

Olentangy Local School District Literature Selection Review

Teacher: Christa Overbeck

School: Liberty High School

Book Title: *Stamped: Racism, Antiracism, and You*

Genre: Nonfiction

Author: Jason Reynolds & Ibram X. Kendi

Pages: 255

Publisher: Little Brown & Company

Copyright: 2020

In a brief rationale, please provide the following information relative to the book you would like added to the school's book collection for classroom use. You may attach additional pages as needed.

Book Summary and Summary Citation: (suggested resources include book flap summaries, review summaries from publisher, book vendors, etc.)

Book Flap Summary:

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* 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 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.

Provide an instructional rationale for the use of this title, including specific reference to the OLSD curriculum blueprints and/or State standards.

Rationale for Junior/AP use of *Stamped*:

Stamped provides a timely example of an informative and an argumentative text. Reynolds and Kendi provide core definitions of their concepts and position their information within a central argument. This example of how information can be applied for two purposes--to inform and persuade--will be used to challenge students to look at how communication can have multiple simultaneous functions, and will provide a mentor text for students writing their own information-backed arguments. (CP 11)

It also provides a concise history of racism in the United States to use as an accompaniment to literature that probes related narratives. (AP Lit)

[CCSS.ELA-LITERACY.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, persuasiveness or beauty of the text.

[CCSS.ELA-LITERACY.W.11-12.1](#)

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-LITERACY.W.11-12.1.A

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-LITERACY.W.11-12.1.B

Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

CCSS.ELA-LITERACY.W.11-12.1.C

Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

CCSS.ELA-LITERACY.W.11-12.1.D

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.W.11-12.1.E

Provide a concluding statement or section that follows from and supports the argument presented.

Educator's Guide for 7-12:

<https://s3.amazonaws.com/WebVault/SLJ/EDIT20/projects/STAMPED-edu-guide.pdf>

Include two professional reviews of this title: (a suggested list of resources for identifying professional reviews is shown below. Reviews may be “cut and pasted” (with citation) into the form or printed reviews may be attached to the form). Reviews should suggest an appropriate grade-level or grade-band.

Review #1 (from School Library Journal)

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.

Review #2: from KIRKUS

The 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 "savagely," 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*)

What alternate text(s) could also fulfill the instructional requirements?

Title: *Stamped from the Beginning*

Author: Ibram X. Kendi

Title: *Just Mercy*

Author: Bryan Stevenson

Document any potentially controversial content:

The books does include the N-word and various descriptions of racist attitudes and acts from history. Both are done with the intent to educate, but some readers may find this material to be sensitive.

Keeping in mind the age, academic level, and maturity of the intended reader, what is the suggested classroom use: (check all that apply)

Gifted/Accelerated

Regular

At Risk

GRADE LEVEL(S): 6 7 8 9 10 11 12

Reading Level of this Title (if applicable):

Suggested Professional Literacy Review Sources:

School Library Journal

Horn Book

Bulletin of the Center for Children's Books

VOYA (Voice of Youth Advocates)

Library Journal
Book Links
Publisher's Weekly
Booklist
Kirkus Review
Wilson Library Catalog
English Journal (and other resources of the National Council of Teachers of English)
The Reading Teacher (International Reading Association)
Literature for Today's Young Adults

Signatures:

Teacher: _____ **Date:** _____

Department Head: _____ **Date:** _____

Building Administrator: _____ **Date:** _____

Curriculum Supervisor: _____ **Date:** _____