

**BEAUFORT COUNTY SCHOOL DISTRICT
RECONSIDERATION COMMITTEE CHECKLIST**

Committee Number: 6

Date 12/1/22

Name of Novel Stamped: Racism, Antiracism, and You by Jason Reynolds

Directions: After reading the selected novel, review the material using the below criteria. Note upon review of the book the following Beaufort County School District Non Discrimination will be taken into consideration:

Non-Discrimination. The BCSD affirms the right of all individuals to be treated with respect and to be protected from intimidation, discrimination, physical harm, and/or harassment. The BCSD is committed to nondiscrimination and equal opportunity for all students, parents/legal guardians, staff, visitors, applicants for admission and employment, personnel, and community members who participate or seek to participate in its educational programs or activities. Accordingly, the BCSD does not discriminate against any individual on the basis of race, religion, gender, gender identity, sexual orientation, sex, pregnancy, childbirth, or any related medical conditions, color, physical or mental disability, age (40 or older), ancestry, genetic information, national origin, or any other applicable status protected by Title VI, Title VII, Title IX or any other local, state, or federal law.

EDUCATIONAL SIGNIFICANCE	Check all that apply
The novel supports the BCSD's mission, vision, and goals.	✓
The novel directly supports the acquisition of related standards. (Educational Significance)	✓
The novel contributes to improved academic achievement for a variety of learners and learning styles.	✓
The novel promotes the integration of higher-level thinking skills.	✓
The novel reflects the needs/interests of the school and the culture of the school community.	✓
The novel/material adds value to the library/school collection	✓
The novel reflects a clear, adequate, and broad presentation of the content.	✓
Evidence from the text or standards relating to EDUCATIONAL SIGNIFICANCE: <u>Full of History</u>	

QUALITY, CONTENT, MANNER OF PRESENTATION	Check all that apply
The novel is to be engaging and able to meet a variety of student needs. Meet high standards of quality in factual content and presentation to include, but not limited to: i. No errors, validity, accuracy; ii. Objectivity; iii. Well written; and iv. Strong visual appeal.	✓
Ensure reputation and significance of author and producer.	✓
The novel/material contains a value/currency commensurate with cost.	✓
The novel/material has high artistic quality, and/or literary style.	✓
The novel/material avoids bias and adheres to standards of sensitivity relative to student race, sex, religion, culture, ethnicity, disability, and socioeconomic status.	✓
Ensure that the novel/material contains clarity adequacy, and scope of test.	✓
The presentation of contents is organized in a manner that provides clarity and ease to the reader.	✓
The novel/material ensures a high degree of readability and/or comprehensibility.	✓
Evidence from the text relating to QUALITY:	

AVOIDANCE OF PERVASIVE VULGARITY	Check all that apply
When considered as a whole, the novel does not appeal to sexual interest in a shameful way.	✓
The novel does not depict or describe sexual conduct in a clearly offensive way.	✓
The novel abides by prevailing standards in the adult community in regard to suitable material for minors.	✓
The novel is free from graphic depictions of sexual activity.	✓
Evidence from the text relating to PERVASIVE VULGARITY:	

APPROPRIATENESS	K-5	6-8	9-12
The novel is appropriate to the age and grade level of students.		✓	✓
The novel is appropriate to the maturity level of students.		✓	✓
The novel is appropriate to the content area.		✓	✓
The novel/material reflects the contemporary community standards.		✓	✓
Evidence from the text relating to APPROPRIATENESS: <i>Absolutely appropriate for the latter 2, could be for 4th & 5th graders.</i>			

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EDUCATIONAL SIGNIFICANCE	Check all that apply
The novel supports the BCSD's mission, vision, and goals.	✓
The novel directly supports the acquisition of related standards. (Educational Significance)	✓
The novel contributes to improved academic achievement for a variety of learners and learning styles.	✓
The novel promotes the integration of higher-level thinking skills.	✓
The novel reflects the needs/interests of the school and the culture of the school community.	✓
The novel/material adds value to the library/school collection	✓
The novel reflects a clear, adequate, and broad presentation of the content.	

Evidence from the text or standards relating to EDUCATIONAL SIGNIFICANCE: pg 71

lots of people got behind the strategy of colonization, including (eventually) a delegate from Virginia, Charles Fenton Mercer, and an antislavery clergyman, Robert Finley. Finley would take the colonization idea and run with it. He started an organization called the American Colonization Society (ACS) and wrote the manifesto for it, outlining how free blacks would need to be trained to take care of themselves so they could go back to Africa and take care of the motherland.

QUALITY, CONTENT, MANNER OF PRESENTATION	Check all that apply
<p>The novel is to be engaging and able to meet a variety of student needs. Meet high standards of quality in factual content and presentation to include, but not limited to:</p> <ul style="list-style-type: none"> i. No errors, validity, accuracy; ii. Objectivity; iii. Well written; and iv. Strong visual appeal. 	✓
Ensure reputation and significance of author and producer.	✓
The novel/material contains a value/currency commensurate with cost.	✓
The novel/material has high artistic quality, and/or literary style.	✓
The novel/material avoids bias and adheres to standards of sensitivity relative to student race, sex, religion, culture, ethnicity, disability, and socioeconomic status.	✓
Ensure that the novel/material contains clarity adequacy, and scope of test.	✓
The presentation of contents is organized in a manner that provides clarity and ease to the reader.	✓
The novel/material ensures a high degree of readability and/or comprehensibility.	✓
<p>Evidence from the text relating to QUALITY:</p> <p>A fourteen year old boy Emmett Till was brutally murdered in Money, Mississippi, for supposedly "hissing" at a white woman. They beat Till so ruthlessly that his face was unrecognizable during his open-casket funeral in his native Chicago.</p>	

AVOIDANCE OF PERVASIVE VULGARITY	Check all that apply
When considered as a whole, the novel does not appeal to sexual interest in a shameful way.	✓
The novel does not depict or describe sexual conduct in a clearly offensive way.	✓
The novel abides by prevailing standards in the adult community in regard to suitable material for minors.	✓
The novel is free from graphic depictions of sexual activity.	✓
Evidence from the text relating to PERVASIVE VULGARITY: There were not examples of pervasive vulgarity in the text.	

APPROPRIATENESS	K-5	6-8	9-12
The novel is appropriate to the age and grade level of students.	✓	✓	✓
The novel is appropriate to the maturity level of students.	✓	✓	✓
The novel is appropriate to the content area.	✓	✓	✓
The novel/material reflects the contemporary community standards.	✓	✓	✓
Evidence from the text relating to APPROPRIATENESS: pg. 229 nearly Twelve Thousand women and men ventured to Durban, South Africa, for the United Nations World Conference Against Racism, Xenophobia and Related intolerance, held from August 31 to September 7, 2001. Delegates passed around a report on the prison-industrial complex and women of color that had been co-authored by Angela Davis. They also identified the Internet as the latest mechanism for spreading racist ideas, citing the roughly sixty thousand white supremacist sites and the racist statements so often made in comments sections following online stories about Black people.			

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EDUCATIONAL SIGNIFICANCE (not a novel)	Check all that apply
The novel supports the BCSD's mission, vision, and goals.	✓
The novel directly supports the acquisition of related standards. (Educational Significance)	✓
The novel contributes to improved academic achievement for a variety of learners and learning styles.	✓
The novel promotes the integration of higher-level thinking skills.	✓
The novel reflects the needs/interests of the school and the culture of the school community.	✓
The novel/material adds value to the library/school collection	✓
The novel reflects a clear, adequate, and broad presentation of the content.	✓
Evidence from the text or standards relating to EDUCATIONAL SIGNIFICANCE: <u>see attached "A" typed notes</u>	

QUALITY, CONTENT, MANNER OF PRESENTATION <i>(not a novel)</i>	Check all that apply
The novel is to be engaging and able to meet a variety of student needs. Meet high standards of quality in factual content and presentation to include, but not limited to: i. No errors, validity, accuracy; ii. Objectivity; iii. Well written; and iv. Strong visual appeal.	<input checked="" type="checkbox"/>
Ensure reputation and significance of author and producer.	<input checked="" type="checkbox"/>
The novel/material contains a value/currency commensurate with cost.	<input checked="" type="checkbox"/>
The novel/material has high artistic quality, and/or literary style.	<input checked="" type="checkbox"/>
The novel/material avoids bias and adheres to standards of sensitivity relative to student race, sex, religion, culture, ethnicity, disability, and socioeconomic status.	<input checked="" type="checkbox"/>
Ensure that the novel/material contains clarity adequacy, and scope of test.	<input checked="" type="checkbox"/>
The presentation of contents is organized in a manner that provides clarity and ease to the reader.	<input checked="" type="checkbox"/>
The novel/material ensures a high degree of readability and/or comprehensibility.	<input checked="" type="checkbox"/>
Evidence from the text relating to QUALITY: <div style="text-align: center;"> <i>See attached "B" + typed notes + "C" of typed notes.</i> </div>	

AVOIDANCE OF PERVASIVE VULGARITY	Check all that apply
When considered as a whole, the novel does not appeal to sexual interest in a shameful way.	✓
The novel does not depict or describe sexual conduct in a clearly offensive way.	✓
The novel abides by prevailing standards in the adult community in regard to suitable material for minors.	✓
The novel is free from graphic depictions of sexual activity.	✓
Evidence from the text relating to PERVASIVE VULGARITY: <i>There is no vulgarity. References to rape and lynching are historical, not at all graphic.</i> <i>See typed notes in attached "D."</i>	

APPROPRIATENESS (not a novel)	K-5	6-8	9-12
The novel is appropriate to the age and grade level of students.		✓	✓
The novel is appropriate to the maturity level of students.		✓	✓
The novel is appropriate to the content area.		✓	✓
The novel/material reflects the contemporary community standards.		✓	✓
Evidence from the text relating to APPROPRIATENESS: <i>see attached conclusion</i> <i>After discussion I added 6-8; possibly 4-5.</i> <i>Parental information about the history taught in these grades is compelling. Other adaptations for elementary school should be added.</i>			

EDUCATIONAL SIGNIFCANCE:

The BCSD mission is supported by extensive information about important issues facing today's reality. The BCSD standards are supported and met by addressing historical and current failings and opportunities to address and eradicate the failings which are important lessons for many of life's challenges. The BCSD goals of academic achievement are supported by presenting a methodology for critical thinking. The BCSD goal of teaching and attaining higher level thinking is supported with facts and ways to analyze and/or interpret them. The BCSD needs and interests of the school and community are supported by offering a lens by which to understand the ongoing pervasive problems of Racism in our County, State and Nation. Such as Voting Rights. The Books value to the schools' collections are absolutely proven by all of the above. The content is presented clearly, adequately and broadly.

Racism is defined by historical facts of power and money grabbing; ideas of Climate and Curses as bases for Racism; and Purity of White Minds and Polygenesis as added bases for Racism. Anti-Racism was first introduced by the Mennonites of PA, that the oppression of people on the basis of skin color is equal to the oppression of people on the basis of religious beliefs. The use of words to promote racist ideas such as depicting evil as Black - Witches. History of Contradictions in early American democracy of equality of all and slavery. Extensive references to both White and Black writers and political figures that promote or decry segregation, assimilation or anti-racism. The role of pamphlets, books, movies, music to support or oppose racism. And Historical facts or all assertions.

STAMPED, RACISM, ANTIRACISM AND YOU, By Jason Reynolds, a "young adult" adaptation of STAMPED FROM THE BEGINNINGS, By Ibram X. Kendi

The qualifications of the authors are extensive and directly related to the subject of the book.

Ibram X. Kendi was awarded the 2021 MacArthur Fellowship, the "Gentle Genius". He was named 1 of the 100 most influential people by the New York Times in 2020. Also in 2020, he was the creator of and is the director of the Center for Anti-Racism Research at Boston University. He wrote "How to be an Anti-Racist" in 2019. The New York Times review of the book states that is the "most courageous book to date on the problem of race in the Western mind." In 2016 he was the youngest winner of the National Book Award. He has a 2010 PHD from Temple University. He was raised by Christians with Black liberation theology.

Kendi's critical thinking approach:

To know the past is to know the present. p. ix I "want you [the reader] to understand racism today to understand how it is affecting you and America today." p. ix

"A racist idea is any idea that suggests something is wrong or right, superior or inferior, better or worse about a racial group." P. ix "An anti-racist idea is an idea that suggests that racial groups are equal." p. ix "There are lazy, hardworking, wise, unwise, harmless and harmful individuals of every race." p. xv

Racism against Blacks was born about 600 years ago in Western Europe, in the mid-1400s, traveled to the colonial America and has been here in the United States from its beginning. pp. ix-x

The book reviews the development of racism against Blacks in North America through three systems:

Segregationists - racists think there is something wrong, inferior, in Black people, and blame Black people for problems they suffer. And, that Black people cannot be changed for the better.

Assimilationists - believe Black people can be changed for the better into the standards and norms of White people.

pp. xii-xiii

Anti-racists - challenge both segregationists and assimilationists by defining and responding to racism in that racism is the problem, not the Black people who are hated. p. xiii

The "need of powerful people to defend racist policies led them to produce racist ideas" ... when unsuspecting people consumed

STAMPED, RACISM, ANTIRACISM AND YOU, By Jason Reynolds, a "young adult" adaptation of STAMPED FROM THE BEGINNINGS, By Ibram X. Kendi

these ideas, they became the same ignorant and hateful people as the racists. pp. xiii-xiv

The goal of understanding and confronting racism of every kind is the hope that a time will come when we will love humanity and gain the courage to fight for an equitable society. Knowing, intelligently, that when we fight for humanity, we fight for ourselves. Kendi hopes that time is Now. p. xvi

Jason Reynolds is the 2020-2022 National Ambassador for Young People's Literature. He has received NAACP and Coretta Scott King honors and both Carnegie and John Newberry Medals. He is the author of novels and poetry for young adults and middle graders. He is also a musician.

Reynolds critical thinking approach:

This is not a history book but a book that contains history. "Race has been a strange and persistent poison in American History, which I'm sure you already know." pp. 1-2 Reynolds style is talking to the young adult reader.

Segregationists hate you for not being like them.
Assimilationists "like" you because you are like them.
Antiracists love you because you are like you. pp. 3-4
And, individuals are often a combination of these. p. 4

Reynold's Writing Style and Techniques: The book is organized into five time periods, with chapters in each time period exploring the development of racism and antiracism through events, prominent persons, issues of the day and the progression of both racism and antiracism in the time period. The Chapter titles intrigue the reader to keep reading. Techniques such as lists in different formats, text in different fonts and sizes, chapter breaks that move the book along well. Both emphasis and repetition are used to keep the reader focused. The inclusion of writings, movies and music is material to which the young adult can relate. Sprinkled throughout are references to the power of specific words to support racist ideas. Very importantly, both White and Black personages are identified - not only Whites - as promoting racists ideas of segregation and assimilation.

QUALITY OF CONTENT AND MANNER OF PRESENTATION

The Book is engaging. It meets all standards for students' needs: there is a high level of factual information supported by research and foot notes in original source "Stamped from the Beginnings." There are citations in this edition. The Book is not "objective" - it is meant to be informative of both races' positions throughout American history on both racism and antiracism. It is well-written - see Notes on Techniques used. Its visual appeal is in the font sizes and bold print, text layout varieties such as lists, and the division of the text into dated sections and telling chapter titles. All of which are appropriate for young adult readers.

The reputations of both Mr. Kendi and Mr. Reynolds are outstanding by any comparisons. See notes. The value of the book to education far exceeds its cost.

The question about avoiding bias completely misses the point of this non-fiction book. The book provokes thought where Bias is the theme to be eradicated. The scope of the book is extensive and supported by facts and research. The facts are controvertible on purpose. There is a high degree of readability.

See additional notes.

\ D "

VULGARITY:

There is no vulgarity in this Book

There is no appeal to sexual interest but for factual references to rape. Sexual conduct is not depicted but for factual references to rape. It is suitable for young adult readers to know that rape was used for power and breeding. Reynolds states that rape is not to be taken lightly and the victim must not be blamed. His discussion and reference of the movie Birth of A Nation is valid and appropriate.

Additionally, it is vital to record the history of the break-up of slave families, use of lynching and violence to control power. The references to hangings are historical and without depiction. The references to riots and revolts are historical and without depiction.

Conclusion: To evince is to describe something clearly. To provide evidence is to demonstrate that the something at issue is described clearly according to the standards which apply. In my opinion, this book satisfies all of the BCSD criteria for 9-12 graders and should, in fact, must, be returned to educational paths in our county high schools.

First: there are different lenses of racism experience. There are correlations to how each person experiences hatred like racism, sexism, antisemitism, ethnicity attacks, personal definitions. This book provides a way to approach what the hatred is, why the hatred developed, how the hatred has persisted and been enforced, how the hatred can be confronted with truths, and how the hatred can be eradicated. The approach of the book with respect to one form of hatred - against Black people - can be applied to understanding and eradicating the other forms of hatred.

Second: the book is to be used in an educational setting specifically for young adults. It is an adaptation for the learning and reading level of young adults from a book written for adult learning. It should be discussed in an educational setting by educated teachers to guide what will be strong reactions to the material. The guidance in reacting to the material in the book will help to accomplish confronting racism - one of the many hatreds prevalent in our American society. Most importantly, the teacher's guidance will help those who are defensive because of lack of knowledge; and help those who experience or whose families have experienced other forms of hatred. An uncomfortable reaction should create conversation and hopefully ideas of resolution. I believe the discomfort some may feel is not just wanted but also needed to acknowledge and address systems of hatred.

I relate as a Jew whose relatives through centuries have been persecuted, whose closest relatives were murdered by those professing anti-semitism in Europe - the Nazis - and as having an understanding of how certain systems perpetuate that form of hatred. I am also a woman who benefitted from the efforts of women before me who fought prejudices against women earlier in the 20th century, and thus gave me opportunities, I would not have had.

Third: the book should be kept in high school libraries so that students can choose to be informed. Being informed is the best way to confront bias. Being informed will prompt discussion & hopefully corrective action.

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EDUCATIONAL SIGNIFICANCE	Check all that apply
The novel supports the BCSD's mission, vision, and goals.	<input checked="" type="checkbox"/>
The novel directly supports the acquisition of related standards. (Educational Significance)	<input checked="" type="checkbox"/>
The novel contributes to improved academic achievement for a variety of learners and learning styles.	<input checked="" type="checkbox"/>
The novel promotes the integration of higher-level thinking skills.	<input checked="" type="checkbox"/>
The novel reflects the needs/interests of the school and the culture of the school community.	<input checked="" type="checkbox"/>
The novel/material adds value to the library/school collection	<input checked="" type="checkbox"/>
The novel reflects a clear, adequate, and broad presentation of the content.	<input checked="" type="checkbox"/>
<p>Evidence from the text or standards relating to EDUCATIONAL SIGNIFICANCE:</p> <p>"To know the past is to know the present. To know the present is to know yourself" page 1111 introduction</p> <p>"I write about the history of racism to understand racism today" intro. pg 1111</p> <p>claims to not be a history book, but gives a different viewpoint on historical events.</p>	

QUALITY, CONTENT, MANNER OF PRESENTATION	Check all that apply
The novel is to be engaging and able to meet a variety of student needs. Meet high standards of quality in factual content and presentation to include, but not limited to: i. No errors, validity, accuracy; ii. Objectivity; iii. Well written; and iv. Strong visual appeal.	✓
Ensure reputation and significance of author and producer.	✓
The novel/material contains a value/currency commensurate with cost.	✓
The novel/material has high artistic quality, and/or literary style.	✓
The novel/material avoids bias and adheres to standards of sensitivity relative to student race, sex, religion, culture, ethnicity, disability, and socioeconomic status.	Biased → different viewpoint
Ensure that the novel/material contains clarity adequacy, and scope of test.	✓
The presentation of contents is organized in a manner that provides clarity and ease to the reader.	✓
The novel/material ensures a high degree of readability and/or comprehensibility.	✓
<p>Evidence from the text relating to QUALITY:</p> <p>pg 159 → Emmet Till ^{death} and how he lit a fire under civil rights movement and MLK Jr!</p> <p>pg 160 → 4 black freshmen NC A&T sat at a whites only counter & denied service. Within days peaceful sit ins occurred</p> <p>pg 217 → Bill Clinton's "3 strikes your out" causing the largest increase of prison population in U.S. History</p>	

mostly for non-violent drug offenses.

pg 246 → This is how racism works "All it takes is the right kind of media to spark it. To spin it. At least that's what history has shown us. Telling a certain story a certain way.

pg 253 → it takes a whole hand - both hands - to grab hold of hatred. Not just a texting thumb a scrolling index finger.

* "We can't attack a thing we don't know"

AVOIDANCE OF PERVASIVE VULGARITY	Check all that apply
When considered as a whole, the novel does not appeal to sexual interest in a shameful way.	✓
The novel does not depict or describe sexual conduct in a clearly offensive way.	✓
The novel abides by prevailing standards in the adult community in regard to suitable material for minors.	✓
The novel is free from graphic depictions of sexual activity.	✓
<p>Evidence from the text relating to PERVASIVE VULGARITY:</p> <p>There is 0 content in the book pertaining to anything sexual.</p> <p>There are 0 cuss words</p>	

APPROPRIATENESS	K-5	6-8	9-12
The novel is appropriate to the age and grade level of students.		✓	✓
The novel is appropriate to the maturity level of students.		✓	✓
The novel is appropriate to the content area.		✓	✓
The novel/material reflects the contemporary community standards.		✓	✓
<p>Evidence from the text relating to APPROPRIATENESS:</p> <p>I think this book would be wonderful to use during instruction of Civil rights. Use this book alongside alongside history textbook, to allow readers to see <u>both</u> sides of the story. 100% should be in middle/high school libraries.</p>			