. Its heroes are John Brown, Malcolm X, and Angela Davis (very well profiled here) rather than Booker T. Washington, Martin Luther King Jr., or Barack Obama. It's a point of view rarely seen in books for young people, but much of the appeal will stem from its fondness for overbold statements, like identifying a fourteenth-century Portuguese writer as "the world's first racist" only to contradict that claim with a reference to Aristotle within a few pages; and categorical thinking, like saying there were only two kinds of people in colonial America (farmers and missionaries) and, more generally, only three kinds of people in the world (racists, assimilationists, and antiracists). The casual voice is inviting if sometimes glib (comparing owning slaves to owning fancy sneakers, for example), but the joyful epater-ing of la bourgeoisie (e.g., *Brown v. Board of Education* is "actually a pretty racist idea") offers lots to think and talk about. With source notes, an index, and a suggested reading list (fiction, nonfiction, and poetry). Roger Sutton May/June 2020 p.144

Kirkus Reviews starred (December 1, 2019)

Award-winning author Reynolds (*Look Both Ways*, 2019, etc.) presents a young readers' version of American University professor Kendi's (*How To Be an Antiracist*, 2019, etc.) *Stamped From the Beginning* (2016). This volume, which is "not a history book," chronicles racist ideology, specifically anti-blackness in the U.S., from its genesis to its pernicious manifestations in the present day. In an open, conversational tone, Reynolds makes it clear that anti-black racist ideology in the U.S. has consistently relied on the erroneous belief that African people (and black people in general) are "dumb" and "savage," ideas perpetuated through the written word, other media, and pseudo-science. Using separationist, assimilationist, and anti-racist historical figures, a direct line is drawn throughout U.S. history from chattel slavery through the Civil War, Jim Crow, the civil rights era, the war on drugs, and #BlackLivesMatter, with plenty of little-known, compelling, and disturbing

details inserted. Readers who want to truly understand how deeply embedded racism is in the very fabric of the U.S., its history, and its systems will come away educated and enlightened. It's a monumental feat to chronicle in so few pages the history of not only anti-black racism in the U.S., but also assimilationist and anti-racist thought as well. In the process it succeeds at connecting "history directly...to our lives as we live them right this minute." Worthy of inclusion in every home and in curricula and libraries everywhere. Impressive and much needed. (further reading, source notes, index) (Nonfiction. 12-adult)

Publishers Weekly (January 27, 2020)

Reynolds (Look Both Ways) lends his signature flair to remixing Kendi's award-winning *Stamped from the Beginning* into a powerful "not a history book" primer on the historical roots and present-day manifestations of antiblack racism in America. In five sections, Reynolds's conversational text discusses the influential figures, movements, and events that have propagated racist ideas, beginning in 1415 with the publication of the infamous work that laid the groundwork for subsequent religious justifications of enslaving African peoples and continuing through the "war on drugs" and #BlackLivesMatter. Employing a format that hews closely to Kendi's original, Reynolds discusses and differentiates between segregationist ("a hater"), assimilationist ("a coward"), and antiracist ("someone who truly loves") rhetoric via figures such as Angela Davis, W.E.B. DuBois, Thomas Jefferson, and Cotton Mather. Short chapters, lively phrasing ("You know what hits do-they spread"), and intentional breaks ("Time Out," "Let's all just take a deep breath") help maintain a brisk, compelling pace. Told impressively economically, loaded with historical details that connect clearly to current experiences, and bolstered with suggested reading and listening selected specifically for young readers, Kendi and Reynolds's volume is essential, meaningfully accessible reading. Ages 12-up. (Mar.) © Copyright PWxyz, LLC. All rights reserved.

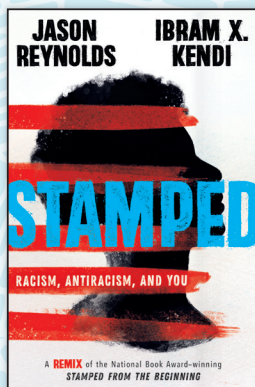
School Library Journal (January 1, 2020)

Gr 7 Up-Reynolds's adaptation of Kendi's National Book Award-winning title teaches readers to think critically about racism and antiracism in the United States and the Western world. Within short chapters and a chronological format, the authors discuss specific people and/or historical events. Those selected examples are used to expand upon broader themes. There are no shallow representations of the men and women profiled in this book. The authors argue that people fit into three categories, some transitioning from one category to another: segregationists, assimilationists, and antiracists. The actions of President Thomas Jefferson, Cotton Mather, W.E.B. Du Bois, Martin Luther King Jr., Angela Davis, and President Barack Obama, among other U.S. presidents, citizens, and organized movements, are evaluated in relation to these categories. The varying text and sentence sizes, and the occasional font changes, effectively guide readers through the content. The tone of the writing varies from provocative to funny to gentle. Due to the work not being a straight narrative account, some passages may require readers to seek further information to fully understand the context. A recommended reading list features older and contemporary adult and young adult fiction and nonfiction titles. VERDICT Reynolds and Kendi eloquently challenge the common narrative attached to U.S. history. This adaptation, like the 2016 adult title, will undoubtedly leave a lasting impact. Highly recommended for libraries serving middle and high school students.-Hilary Witt, Sullivan University, Lexington, KY © Copyright 2020. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.

STAMPED

RACISM, ANTIRACISM, AND YOU

JASON REYNOLDS
IBRAM X. KENDI



Book Club Pick

ABOUT THE BOOK:

The construct of race has always been used to gain and keep power, to create dynamics that separate and silence. *Stamped* reveals the history of racist ideas in America, and inspires hope for an antiracist future. It takes you on a race journey from then to now, shows you why we feel how we feel, and why the poison of racism lingers. It also proves that while racist ideas have always been easy to fabricate and distribute, they can be discredited.

Through a gripping, fast-paced, and energizing narrative written by beloved award winner Jason Reynolds and based on Dr. Ibram X. Kendi's scholarship, this book shines a light on the many insidious forms of racist ideas—and on ways readers can identify and stamp out racist thoughts in their daily lives.

DISCUSSION QUESTIONS:

1. The first chapter defines segregationists, assimilationists, and antiracists. Were you familiar with these terms before you read *Stamped*? Did your understanding of these words change by the end?
2. What are examples of racism that you've encountered or experienced? Referencing the list of racist ideas in Chapter 6, explain why and how your personal experiences with racism are tied to racist ideas that are hundreds of years old.
3. As seen with movies like *Tarzan*, *Planet of the Apes*, and *Rocky*, pop culture and media have played a large role in reinforcing racist ideas, whether their stories are overtly racist or are a bit sneakier in their propagation of racist ideas. What current movies, TV shows, and stories promote racist ideas, and how?
4. How do race, gender, and sexual orientation intersect and create different barriers for queer women of color?
5. Why is Angela Davis a champion of antiracist thought and practice? Discuss the ways in which Davis fought for antiracism at different points in her life.
6. The authors note how Richard Nixon would demean Black people in his speeches without ever saying "Black" and "White" by using words like "urban" and "ghetto" (pages 191-192). What are other ways we invoke race without overtly mentioning race?
7. Abraham Lincoln, W.E.B. Du Bois, and Booker T. Washington are remembered as defenders of Black liberation. How did these figures propel antiracist thought and enforce racist ideas? Can a person have racist, segregationist, and antiracist ideas all at once? How?
8. Jason Reynolds introduces the concept of double consciousness: "A two-ness. A self that is Black and a self that is American" (page 124). Why might people of color feel this way?
9. Though published as a book for young people, how do readers of all ages benefit from *Stamped*?
10. Research interviews with Jason Reynolds and Ibram X. Kendi. How do they speak to the book? Why is it such an important work to them?
11. What surprised you in this book? What angered you or made you sad? What other emotions did you experience while reading?
12. After finishing *Stamped*, how do you feel about the history of racism? What habits and actions can you implement to promote antiracism?

A Long Review of Kendi's Stamped from the Beginning – Part 2
Neil Shenvi – Apologetics
Christian apologetics from a homeschooling theoretical chemist

Part 1: Positives

Part 2: Negatives -Factual issues

Part 3: Negatives – Ideological issues

Intellectual Freedom Blog (<https://www.oif.ala.org/oif/>)

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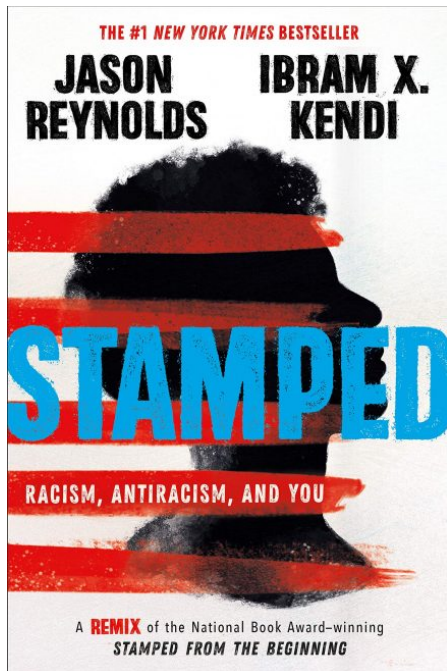


Challenge to Stamped: Racism, Antiracism, and You: Q&A with Aidan Larson

- 📅 March 3, 2021 (<https://www.oif.ala.org/oif/challenge-to-stamped-racism-antiracism-and-you-qa-with-aidan-larson/>)
- 👤 Rebecca Slocum (<https://www.oif.ala.org/oif/author/rebecca-slocum/>)
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Following the murder of George Floyd and the subsequent nationwide protests in May 2020, books sales for antiracist literature soared. Books like *White Fragility: Why It's So Hard for White People to Talk about Racism* by Robin DiAngelo and *So You Want to Talk about Race* by Ijeoma Oluo experienced a 6895% and 2264% (<https://www.forbes.com/sites/jemimamcevoy/2020/07/22/sales->

of-white-fragility-and-other-anti-racism-books-jumped-over-2000-after-protests-began/?sh=1bca5d46303d), respectively, jump in sales from May to June. Classrooms around the country also started to incorporate anti-racist literature into their curriculum.



([https://www.oif.ala.org/oifwp-content/uploads/2021/02/2-](https://www.oif.ala.org/oifwp-content/uploads/2021/02/2-Stamped.jpg)

[Stamped.jpg](#))

Aidan Larson, a teacher in Round Rock, Texas, utilized the book *Stamped: Racism, Antiracism, and You* (a Young Adult adaption of *Stamped from the Beginning: The Definitive History of Racists Ideas in America* by Ibram X. Kendi) by Jason Reynolds and Ibram X. Kendi, as part of their Learning From History unit this fall. The book was a recent addition to their district's approved reading list, and parents could opt in or out for their child's participation in the study. However, as is typical with the use of materials that push back against the status quo, schools and libraries have also started to see an increase in challenges in books (<https://www.oif.ala.org/oif?p=24322>) that deal with racism and immigration bias.

In Round Rock, even with the choice to opt out available, one parent chose to file a complaint with the school against the book, and then later, against Ms. Larson herself. The complaint escalated from the school (Level I) to the district (Level II), where *Stamped's* place on the approved reading list received overwhelming support. The parent then took their complaint to the Board of Trustees (Level III). At this point, though Ms. Larson had been defending her choice to teach *Stamped* at each step of the complaint and reconsideration process (click here (https://docs.google.com/document/d/10M1mD_yOerB7o1JVtHlaMWqgT5nfA_mcdzZw33zWTko/edit) to read her response to the Level I complaint), she decided to take further action by creating a petition (<https://www.change.org/p/rrisd-parents-help-stop-the-attempt-to-ban-book>) on Change.org. Thankfully, the petition was shared widely throughout the Round Rock community and on social media. It received 3,602 signatures, and the decision was made to keep *Stamped* on the district reading list.

Recently, I was able to speak to Ms. Larson regarding this situation. Her commitment to intellectual freedom and dedication to fostering an antiracist learning environment for her students is evident in her discussion of the challenge to *Stamped*. Not every educator is in the position to fight back against a challenge: it can be a risk to their professional reputation or even their job security. But if they're able to do so, it *always* makes a difference, even if censorship prevails in that particular incident. As Ms. Larson states below: "Fight for the kids. They will know. They always know."

Q&A with Aidan Larson

IF Blog: Were you surprised that *Stamped: Racism, Antiracism, and You* was challenged?

AL: I would like to say that I was very surprised at the challenge to the book, but I realize where I live and have to confront the issues that exist within our community. I knew that I was following district protocol by teaching the book in our, Learning from History, unit of study and felt confident that the book's place on the approved reading list and the standing option for parents to choose whether or not their child(ren) participates would be protection from censorship. I did realize that I was the only teacher in the district to teach the book because of its newly published and district approved status, but I'd read it in the spring and again over the summer with my own children and knew it to be a rich and full opening to inquiry. Inquiry and research are in the TEKS {Texas Essential Knowledge and Skills} for this unit of study.

IF Blog: According to the report (<https://www.kvue.com/article/news/education/schools/round-rock-isd-racism-book-reading-list/269-bce13f05-ff7c-436c-880e-44c1c4dbf37a>) **on KVUE, the complaint against *Stamped* is that it has "inappropriate instructional material". You're a middle school teacher. You've taught this book in the classroom. How did your students respond to reading it and discussing its challenging message?**

AL: As mentioned above, I knew the book to be a wonderful opening to further inquiry regarding history and that tied in beautifully with our Learning from History unit of study. We usually study the Holocaust during this unit. We have done book clubs of nonfiction and historical fiction and focused a lot of time and attention to that era of history, but I thought this new, fresh view of our American history, by an esteemed and beloved young adult author would be relevant and enriching for my students. They had already been talking with me and each other about the events of the summer and how they wanted to learn more about the unspoken history of our country. We used the book as a jumping off point for further inquiry as aligned with the TEKS for this unit and students were rapt. They discussed and questioned and wanted more time for deeper study. They were curious to know more and drew their own conclusions based on their lived experiences. The conversation was rich. This age group is developmentally curious and wants to know where they fit into their world and who they are in the broader sense of community.

Mr. Reynolds' engaging voice and writing style furthered their interest in learning where they fit into our American history and future because it was fun and accessible while dealing with concepts and events they may not have previously known. Another point I'd like to make about the use of this book

in an ELA classroom is the writing itself. Students looked at craft moves and choices made by Jason Reynolds and practiced these in their own work. The listing of difficult concepts, for example, and the use of narrative to illustrate conflicting ideas are deftly constructed throughout. The use of breaks and blank space on pages to give readers a breather and time and space to consider what they've learned and to process new information was a favorite feature of many students.

Adolescents and teenagers are curious and empathetic. They want to know how things work, and how to make them better. They are open to questioning what they're given and I allowed this to develop in my role as a guide through this book. (It is worth noting that our classes were all virtual and students were still highly engaged in inquiry and discussion.)

IF Blog: I think sometimes, parents will challenge a title to make their objection known, but then concede if the challenge is rejected. That was not the case here. The complaint was heard at both the campus and district level, where it was unanimously agreed upon as a valuable addition to the reading list. Why was the objection to *Stamped* pushed forward to the level of the Board of Trustees?

AL: I will try to answer this question fairly and with discretion. It is clear to me, based on the evidence and discussion presented by the parent in question, that politics and Christianity played a major role in the persistent challenge of this book. The complaint shifted over the course of the challenge.

- In the beginning, there was a complaint regarding Dr. Kendi's tweet about Amy Coney Barrett and multi-racial/global adoptions, to which the parent responded on the campus parent Facebook group: "Couple of quotes from the book's co-author, Ibram Kendi: "The only remedy to racist discrimination is anti-racist discrimination. The only remedy to past discrimination is present discrimination. The only remedy to present discrimination is future discrimination." {from *How to Be an Antiracist*, p. 19} And last month he said of families like mine: "Some White colonizers 'adopted' Black children. They 'civilized' these 'savage' children in the 'superior' ways of White people, while using them as props in their lifelong pictures of denial, while cutting the biological parents of these children out of the picture of humanity."



Ibram X. Kendi ✓
@DriIbram



Some White colonizers "adopted" Black children. They "civilized" these "savage" children in the "superior" ways of White people, while using them as props in their lifelong pictures of denial, while cutting the biological parents of these children out of the picture of humanity.

[twitter.com/jennybethm/sta...](https://twitter.com/jennybethm/status/1598888888888888888)

(<https://www.oif.ala.org/oifwp-content/uploads/2021/02/Kendi-tweet.png>)

- The parent's second complaint to the use of the book was Executive Order 13958, aka 1776 Commission, which was quickly overturned by President Biden on 1.21.21. The parent stated that he believed the book was a violation of this EO and therefore, was not legal to teach in a public school using federal funds.
- The parent's third complaint was against me personally and ranged from the process and timeline with which I introduced the book and gave or withheld, as was falsely claimed, planning and instructional content. In truth, I extended the opt-in/out period for parents and was told by my principal not to make things worse by giving notice of this extension to parents because it would make them question why the extension was given and she didn't want any more noise on this topic. The parent asked for access to my planning materials and I

provided them and all parents and students with my instructional Google slides on my website and on our LMP, Schoology. Ample time was given, transparency was given, and resources were shared throughout the book study.

- During the level II decision meeting, the parent said that, “the use of this book and the teaching of it are an abomination”. He wanted to discuss his personnel complaint against me, the teacher, and was redirected back to the book by a district level employee. The personnel complaint against me was part of the Level I complaint and I don’t know if that was right or not.

Finally, I am 100% certain of my information on the reason why the challenge was taken to the Board of Trustees. A trustee member is in a prayer group with the family who challenged the book. It is alleged that she encouraged the family to take the challenge to the Board. I have trustworthy and inside information that this would have been supported by a number of trustees. This is why I felt it was important to start the petition. The hearing was to be in closed session and no one would have known that the challenge had been taken to this level, nor would the outcome (removal from the approved reading list) been publicized. I could see an outcome of the book silently being removed with no recourse for those of us who fought for its place on the list.

IF Blog: Jason Reynolds has several other titles on the Round Rock ISD approved reading list, including the novel *All American Boys*, which also deals with topics regarding racism and police brutality. What do you think it is about *Stamped* that singled it out for a challenge?

AL: The parent has a political and Christian nationalist agenda in challenging this book in particular. His family is made up of globally adopted children and he seems to believe that this view of American history does not match up with the one he would rather believe.

IF Blog: How did you decide to take the step from speaking out on Twitter to creating a petition on Change.org? Why did you think that was the most effective way to combat this challenge?

AL: I believed change.org (<http://change.org/>) was the most effective way to combat the challenge because I know of its efficacy and reach in the community. I wanted it to spread beyond our learning community and found other groups aligned with antiracism in our district to amplify its plea for transparency.

IF Blog: Based on your experience in fighting this challenge, what advice do you have for fellow teachers or librarians who might be dealing with similar challenges?

AL: I would say that you should not be afraid to speak out against censorship but that it is difficult at times (especially in nonunion states like Texas) when you may be putting your job on the line. Find support before you speak out publicly so that you have many voices behind you. Try to stay on message and not get into the weeds and emotions publicly. It is hard to have your name and professionalism slandered, but the book and the students are what matter. Take ego out of it as much

as possible and remain positive and on the high road when others attack you. There is community out there who will support you if you're acting from truth and love of knowledge and of your students.

Fight for the kids. They will know. They always know.

IF Blog: Is there anything that I haven't asked that you'd like to share?

AL: It should be known that the parent opted that his child participate in the whole class study of *Stamped*. He allowed his child to read it even though he was so against it that he took his challenge to the Board of Trustees. Yet, he allowed his child to participate in the whole class book study. Again, classes were virtual. The parent recorded my instruction from his home while his child was a participant in the book study. He would then transcribe the things I said that he found objectionable and send them to my principal to add to his personnel complaint against me. She would then read them aloud to me over the phone. I stand by everything I said during instruction and inquiry. I'm not certain this would be legal in another state. I am not certain if parents would be happy to know that this parent was recording our class discussions.



Rebecca Slocum (<https://www.oif.ala.org/oif/author/rebecca-slocum/>)

Rebecca holds an MLIS from the University of North Texas and is a former teacher and school library consultant. Though not currently working in a library, she continues to fight against censorship and advocate for intellectual freedom rights, especially for children's literature. When she's not wrangling her three children, Rebecca enjoys reading, running, writing, and roaming the world.

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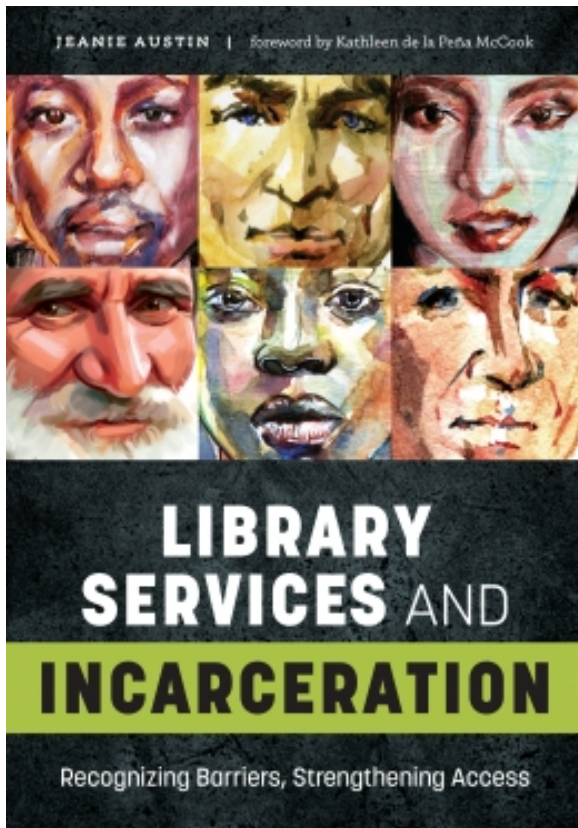
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Thousands of Advanced Placement teachers have contributed to the principles articulated here. These principles are not new; they are, rather, a reminder of how AP already works in classrooms nationwide. The following principles are designed to ensure that teachers' expertise is respected, required course content is understood, and that students are academically challenged and free to make up their own minds.

1. **AP stands for clarity and transparency.** Teachers and students deserve clear expectations. The Advanced Placement Program makes public its course frameworks and sample assessments. Confusion about what is permitted in the classroom disrupts teachers and students as they navigate demanding work.
2. **AP is an unflinching encounter with evidence.** AP courses enable students to develop as independent thinkers and to draw their own conclusions. Evidence and the scientific method are the starting place for conversations in AP courses.
3. **AP opposes censorship.** AP is animated by a deep respect for the intellectual freedom of teachers and students alike. If a school bans required topics from their AP courses, the AP Program removes the AP designation from that course and its inclusion in the AP Course Ledger provided to colleges and universities. For example, the concepts of evolution are at the heart of college biology, and a course that neglects such concepts does not pass muster as AP Biology.
4. **AP opposes indoctrination.** AP students are expected to analyze different perspectives from their own, and no points on an AP Exam are awarded for agreement with a viewpoint. AP students are not required to feel certain ways about themselves or the course content. AP courses instead develop students' abilities to assess the credibility of sources, draw conclusions, and make up their own minds.

As the AP English Literature course description states: "AP students are not expected or asked to subscribe to any one specific set of cultural or political values, but are expected to have the maturity to analyze perspectives different from their own and to question the meaning, purpose, or effect of such content within the literary work as a whole."

The AP Program encourages educators to review these principles with parents and students so they know what to expect in an AP course. Advanced Placement is always a choice, and it should be an informed one. AP teachers should be given the confidence and clarity that once parents have enrolled their child in an AP course, they have agreed to a classroom experience that embodies these principles.

The AP Program has an annual course audit process in which teachers submit their proposed AP course syllabus for review by college professors to get AP authorization. In cases where AP Course Audit curricular and/or resource requirements of authorized courses are omitted, parents, students, and educators can report it by [completing the AP Course Investigation Request form](#).

Syllabus for AP Language and Composition Course

Contact: kelli.kidwell@nhcs.net

Class website: kellikidwell.wixsite.com/kidwell

Course Description:

*The AP English Language and Composition course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts—including images as forms of text—from a range of disciplines and historical periods. *

Goals:

Upon completing the AP English Language and Composition course, students will be able to:

- analyze and interpret samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques
- apply effective strategies and techniques in their own writing
- create and sustain arguments based on readings, research and/or personal experience
- write for a variety of purposes
- produce expository, analytical and argumentative compositions that introduce a complex central idea and develop it with appropriate evidence drawn from primary and/or secondary sources, cogent explanations and clear transitions
- demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writings
- demonstrate understanding of the conventions of citing primary and secondary sources
- move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing and review
- write thoughtfully about their own process of composition
- revise a work to make it suitable for a different audience
- analyze images as texts
- evaluate and incorporate reference documents into researched papers

Content/Disclaimer on Controversial Material

As the AP Program engages students in college-level work, the AP Language and Composition course may include perspectives that could be considered controversial, including references to ethnicity, nationality, religion, politics, race, dialect, sexuality, gender, or class. AP Language and Composition requires students to have the level of maturity and skill to thoughtfully consider and analyze diverse perspectives. The inclusion of topics, readings, texts, and other source material is not intended as an endorsement by College Board of the content, ideas, or values expressed in the material.

Grading: Grading is done using a point-based system. Graded assignments will be given a point value determined by degree of difficulty for assignment and number of questions/tasks presented.

Grading Percentages

1. Practice– **40%**
2. Performance - **60 %**

Quizzes

You can expect to have reading and vocabulary quizzes on a regular basis.

General Class Work

We will be completing an AP style multiple-choice test and timed writing most weeks. These assignments will serve as the bulk of both your performance and practice grades.

*All formal compositions will be scored using the holistic AP Scoring System.

Homework

The homework will mostly involve reading and your response to that reading via writing and answering discussion questions. Since this is a college-level course, you will be completing nightly readings and critically responding to them.

Tests/Projects

We will be regularly taking tests and participating in multiple projects as well. These activities will contribute to your performance grade.

Writing

This class features an in-depth focus on writing. As such, students will have numerous opportunities for response and composition in a variety of forms. Written assignments will have the opportunity for development and review through peer review and teacher editing. Revisions and written assignments should reflect attention to class discussion on style and technique as well as consideration for works of professional authors assigned in reading. Our writing assignments will factor into both your performance and practice grades.

Course Content:

Main Texts:

- *Narrative of the Life of Frederick Douglass, An American Slave*, Frederick Douglass*
- *The Red Badge of Courage*, Stephen Crane*
- *Blood Done Sign My Name*, Timothy B. Tyson*
- *Man's Search for Meaning*, Viktor E. Frankl*
- *The 57 Bus: A True Story of Two Teenagers and the Crime that Changed Their Lives*, Dashka Slater*
- *Stamped: A Remix* Reynolds and Kendi*

* denotes STRONGLY recommended for purchasing

Supplemental Texts:

Various selections from Anthologies

*The Norton Reader: 11th Edition**

The American Reader (Ed. Diane Ravitch)

50 Essays: A Portable Anthology (Ed. Samuel Cohen)

Materials Needed Each Day:

1. 3-Ring Binder organized with dividers
2. Loose leaf paper
3. Page protectors
4. Pencils and pens
5. Multi-colored highlighters and colored pencils or markers

Advanced Placement Language and Composition Syllabus

by

Course Overview

Students in this college-level English course read and carefully analyze a broad and challenging range of nonfiction and fiction prose selections, deepening their awareness of how language works in effectively communicating an idea. Through close reading and frequent formal and informal writing, students develop their ability to work with language and text with a greater awareness of purpose and strategy, while strengthening their own writing abilities. The purpose of this course is to promote critical thinking and writing. Multiple modes of instruction and informational materials ranging from film clips to speech writing will be incorporated to enrich student recognition, comprehension, and execution of rhetorical analysis. The expectation and rigor of this course will therefore be high and the workload challenging. Discipline, focus, self-advocacy, and mature behavior in and out of class are expected. According to the College Board, “upon completing the AP English Language and Composition course, then, students should be able to:

- analyze and interpret samples of good writing, identifying and explaining an author’s use of rhetorical strategies and techniques;
- apply effective strategies and techniques in their own writing;
- create and sustain arguments based on readings, research, and/or personal experience;
- demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writing
- write for a variety of purposes;
- produce expository, analytical, and argumentative compositions that introduce a complex central idea and develop it with appropriate evidence drawn from primary and/or secondary sources material, cogent explanations, and clear transitions;
- demonstrate understanding of the conventions of citing primary and secondary material;
- move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing, and review;
- write thoughtfully about the writing process of composition; revise a work to make it suitable for a different audience
- analyze image as text; evaluate/incorporate reference documents into researched papers.

Texts:

The Language of Composition—2nd Edition (Shea et al.)

50 Essays A Portable Anthology—4th Edition (Samuel Cohen)

Blood Done Sign My Name (Timothy Tyson)
Search for the Meaning of Life (V. Frankl)
Red Badge of Courage (Stephen Crane)

Class activities include:

Essay Writing/Timed Writings: Students will write analytical and argumentative essays (including the synthesis style) in class and during our major practice tests. These essays will be scored using the 1 to 9-point AP rubric. Essay topics will coincide with a unit's focus of study and be chosen to build students' skills. We will administer practice tests 3-4 times before the May AP test.

Classwork: During the course of study, students will respond to and reflect on assigned readings. This will demonstrate the student's understanding of content, purpose, rhetorical strategies, and connections to other readings as well as personal experience. Additionally, students will evaluate released tests from the College Board and use their data base for various activities, including multiple choice practice. Students will analyze visual representations, including advertisements, photographs, cartoons, and graphics to discern their argumentative purposes and effects as a form of communication. Students will determine the relationship between the visual form, spoken word, and the written text. Students will perform some tasks independently and some in groups. There will be class discussions that require students to be prepared by reading and participate actively.

Dialectical journals: For each reading, on one side of the page, students will summarize the reading and identify the rhetorical situation of the work. On the other side they will briefly evaluate the effectiveness of the author's choices for that situation. (1.A, 1.B)

Research Project: Students will use primary and secondary sources to write a synthesis essay. The project will include all phases of research paper preparation using standard MLA guidelines. The final product will include a typed paper, outline, and works cited.

Vocabulary and Grammar: Students will complete daily warmups of vocabulary and grammar, as well as vocabulary from the various essays and texts. They will have weekly vocabulary tests.

Point System

In Class, I will use an unweighted point system to calculate grades. The categories and the range of possible points are as follows:

- Ant/Syn: 20-28 points based on the number of words
- Classwork: 10-100 points depending on the assignment and amount of time given
- AP Lang Practice Tests: from 5-20 points based on number of questions
- Projects: 100-200 points
- Vocabulary Quizzes: 100 points each
- Warm ups: 50 points each

- Writing Assignments: 50-150 points each

The assignments will be divided as follows: 40% will be considered “Practice” and 60%, “Performance” as per Ashley High School’s grading policy

Unit 1: An Introduction to Rhetoric Using Political Speeches (inaugurations, declarations of war, etc..

Approximate Duration: 7-9 class periods (90-minute blocks)

Enduring Understanding: RHS-1: Individuals write within a particular situation and make strategic writing choices based on that situation

CLE-1: Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing, arguments.

Skill: 1.A: Reading—Identify and describe components of the rhetorical situation (the exigence, audience, writer, purpose, context, and message)

3.A Reading – Identify and explain claims and evidence within an argument.

4.A Writing – Develop a paragraph that includes a claim and evidence supporting the claim.

Essential Knowledge RHS 1.A—The rhetorical situation of a text collectively refers to the exigence, purpose, audience, writer, context, and message

RHS 1.B—The exigence is part of a rhetorical situation that inspires, stimulates, provokes, or prompts writers to create a text.

RHS 1. C—The purpose of a text is what the writer hopes to accomplish with it. Writers may have more than one purpose in a text

CLE-1. A Writers convey their positions through one or more claims that require a defense.

CLE-1.B Writers defend their claims with evidence and/or reasoning.

CLE-1.C Types of evidence may include facts, anecdotes, analogies, statistics, examples, details, illustrations, expert opinions, personal observations, personal experiences, testimonies, or experiments.

CLE-1.D Effective claims provoke interest and require a defense, rather than simply stating an obvious, known fact that requires no defense or justification.

CLE-1.E Writers relate source material to their own argument by syntactically embedding particular quoted, paraphrased, or summarized information from one or more sources into their own ideas.

Readings:

- Theodore Roosevelt’s Inaugural address, 1905
- Lincoln’s Second Inaugural address, 1865
- FDR’s First Inaugural address, 1933
- FDR’s Declaration of War, 1941
- Eisenhower “Atoms for Peace,” 1953
- LBJ “Great Society,” 1964

- Ronald Reagan’s Speech Commemorating the 40th Anniversary of D-Day, 1984
- George W. Bush “Get on Board,” 2001
- George W. Bush Katrina Speech, 2005
- Obama “More Perfect Union,” 2008
- Obama “Bin Laden Dead,” 2011
- Others if time permits

Video(s):

- Students will view/listen to audio for various political speeches
- Students will watch commentary on speeches/context
 1. Bernie v. Trump
<https://www.youtube.com/watch?v=16S2lQn5xgs&feature=youtu.be>
 - 2.

Assessment(s):

- Quizzes on vocabulary
- Timed AP English Language and Composition multiple choice practice tests
- Thesis sentences/intro paragraphs

Unit 2: Rhetoric Continued—Women’s Rights

Approximate Duration: 7-9 class periods (90-minute blocks)

Enduring Understanding: RHS-1: Individuals write within a particular situation and make strategic writing choices based on that situation

CLE-1: Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing, arguments.

Skill: 1.B: Reading—Explain how an argument demonstrates understanding of an audience’s beliefs, values, or needs

2.B Writing – Demonstrate an understanding of an audience’s beliefs, values, or needs.

3.A Reading – Identify and explain claims and evidence within an argument.

4.A Writing – Develop a paragraph that includes a claim and evidence supporting the claim.

3.B Reading – Identify and describe the overarching thesis of an argument, and any indication it provides of the argument’s structure.

4.B Writing – Write a thesis statement that requires proof or defense and that may preview the structure of the argument.

Essential Knowledge RHS 1.F—Writer’s perceptions of audience’s values, beliefs, needs, and background guide the choices they make

RHS-1.G To achieve a purpose, writers make choices in an attempt to relate to an intended audience’s emotions and values.

RHS-1.H Arguments seek to persuade or motivate action through appeals—the modes of persuasion.

CLE-1.F Writers use evidence strategically and purposefully to illustrate, clarify, set a mood, exemplify, associate, or amplify a point.

CLE-1.G Strategically selected evidence strengthens the validity and reasoning of the argument, relates to an audience’s emotions and values, and increases a writer’s credibility.

CLE-1.H An effective argument contains sufficient evidence; evidence is sufficient when its quantity and quality provide apt support for the argument.

CLE-1.I A thesis is the main, overarching claim a writer is seeking to defend or prove by using reasoning supported by evidence.

CLE-1.J A writer’s thesis is not necessarily a single sentence or an explicit statement and may require a thorough reading of the text to identify, but when a thesis is directly expressed, it is called a thesis

statement. [Note: While the texts you assign your students to analyze may not always contain obvious thesis statements, they should each have a thesis. It can be good practice for students to write a thesis statement for such texts. On the AP Exam, a clear communication of the thesis is required in students' essays.]

Readings:

- “Ain’t I a Woman” (S. Truth)
- AOC’s speech on the House floor, July 2020
- “The Education of Women” (Daniel Defoe)
- “Professions for Women” (Virginia Woolf)
- “Declaration of Sentiments and Resolutions (Elizabeth Cady Stanton)
- “from A Vindication of the Rights of Women” (Mary Wollstonecraft)
- Sarah Palin’s acceptance speech Republican National Convention, 2008
- **Nora Ephron, ‘Commencement Address To Wellesley Class Of 1996’**
- “The Politics of Women,” 1971 (Gloria Steinem)
- “Freedom from Fear,” 1990 (Aung San Suu Kyi)
- “‘Women’s Work’ and the gender pay gap How Discrimination, Societal Norms, and Other Forces Affect Women’s Occupational Choices—and their pay” (Jessica Schieder)
- Others if time permits

Video(s):

- Students will view various speeches
- Students will view background information

Assessment(s):

- Quizzes on vocabulary
- Timed AP Lang multiple choice practice tests
- Time AP Lang practice writing

Unit 3: Collecting and Analyzing information— Civil/Human Rights Movements

Approximate Duration: 7-9 class periods (90-minute blocks)

Enduring Understanding: **CLE-1** Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing, arguments.
REO-1 Writers guide understanding of a text's lines of reasoning and claims through that text's organization and integration of evidence.

Skill: **3.A** Reading – Identify and explain claims and evidence within an argument.
4.A Writing – Develop a paragraph that includes a claim and evidence supporting the claim.
5.A Reading – Describe the line of reasoning and explain whether it supports an argument's overarching thesis.
6.A Writing – Develop a line of reasoning and commentary that explains it throughout an argument.
5.C Reading – Recognize and explain the use of methods of development to accomplish a purpose.
6.C Writing – Use appropriate methods of development to advance an argument.

Essential Knowledge: **CLE-1.K** Effective use of evidence uses commentary to establish a logical relationship between the evidence and the claim it supports.
CLE-1.L Writers introduce source material by using commentary to properly integrate it into their line of reasoning.
CLE-1.M Synthesis requires consideration, explanation, and integration of others' arguments into one's own argument.
CLE-1.N Writers must acknowledge words, ideas, images, texts, and other intellectual property of others through attribution, citation, or reference.
REO-1.A Writers may lead readers through a line of reasoning and then arrive at a thesis.
REO-1.B Writers may express a claim and then develop a line of reasoning to justify the claim.
REO-1.C Writers explain their reasoning through commentary that connects chosen evidence to a claim.
REO-1.D Commentary explains the significance and relevance of evidence in relation to the line of reasoning.

REO-1.E The sequence of paragraphs in a text reveals the argument's line of reasoning.

REO-1.F Flaws in a line of reasoning may render an argument specious or illogical.

Readings:

- *Blood Done Sign My Name* (Tyson)
- Narrative of the Life of Frederick Douglass
- "Homeward Bound" (Janet Wu)
- "Letter from a Birmingham Jail" (MLK, Jr.)
- "Does Flint Have Clean Drinking Water" (Emma Winowiecki)
- "What Do Americans Think About Their Health Coverage Ahead of 2020 Election" (Collins and Gunja) (2020)
- Speech on Human Trafficking (Pietro Parolin (2019))
- Remarks at Security Council debate on Trafficking in Persons in Conflict Situations (Antonio Guterres) Nov 2017
- *Others if time permits*

Video(s):

- Students will view various speeches
- Students will view background information (Civil Rights)

Assessment(s):

- Quizzes on vocabulary
- Timed AP Lang multiple choice practice tests
- Time AP Lang practice writing

Unit 4: Evaluate and Organizing an Argument— Race Relations/Immigration

Approximate Duration: 7-9 class periods (90-minute blocks)

Enduring Understanding: RHS-1: Individuals write within a particular situation and make strategic writing choices based on that situation

- Skill: 1.A Reading** – Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message.
- 2.A Writing** – Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation.
- 3.B Reading** – Identify and describe the overarching thesis of an argument, and any indication it provides of the argument’s structure.
- 4.B Writing** – Write a thesis statement that requires proof or defense and that may preview the structure of the argument.
- 5.C Reading** – Recognize and explain the use of methods of development to accomplish a purpose.
- 6.C Writing** – Use appropriate methods of development to advance an argument.

Essential Knowledge RHS 1.F—Writer’s perceptions of audience’s values, beliefs, needs, and background guide the choices they make

RHS-1.I The introduction of an argument introduces the subject and/ or writer of the argument to the audience. An introduction may present the argument’s thesis. An introduction may orient, engage, and/or focus the audience by presenting quotations, intriguing statements, anecdotes, questions, statistics, data, contextualized information, or a scenario.

RHS-1.J The conclusion of an argument brings the argument to a unified end. A conclusion may present the argument’s thesis. It may engage and/or focus the audience by explaining the significance of the argument within a broader context, making connections, calling the audience to act, suggesting a change in behavior or attitude, proposing a solution, leaving the audience with a compelling image, explaining implications, summarizing the argument, or connecting to the introduction.

CLE-1.O A thesis statement may preview the line of reasoning of an argument. This is not to say that a thesis statement must list the points of an argument, aspects to be analyzed, or specific evidence to be used in an argument.

REO-1.G Methods of development are common approaches writers frequently use to develop and organize the reasoning of their arguments. A method of development provides an audience with the means to trace a writer’s reasoning in an argument.

REO-1.K When developing ideas through comparison-contrast, writers present a category of comparison and then examine the similarities and/or differences between the objects of the comparison. When analyzing similarities and/or differences, like categories of comparison must be used.

REO-1.L When developing ideas through a definition or description, writers relate the characteristics, features, or sensory details of an object or idea, sometimes using examples or illustrations.

Readings:

- “The Coming Race War Won’t be About Race” (Kareem Abdul-Jabar)
- “Becoming Americans, Bad Habits and All (Associated Press)
- “The Back of the Bus” (Mary Mebane)
- “The Paranoid Style of American Policing” (Ta-Nehisi Coates)
- “Black Lives Matter May Be the Largest Movement in History” (Larry Buchanan)
- “Kids in Cages: Inhumane treatment at the Border” (Clara Long, 2019)
- “When Xenophobia Spreads like a Virus” (Erika Lee, 2020)
- Others if time permits

Video(s):

- Students will view various speeches
- Students will view background information

Assessment(s):

- Quizzes on vocabulary
- Timed AP Lang multiple choice practice tests
- Time AP Lang practice writing

Unit 5: Strengthen the Coherence of Argument-- Religion

Approximate Duration: 7-9 class periods (90-minute blocks)

Enduring Understanding: REO-1 Writers guide understanding of a text's lines of reasoning and claims through that text's organization and integration of evidence.

STL-1 The rhetorical situation informs the strategic stylistic choices that writers make.

Skill: 5.A Reading – Describe the line of reasoning and explain whether it supports an argument's overarching thesis.

6.A Writing – Develop a line of reasoning and commentary that explains it throughout an argument.

5.B Reading – Explain how the organization of a text creates unity and coherence and reflects a line of reasoning.

6.B Writing – Use transitional elements to guide the reader through the line of reasoning of an argument.

7.A Reading – Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text.

8.A Writing – Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.

Essential Knowledge REO-1.M The body paragraphs of a written argument make claims, support them with evidence, and provide commentary that explains how the paragraph contributes to the reasoning of the argument.

REO-1.N Coherence occurs at different levels in a piece of writing. In a sentence, the idea in one clause logically links to an idea in the next. In a paragraph, the idea in one sentence logically links to an idea in the next. In a text, the ideas in one paragraph logically link to the ideas in the next.

REO-1.O Repetition, synonyms, pronoun references, and parallel structure may indicate or develop a relationship between elements of a text.

REO-1.P Transitional elements are words or other elements (phrases, clauses, sentences, or paragraphs) that assist in creating coherence among sentences, paragraphs, or sections in a text by showing relationships among ideas.

REO-1.Q Transitional elements can be used to introduce evidence or to indicate its relationship to other ideas or evidence in that paragraph or in the text as a whole.

STL-1.A Words have both connotative and denotative meanings.

STL-1.B Descriptive words, such as adjectives and adverbs, not only qualify or modify the things they describe but also convey a perspective toward those things.

STL-1.C Precise word choice reduces confusion and may help the audience perceive the writer's perspective.

Readings:

- “The Day Christian Fundamentalism Was Born” (Matthew Avery Sutton)
- “Americans Have Positive Views About Religion’s Role in Society, but Want it out of Politics” (Pew Research Center, 2019)
- “America’s Next Generation of Muslims Insists on Crafting Its Own Story” (Leila Fadel, 2018)
- “Secularism Is on the Rise, but Americans are Still Finding Community and Purpose in Spirituality” (Karen Turner, 2019)
- Others if time permits

Video(s):

- Students will view various speeches
- Students will view background information

Assessment(s):

- Quizzes on vocabulary
- Timed AP Lang multiple choice practice tests
- Time AP Lang practice writing

Unit 6: Recognizing Bias and Limitations within evidence--Philosophy

Approximate Duration: 7-9 class periods (90-minute blocks)

Enduring Understanding: CLE-1: Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing, arguments.

STL-1 The rhetorical situation informs the strategic stylistic choices that writers make.

Skill: 3.A Reading – Identify and explain claims and evidence within an argument.

4.A Writing – Develop a paragraph that includes a claim and evidence supporting the claim.

3.B Reading – Identify and describe the overarching thesis of an argument, and any indication it provides of the argument’s structure.

4.B Writing – Write a thesis statement that requires proof or defense and that may preview the structure of the argument.

7.A Reading – Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text.

8.A Writing – Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.

Essential Knowledge: CLE-1.P When synthesizing, writers draw upon arguments from multiple sources, strategically select the most relevant information, and combine apt and specific source material as part of their own argument.

CLE-1.Q A source provides information for an argument, and some sources are more reliable or credible than others.

CLE-1.R A position and a perspective are different. Sources may have the same position on a subject, yet each comes from a different perspective based on their background, interests, and expertise.

CLE-1.S When incorporating evidence or sources into an argument, the strongest arguments recognize and acknowledge the

biases and limitations of the material and account for those limitations in their reasoning.

CLE-1.T The degree to which a source does or does not consider other positions reflects the degree to which that source is biased

CLE-1.U Consideration and use of new evidence may require revision of the thesis statement and/or changes to the line of reasoning.

STL-1.D A writer's tone is the writer's attitude or feeling about a subject, conveyed through word choice and writing style.

STL-1.E Readers infer a writer's tone from the writer's word choice, and especially the positive, negative, or other connotations of those words.

STL-1.F A writer's shifts in tone from one part of a text to another may suggest the writer's qualification, refinement, or reconsideration of their perspective on a subject.

Readings:

- *Man's Search for Meaning* (Frankl)
- "Civil Disobedience" (Thoreau)
- "Small Change: Why the Revolution Will Not Be Tweeted" (Malcolm Gladwell)
- *Red Badge of Courage* (Stephen Crane)
- Others if time permits

Video(s):

- Students will view various speeches
- Students will view background information

Assessment(s):

- Quizzes on vocabulary
- Timed AP Lang multiple choice practice tests
- Time AP Lang practice writing

Unit 7: Revising claims and evidence--Science and Technology

Approximate Duration: 7-9 class periods (90-minute blocks)

Enduring Understanding: RHS-1: Individuals write within a particular situation and make strategic writing choices based on that situation

CLE-1: Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing, arguments.

Skill: 1.A Reading – Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message.

2.A Writing – Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation.

3.C Reading – Explain ways claims are qualified through modifiers, counterarguments, and alternative perspectives.

4.C Writing – Qualify a claim using modifiers, counterarguments, or alternative perspectives.

7.B Reading – Explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas.

(Note: Students should be able to read and analyze

these complexities but are not expected to write with them on timed essays.)

8.B Writing – Write sentences that clearly convey ideas and arguments.

7.C Reading – Explain how grammar and mechanics contribute to the clarity and effectiveness of an argument.

8.C Use established conventions of grammar and mechanics to communicate clearly and effectively.

Essential Knowledge RHS-1.I The introduction of an argument introduces the subject and/ or writer of the argument to the audience. An introduction may present the argument's thesis. An introduction may orient, engage, and/or focus the audience by presenting quotations, intriguing statements, anecdotes, questions, statistics, data, contextualized information, or a scenario.

RHS-1.J The conclusion of an argument brings the argument to a unified end. A conclusion may present the argument's thesis. It may engage and/or focus the audience by explaining the significance of the argument within a broader context, making connections, calling the audience to act, suggesting a change in

behavior or attitude, proposing a solution, leaving the audience with a compelling image, explaining implications, summarizing the argument, or connecting to the introduction.

CLE-1.V A lack of understanding of the complexities of a subject or an issue can lead to oversimplification or generalizations.

CLE-1.W Because arguments are usually part of ongoing discourse, effective arguments often avoid expressing claims, reasoning, and evidence in absolute terms.

CLE-1.X Writers may strategically use words, phrases, and clauses as modifiers to qualify or limit the scope of an argument.

STL-1.G Writers express ideas in sentences. Sentences are made up of clauses, at least one of which must be independent.

STL-1.H The arrangement of sentences in a text can emphasize particular ideas.

STL-1.I Subordination and coordination are used to express the intended relationship between ideas in a sentence.

STL-1.J Writers frequently use coordination to illustrate a balance or equality between ideas.

STL-1.K Writers frequently use subordination to illustrate an imbalance or inequality between ideas.

STL-1.L The arrangement of clauses, phrases, and words in a sentence can emphasize ideas.

STL-1.M Grammar and mechanics that follow established conventions of language enable clear communication.

STL-1.N Writers use punctuation strategically to demonstrate the relationships among ideas in a sentence.

STL-1.O Punctuation (commas, colons, semicolons, dashes, hyphens, parentheses, quotation marks, or end marks) advances a writer's purpose by clarifying, organizing, emphasizing, indicating purpose, supplementing information, or contributing to tone.

STL-1.P Some design features, such as italics or boldface, create emphasis

Readings:

- “Evolution, Climate and Vaccines: Why Americans Deny Science” (Stephanie Pappas)
- “Science in America: Religious Belief and Public Attitudes” (Pew Research Center)
- John F. Kennedy’s Address on the Space Effort, 1962
- “The Truth about Invasive Species” (Alan Burdick)
- Greta Thunberg’s Speech at The U.N. Climate Action Summit
- Others if time permits

Video(s):

- Students will view various speeches
- Students will view background information

Assessment(s):

- Quizzes on vocabulary
- Timed AP Lang multiple choice practice tests
- Time AP Lang practice writing

Unit 8: Review of Important Concepts-- Americana & Pop Culture

Approximate Duration: 7-9 class periods (90-minute blocks)

Enduring Understanding: RHS-1: Individuals write within a particular situation and make strategic writing choices based on that situation

STL-1 The rhetorical situation informs the strategic stylistic choices that writers make.

Skill: 1.B: Reading—Explain how an argument demonstrates understanding of an audience’s beliefs, values, or needs

2.B Writing – Demonstrate an understanding of an audience’s beliefs, values, or needs.

7.A Reading – Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text.

8.A Writing – Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.

7.B Reading – Explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas.

8.B Writing – Write sentences that clearly convey ideas and arguments.

Essential Knowledge RHS-1.K Writers may make comparisons (e.g., similes, metaphors, analogies, or anecdotes) in an attempt to relate to an audience. Effective comparisons must be shared and understood by the audience to advance the writer’s purpose.

RHS-1.L Writers’ choices regarding syntax and diction influence how the writer is perceived by an audience and may influence the degree to which an audience accepts an argument.

RHS-1.M Word choice may reflect writers’ biases and may affect their credibility with a particular audience.

RHS-1.N Because audiences are unique and dynamic, writers must consider the perspectives, contexts, and needs of the intended audience when making choices of evidence, organization, and language in an argument.

STL-1.Q A writer’s style is made up of the mix of word choice, syntax, and conventions employed by that writer.

STL-1.R Writers may signal a complex or ironic perspective through stylistic choices. Irony may emerge from the differences between an argument and the readers’ expectations or values.

STL-1.S Modifiers—including words, phrases, or clauses—qualify, clarify, or specify information about the thing with which they are associated. To reduce ambiguity, modifiers should be

placed closest to the word, phrase, or clause that they are meant to modify.

STL-1.T Parenthetical elements—though not essential to understanding what they are describing—interrupt sentences to provide additional information that may address an audience’s needs and/or advance a writer’s purpose.

Readings:

- “Fear & Loathing in America” (Hunter S. Thompson)
- “He was a Crook” (Hunter S. Thompson)
- “Climbing the Golden Arches” (Marissa Nunez)
- “College Athletes Should not be Paid” (Joe Posnanski)
- “Is Google Making Us Stupid?” (Nicholas Carr)
- Others if time permits

Video(s):

- Students will view various clips
- Students will view background information

Assessment(s):

- Quizzes on vocabulary
- Timed AP Lang multiple choice practice tests
- Time AP Lang practice writing

Unit 9: Address Any Necessary Skill Areas for Review— Humor

Approximate Duration: 7-9 class periods (90-minute blocks)

Enduring Understanding: CLE-1: Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing, arguments.

Skill: 3.C Reading – Explain ways claims are qualified through modifiers, counterarguments, and alternative perspectives.

4.C Writing – Qualify a claim using modifiers, counterarguments, or alternative perspectives.

Essential Knowledge: CLE-1.Y Effectively entering into an ongoing conversation about a subject means engaging the positions that have already been considered and argued about.

CLE-1.Z Evidence and sources will either support, complement, or contradict a writer’s thesis.

CLE-1.AA Writers enhance their credibility when they refute, rebut, or concede opposing arguments and contradictory evidence.

CLE-1.AB When writers concede, they accept all or a portion of a competing position or claim as correct, agree that the competing position or claim is correct under a different set of circumstances, or acknowledge the limitations of their own argument.

CLE-1.AC When writers rebut, they offer a contrasting perspective on an argument and its evidence or provide alternative evidence to propose that all or a portion of a competing position or claim is invalid.

CLE-1.AD When writers refute, they demonstrate, using evidence, that all or a portion of a competing position or claim is invalid.

CLE-1.AE Transitions may be used to introduce counterarguments.

CLE-1.AF Not all arguments explicitly address a counterargument.

Readings:

- “Modest Proposal” (Swift)
- “All Seven Deadly Sins Committed at Church Bake Sale” (The Onion)
- “Guys vs. Men” (Dave Barry)
- “Me Talk Pretty One Day” (David Sedaris)
- Ellen Degeneres 2009 Commencement Speech at Tulane University
- Trevor Noah: Son of Patricia (2018)
- Others if time permits

Video(s):

- Students will view selected late night monologues
- Students will view background information

Assessment(s):

- Quizzes on vocabulary
- Timed AP Lang multiple choice practice tests
- Time AP Lang practice writing

Name:

Date:

1. What is the overarching claim of the text? This should be 1-2 complete and concise sentences. Use the title and introduction to help guide your answer.
2. What are two pieces of evidence that support this claim? These should be direct citations from the text with page numbers.
3. What are two main rhetorical choices Reynolds uses to communicate this claim? Provide examples from the text.
4. Are his rhetorical appeals effective for you as a reader? Explain your answer in 6-8 sentences that cite textual evidence.
5. Why does Reynolds include sources and an index in this text?
6. Explain how Reynolds ends his text on page 248. How did Reynolds likely want it to impact the audience? How did this impact you as a reader?

Name:

Date:

1. What are the different roles in the text played by Reynolds and Kendi?
2. What is the tone of the text? Cite a sentence to support your answer.
3. Cite 2 examples of evidence used by Reynolds:
4. Cite 2 examples of commentary given by Reynolds
5. Cite and explain something Reynolds said that made you consider a different perspective than you have.
6. Cite and explain something Reynolds said that you've heard before.

AP English Language and Composition

Dialectical Journal for *Stamped: Remix*

What is a dialectical journal?

“A dialectical journal is a conversation between you and what you are reading. You simply write down passages that make you think, or interest you, and write about **your thoughts**. This process is an important way to understand a piece of literature. By writing about literature, you make your own meaning of the work in order to truly understand a piece of literature. When you do this yourself, then the text belongs to you—you have made it yours. The passages are there for everyone to read; however, the connections and interpretations are uniquely yours. You are neither right nor wrong in your response. So be willing to take risks and be honest.”

– Definition from the Lawrence Livermore National Laboratory

The term “dialectic” means “the art of practice of arriving at the truth by using conversation involving question and answer.” Think of your dialectical journal as a series of conversation with the texts we will be reading throughout this course. This process is meant to help you develop a stronger understanding of the texts you read, and you will be utilizing this journal to incorporate personal responses to the texts, ideas about concepts covered in class, and our class discussions. You will find that this strategy is a useful way to process what you are reading, prepare yourself for group discussion, and gather textual evidence for analysis.

The purpose of a dialectical journal is to identify significant pieces of text and explain the significance. It is another form of highlighting/annotating text and should be used to **think about, digest, summarize, question, clarify, critique, and remember** what is read. It is a way to take notes on what is read using the actual text, so that when you are asked to write an essay about or utilize the information from the text you do not have to re-read the entire piece. Instead, you can search your notes for direct quotes to use as supporting evidence for your opinions. A dialectical journal is also an effective way to assess your comprehension. It can be used with any form of writing: textbook, short story, novel, essay, poem, newspaper article, scientific journal, or any piece of writing students choose.

Procedure:

- As you read, choose passages that stand out to you and record them in the left-hand column of a T-chart; ALWAYS include page numbers.
- In the right column, write your response to the text (ideas/insights, questions, reflections, and comments on each passage).
- The left column is used for notes (direct quotations or summaries from the reading). The right column is used for commenting on notes in the left column. Your comments should be developed and demonstrate higher level thinking which goes well beyond summary. I am looking for evidence that you are thinking as you are reading.

Each text response will be worth five points for a total of 150 points for this assignment. Points will be deducted from the text side for failure to document accurately and completely according to the model provided. Points will be deducted on the Commentary/Reaction Connection side for summarizing and incomplete analysis. Each response must be at least 50 to 100 words in length.

Examples:

To Kill a Mockingbird by Harper Lee:

Passages from the text + the page # (1 point)	Commentary/Reaction/Connection (4 points)
“There was no hurry, for there was nowhere to go....nothing to see outside the boundaries of Maycomb County. But it was a time of vague optimism for some of the people: Maycomb Great County had recently been told that it had nothing to fear but fear itself.” (21)	Apparently, Maycomb is also a very slow, sleepy town that is pretty isolated from everything else. This seems to be especially true since they only have a “vague” notion of FDR’s speech (an allusion to the Depression of the 1930’s – must be the era in which the story takes place) and there is “nothing” outside of Maycomb County. I wonder why they see the world this way – maybe people don’t travel because of the depression or because that’s just not what people did. It is interesting to me that it seems so much like my hometown, except that people in Maycomb have “vague optimism.” I feel as if people don’t feel optimistic now. I certainly don’t know what I am going to do after high school and college. During the Depression, about what did Americans generally have to feel optimistic? They just didn’t know any better.

The Things They Carried by Tim O’Brien:

Passages from the text + the page # (1 point)	Comments/Reaction/Connection (4 points)
“-they carried like freight trains; they carried it on their backs and shoulders and for all the ambiguities of Vietnam, all the mysteries and unknowns, there was at least the single abiding certainty that they would never be at a loss for things to carry.” (2)	O’Brien chooses to end the first section of the novel with this sentence. He provides excellent visual details of what each soldier in Vietnam would carry for day-to-day fighting. He makes you feel the physical weight of what soldiers have to carry for simple survival. When you combine the emotional weight of loved ones at home, the fear of death, and the responsibility for the men you fight with, with this physical weight, you start to understand what soldiers in Vietnam dealt with every day. This quote sums up the confusion that the men felt about the reasons they were fighting the war, and how they clung to the only certainty – things they had to carry – in a confusing world where normal rules were suspended.

Choosing Passages from the Text:

Look for quotes that seem significant, powerful, thought provoking or puzzling. For example, you might record:

- ☐ Effective &/or creative use of stylistic or rhetorical devices
- ☐ Passages that remind you of your own life or something you've seen before
- ☐ Structural shifts or turns in the text
- ☐ A passage that makes you realize something you hadn't seen before
- ☐ Examples of patterns: recurring images, ideas, symbols or motifs
- ☐ Passages with confusing language or unfamiliar vocabulary
- ☐ Events you find surprising or confusing
- ☐ Passages that illustrate a particular concept

Responding to the Text:

You can *respond* to the text in a variety of ways. The most important point to remember is that your observations should be *specific and detailed*. You can write as much as you want for each entry.

Basic Responses

- ☐ Raise questions about the beliefs and values implied in the text
- ☐ Give your personal reactions to the passage
- ☐ Discuss the words, ideas, or actions of the author/subject
- ☐ Tell what it reminds you of from your own experiences
- ☐ Write about what it makes you think or feel
- ☐ Agree or disagree with the author/subject

HINTS:

Sample Sentence Starters: I really don't understand this because... I really dislike/like this idea because... I think the author is trying to say that... This passage reminds me of a time in my life when... If I were (name of character) at this point I would... This part doesn't make sense because...	Higher Level Responses: Analyze the text for use of rhetorical devices (tone, structure, style, imagery) Make connections between different people or events in the text Make connections to a different text (or film, song, etc...) Discuss the words, ideas, or actions of the author or subject Consider an event or description from the perspective of a different individual Analyze a passage and its relationship to the text as a whole
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(These are two separate boxes not meant to line-up/correlate)

In your journal or word document, create a table like the one below. Label one for each of the four required categories:

- Form and Structure
- Purpose/Tone/Style
- Imagery and/or Detail
- Rhetorical Devices

TEMPLATES:

TEMPLATE 1 of 4: <u>Form and Structure</u> (at least 3 Passages for this category)	
Important Excerpts/Passages from the Text <ul style="list-style-type: none"> Use quotes from the text in quotation marks followed by pages numbers in parenthesis. 	Your Commentary/Reaction/Connection <ul style="list-style-type: none"> What patterns do you notice in the text? How is the text laid out? What are the chapters? Headings? Subheadings? Are there changes in font? Are there graphics/photos/etc..
	Evaluate/Question/Explain/Predict/Connect

TEMPLATE 2 of 4: <u>Purpose /Tone /Style</u> (at least 5 passages for this category)	
Important Excerpts/Passages from the Text <ul style="list-style-type: none"> Use quotes from the text in quotation marks followed by pages numbers in parenthesis. 	Your Commentary/Reaction/Connection <ul style="list-style-type: none"> What is the author trying to accomplish? What argument(s) is he/she trying to make? What is the author's <u>attitude toward the subject</u>? How is <u>TONE</u> revealed through <u>DICTION</u> and <u>SYNTAX</u>?
	Evaluate/Question/Explain/Predict/Connect

TEMPLATE 3 of 4: <u>Imagery and or Detail</u> (at least 5 passages for this category)	
Important Excerpts/Passages from the Text <ul style="list-style-type: none"> Use quotes from the text in quotation marks followed by pages numbers in parenthesis. 	Your Commentary/Reaction/Connection <p>The imagery of a literary work comprises the set of images that appeal to the senses.</p> <ul style="list-style-type: none"> Look for recurring images (light/darkness, colors, clothing, odors, sounds).

	<ul style="list-style-type: none"> ● Point out details (numbers, facts, description) the author uses to support the argument. ● How are these images and/or details used? ● What emotions do they EVOKE? <p>Evaluate/Question/Explain/Predict/Connect</p>
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TEMPLATE 4 of 4: <u>Rhetorical Devices</u> (<u>Examples of Rhetorical Devices</u>) (at least 10 passages)	
<p>Important Excerpts/Passages from the Text</p> <ul style="list-style-type: none"> ● Use quotes from the text in quotation marks followed by pages numbers in parenthesis. 	<p>Your Commentary/Reaction/Connection</p> <ul style="list-style-type: none"> ● Look for examples of <u>Find types of figurative language, and others from your list.</u> <p>Evaluate/Question/Explain/Predict/Connect</p>

Be sure your journal includes

1. Purpose of the book:
2. Audience for the book:
3. The four above sections
4. Your reader's notebook

Date and number of pages read	Thoughts, notes, responses, questions, emotions, frustrations

Group Presentations:

You will be assigned a group of classmates and as a group, you will present a short slideshow to answer the assigned question. Your answer should rely more on your conversation with the class and visual cues in your presentation; THERE SHOULD NOT BE A LOT OF TEXT IN YOUR SLIDE SHOW. You must incorporate each member of your group as a speaker. Your answer should demonstrate an understanding of the text as a whole. It should include important quotations (with page numbers) that support your analysis and synthesis. Your presentation of the answer to your assigned question should be 3-5 minutes. I am giving you all the questions now, so as you read you have them in the back of your mind. I will assign the groups the week of December 12.

Questions:

1. Why study the history of racist ideas?
2. Explain this quotation as it relates to the text: “A civilization is not destroyed by wicked people; it is not necessary that people be wicked, but only that they be spineless.” (James Baldwin)
3. Explain the Wilmington (as in Wilmington, NC—the town in which you go to school) Coup of 1898—the only successful coup on U.S. territory, the Tulsa Race Massacre, 1906 Atlanta Race Riot, East St. Louis riots, Elaine massacre, and Ocoee massacre. How does the information in *Stamped* interact with these historical tragedies and offer a framework for analyzing them?
4. When describing Black political movements Reynolds writes, “The shift went from fighting for civil rights to fighting for freedom. The difference between the two is simple. One implies a fight for fairness. The other, a right to live.” What is the difference between fairness and a right to live? Was Martin Luther King fighting for civil rights or for freedom?
5. The authors note how Richard Nixon would demean Black people in his speeches without ever saying “Black” and “White” by using words like “urban” and “ghetto” (pages 191-192). What are other ways we invoke race without overtly mentioning race?
6. How has racism changed, improved, or worsened throughout American history? Do you think the problems of racism today are better or worse than 30 years ago? Kendi challenges conventional thinking when he says that racist policies that serve those in power have driven the development of racist ideas, not the other way around. How does this cause-effect show up in the book?

7. At the beginning of *Stamped* and in chapter 13, Reynolds writes, “Life rarely fits neatly into a box. People are complicated and selfish and contradictory.” Who are some of the complicated political figures with respect to their ideas about race, past and present? What makes them complex?
8. Why does Jason Reynolds say that *Stamped* is not a history book?

Elements of Literary Style:

1. Sentence Structure: Are the sentences long or short? Why do they change? Is the word-order straightforward or unconventionally crafted?
2. Diction: Is the writing tight and efficient, or elaborate and long-winded?
3. Vocabulary: Are the words technical, flowery, colloquial, cerebral, obscure, or.....?
4. Tone: What is the author's attitude?
5. Word Color/Word Sound: How much does the language call attention to or depend on the quality of its sound through alliteration, assonance, consonance, dissonance, unusual word choice, etc?
6. Paragraphs/Chapter Structure: Are the paragraphs short, or are they enormous blocks running across the page?
7. Experimentation in Language: Are there any unusual techniques, such as stream-of-consciousness, mixing styles and genres, unusual layout on the page, breaking rules of grammar and form, and so on?

75 rhetorical terms utilized for persuasion:

adage	epigram	refute	zeugma
allegory	figurative language	rhetoric	ethos
alliteration	figure of speech	rhetorical modes	pathos
allusion	hortatory	rhetorical question	logos
anadiplosis	hyperbole	rhetorical triangle	exigence
anaphora	imagery	satire	epistrophe
antanaclasis	induction	scheme	
anecdote	inversion	dependent clause	
antimetabole	irony	independent clause	
antithesis	juxtaposition	sentence patterns	
aphorism	metaphor	simile	
appositive	metonymy	source	
archaic diction	nominalization	speaker	
assumption	oxymoron	straw man	
asyndeton	pacing	style	
claim	paradox	syllogism	
colloquial/ism	parallelism	syntax	
concession	parody	synthesize	
credible	persona	tone	
deduction	personification	trope	
denotation	polemic	understatement	
diction	polysyndeton	voice (in grammar)	
	propaganda	voice (in narrative)	

Rubric for Dialectical Journal:

Critical Reader (detailed, elaborate responses): 120-150

- ☐ Extra effort is evident.
- ☐ Your quotes are relevant and thought provoking.
- ☐ You can “read between the lines” of the text.
- ☐ You consider meaning of the text in a universal sense.
- ☐ You create new meaning through connections with your own experiences or other texts
- ☐ You “carry on a dialogue” with the writer; you question, agree, disagree, appreciate, and object.
- ☐ Sentences are grammatically correct.

Connected Reader (detailed responses): 90-119

- ☐ A solid effort is evident.
- ☐ You include an adequate number of legible entries.
- ☐ Your quotes are relevant and connect to the themes.
- ☐ Entries exhibit insight and thoughtful analysis.
- ☐ You construct a thoughtful interpretation of the text.
- ☐ You show some ability to make meaning of what you read.
- ☐ You create some new meaning through connections with your own experiences and the text.
- ☐ You explain the general significance.
- ☐ You raise interesting questions.
- ☐ You explain why you agree or disagree with the text.

Thoughtful Reader (somewhat detailed responses): 80-89

- ☐ Sentences are mostly correct with a few careless spelling and grammatical errors.
- ☐ You selected quotes that may be interesting to you but that don’t necessarily connect the themes of the novel.
- ☐ Entries exhibit insight and thoughtful analysis at times.
- ☐ You make connections, but explain with little detail.
- ☐ You rarely make new meaning from the reading.
- ☐ You ask simple questions of the text.
- ☐ You may agree or disagree, but don’t support your views.

Literal Reader (simple, factual responses): 70-79

- ☐ Entries exhibit limited insight or none at all.
- ☐ You accept the text literally.
- ☐ You are reluctant to create meaning from the text.
- ☐ You make few connections which lack detail.
- ☐ You are sometimes confused by clear or difficult sections of the text.

Limited Reader (perfunctory responses): below 70

- ☐ Very little effort is evident.
- ☐ You find the text confusing but make no attempt to “figure it out.”
- ☐ You create little or no meaning from the text.
- ☐ You make an occasional connection to the text, and the ideas lack development.
- ☐ Sentences contain numerous grammatical and spelling errors.

Name: _____

Stamped Vocabulary Quiz

Matching

- | | |
|-------------------------|---|
| 1. persistent____ | a. people who take in ideas as their own or assume identities of others |
| 2. assimilationist ____ | b. person's name |
| 3. moniker____ | c. anything that preserves or protects |
| 4. heralded____ | d. a sudden understanding or insight into meaning |
| 5. cockamamie____ | e. to hold or engage in struggle with |
| 6. grapple____ | f. to indicate or signal the coming of |
| 7. underhanded ____ | g. lasting or enduring in spite of opposition or obstacles |
| 8. bastion ____ | h. ridiculous, pointless, or nonsensical |
| 9. epiphanies____ | i. not open or honest; sneaky and crafty |
| 10. devoid____ | j. not possessing; not touched by |

Sentences. Cross out the incorrect word in the sentence and replace it with the correct vocabulary word. Be sure to add any prefixes and suffixes needed so that the vocabulary word(s) make sense within the sentence.

1. The athlete's laziness finally paid off—after years of dedication and training, she won a gold medal.
2. The student was ignoring (with) the math problems for hours in an effort to understand the concept.
3. After over-analyzing the conversation for days, it became full of any meaning to Tony.
4. The proposal seemed logical, so the group was reluctant to attempt it.
5. After a long day at work, his house was a war zone where he found peace and solitude.

Antonyms/Synonyms. Match the vocabulary words to the words listed below.

Write an "A" if it's an antonym; write "S" if it's a synonym.

- | | |
|-------------------|------------------|
| 1. enduring— | 7. intermittent— |
| 2. Achilles heel— | 8. salvation— |
| 3. reasonable— | 9. zany— |
| 4. liberate — | 10. wrestle— |
| 5. hid— | 11. announced— |

Analogies—complete each analogy below with a vocabulary word.

1. shame: infamy//realizations: _____
2. virtue: infamy//rebels: _____
3. persistence: _____ //underhandedness: _____
4. paradigm: slime//chapel: _____

Miscellaneous

1. Make "persistent" a past tense verb. _____
2. Make "assimilation" a present tense verb. _____
3. Make "underhanded" an adverb. _____
4. Write the prefix on "devoid." _____ What does the prefix mean? _____
5. Make "epiphanies" singular. _____
6. Make "bastion" plural. _____

SAT/ACT review

1. lambaste/berate ____ a. adj, evil or wicked/corrupt or wicked
 2. malfeasance/misconduct ____ b. noun, a cure for all ailments/something that cures a disorder
 3. nefarious/depraved ____ c. adj, overly compliant to gain favor/weak or whinny
 4. obsequious/sniveling ____ d. noun, illegal acts done by official/wrong or bad behavior
 5. panacea/remedy ____ e. verb, to physically beat someone/to scold or rebuke
-
6. Make "lambaste" past tense. _____
 7. Make "remedy" plural. _____
 8. Make "obsequious" an adverb. _____
 9. The suffix "ous" makes a word what part of speech? _____
 10. The suffixes "ly" makes what part of speech? _____

BONUS

1. **Fill in each sentence with the correct past participle of the verb "to be."**
 - a. I have _____ to Disney World before.
 - b. She has _____ to Disney Land.
2. **Use the correct homophone in each sentence: Course/coarse**
 - a. She wondered if the school offered a _____ on economics.
 - b. The sweater she wore to the first class was _____ wool.
 - c. Of _____ she was very uncomfortable wearing it.

THIS IS NOT AN OPTIONAL SECTION! IT WILL BE A SEPARATE GRADE FROM YOUR VOCABULARY QUIZ.

Circle the subject in each sentence.

1. Jason Reynolds is an author.
2. He has won many awards for writing.
3. He has written more than 20 books.

Circle the verb in each sentence.

1. Jason Reynolds is an author.
2. He has won many awards for writing.
3. He has written more than 20 books.

Circle the adjective in each sentence.

1. Jason Reynolds is an author.
2. He has won many awards for writing.
3. He has written more than 20 books.

Circle the adverb in each sentence.

1. Jason Reynolds is an author.
2. He has won many awards for writing.
3. He has written more than 20 books.

Name:

Date:

1. Use page 9 in the introduction to cite two examples of ethos:
2. What is the tone of the text? Cite a sentence to support your answer.
3. Cite 2 examples of evidence used by Vance:
4. Cite 2 examples of commentary given by Vance:
5. Cite and explain something Vance said that made you consider a different perspective:
6. Cite and explain something Vance said that you've heard or thought before.

Name:

Date:

1. What is the overarching claim of the text? This should be 1-2 complete and concise sentences. Use the title and introduction to help guide your answer.
2. What are two pieces of evidence that support this claim? These should be direct citations from the text with page numbers.
3. What are two main rhetorical choices Vance uses to communicate this claim? Provide examples from the text.
4. Are his rhetorical appeals effective for you as a reader? Explain your answer in 6-8 sentences that cite textual evidence.
5. Why does Vance have notes at the end of the text? Why does he include an afterward?
6. Explain how Vance ends his text on page 257. How did Vance likely want it to impact the audience? How did this impact you as a reader?

Name: _____

Hillbilly Elegy Vocabulary Quiz

Matching

- | | |
|-----------------------------|---|
| 1. inculcates____ | a. something that is highly severe or critical |
| 2. vitriol ____ | b. speech or way of speaking |
| 3. parlance____ | c. lowest point; point of greatest adversity or despair. |
| 4. nadir____ | d. sad, mournful poem or song |
| 5. lucrative____ | e. anxiety that results from holding opposing ideas or beliefs at the same time |
| 6. meritocratic____ | f. to cause or influence someone to accept an idea |
| 7. frenetic ____ | g. desperate or wild with excitement; frenzied |
| 8. elegy ____ | h. profitable or money-making |
| 9. cognitive dissonance____ | i. based on ability or talent rather than class |
| 10. viscerally____ | j. in a way that deals with instinct and base emotions rather than intellect |

Sentences. Cross out the incorrect word in the sentence and replace it with the correct vocabulary word. Be sure to add any prefixes and suffixes needed so that the vocabulary word(s) make sense within the sentence.

1. In the heated debate, the participants were full of praise and showed hate and disrespect to one another.
2. The loss of his mother was the high point of his life—it took him years to make peace with it.
3. When I lost my keys I was composed and started rushing around looking for them.
4. It was a(n) silly idea for a business, so it was very successful.
5. Her success was based on her luck; she worked hard to get where she was.

Antonyms/Synonyms. Match the vocabulary words to the words listed below.

Write an “A” if it’s an antonym; write “S” if it’s a synonym.

- | | |
|-------------------|------------------|
| 1. pinnacle— | 7. rock bottom— |
| 2. inconsistency— | 8. congruity— |
| 3. advantageous— | 9. unprofitable— |
| 4. hostility— | 10. veneration— |
| 5. calm— | 11. maniacal— |

Analogies—complete each analogy below with a vocabulary word.

1. shame: infamy//lament: _____
2. virtue: infamy//entitled: _____
3. elegiacal: _____ // _____: merit
4. police officer: enforces// mentor: _____

Miscellaneous

1. Make “inculcates” a noun. _____
2. Make “lucrative” a noun. _____
3. Make “lucrative” an adverb. _____
4. Write the prefix on “inculcates” _____. What does the prefix mean in this use? _____
5. Make “elegy” plural. _____
6. Make “viscerally” an adjective. _____

SAT/ACT review

1. lambaste/berate ____ a. adj, evil or wicked/corrupt or wicked
 2. malfeasance/misconduct ____ b. noun, a cure for all ailments/something that cures a disorder
 3. nefarious/depraved ____ c. adj, overly compliant to gain favor/weak or whinny
 4. obsequious/sniveling ____ d. noun, illegal acts done by official/wrong or bad behavior
 5. panacea/remedy ____ e. verb, to physically beat someone/to scold or rebuke
6. Make "lambaste" past tense. _____
 7. Make "remedy" plural. _____
 8. Make "obsequious" an adverb. _____
 9. The suffix "ous" makes a word what part of speech? _____
 10. The suffixes "ly" makes what part of speech? _____

BONUS

1. Fill in each sentence with the correct past participle of the verb "to be."
 - a. I have _____ to Disney World before.
 - b. She has _____ to Disney Land.
2. Use the correct homophone in each sentence: Course/coarse
 - a. She wondered if the school offered a _____ on economics.
 - b. The sweater she wore to the first class was _____ wool.
 - c. Of _____ she was very uncomfortable wearing it.

THIS IS NOT AN OPTIONAL SECTION! IT WILL BE A SEPARATE GRADE FROM YOUR VOCABULARY QUIZ.

Circle the subject in each sentence.

1. Jason Reynolds is an author.
2. He has won many awards for writing.
3. He has written more than 20 books.

Circle the verb in each sentence.

1. Jason Reynolds is an author.
2. He has won many awards for writing.
3. He has written more than 20 books.

Circle the adjective in each sentence.

1. Jason Reynolds is an author.
2. He has won many awards for writing.
3. He has written more than 20 books.

Circle the adverb in each sentence.

1. Jason Reynolds is an author.
2. He has won many awards for writing.
3. He has written more than 20 books.