



# CLAY COUNTY DISTRICT SCHOOLS

900 WALNUT STREET, GREEN COVE SPRINGS, FL 32043  
P (904) 336-6500 F (904) 336-6536 W oneclay.net

SUPERINTENDENT OF SCHOOLS  
David S. Broskie

1/20/23 10am  
Lab 2

### BOARD MEMBERS:

- Janice Kerekes, District 1
- Mary Bolle District 2
- Beth Clark District 3
- Tina Bullock District 4
- Ashley Gilhousen, District 5

## Request for Reconsideration or Review of Instructional Materials

Individual Requesting Review: BRUCE FRIEDMAN  
 Phone: [REDACTED] Email: BRUCE.FRIEDMAN@NOLEFTTURN.VS  
 Physical Address: [REDACTED]  
 City: [REDACTED] State: FL Zip: [REDACTED]  
 School: RIDGEVIEW etc Grade Level: HS etc Subject: VARIES

### Check as applicable:

- I represent a special interest group named NOLEFTTURN IN EDUCATION FLORIDA
- I already have a copy of the material
- I will review the material on-site
- I wish to check out the material for a two-week period

### Type of Instructional Material:

- Novel
- Textbook
- Workbook
- Symbol
- Video (YouTube, DVD, etc.)
- Other: VARIES

Title: \* Scars  
 Author: \* Cheryl Rainfield ISBN: \* 978-1-934813-32-4

1. What is your interest or reason for this request? PROTECT CHILDREN

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2. What is objectionable about the material: specific pages, chapters, language, scenes?  
 Attach additional information, if necessary. [REDACTED]

<input checked="" type="checkbox"/> INAPPROPRIATE CONTENT	PAGES	READ SUMMARY
<input type="checkbox"/> COMMON CORE	_____	_____
<input type="checkbox"/> CSE	_____	ATTACHED
<input type="checkbox"/> SEL	_____	REPORT
<input type="checkbox"/> DEL / CRT / ANTI-POLICE	_____	_____
<input type="checkbox"/> SEXUAL CONTENT	_____	_____

3. What do you believe might be the result of a student using this material? DAMAGED SOULS

4. For what age group would you recommend this material? ADULT

5. Is there anything good in this material? NA

6. Would you care to recommend another instructional material in the same format, covering the same subject or content standards? If so, please list the title, author, publisher, and ISBN: NA

Printed name of Complainant: BRUCE FRIEDMAN

Signature of Complainant: 

Date: 7/31/2022

Please submit the completed form and any additional documentation to:

Clay County District Schools  
Attn: Supervisor of Instructional Resources  
900 Walnut Street  
Green Cove Springs, Florida 32043

To be completed by Instructional Resources Office Staff:

Received in Instructional Resources: Date 8/2/22 by [Signature]

Attachments were included with this form. Total number of pages 5

The form was fully completed and accepted: Yes/No. If not, why?

Date Committee convened: \_\_\_\_\_

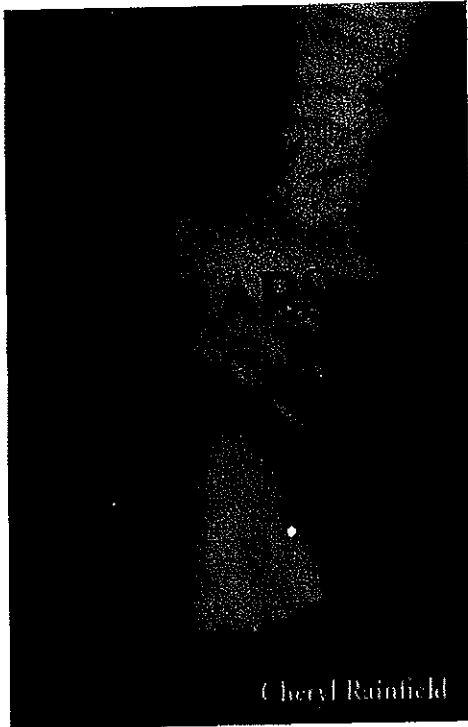
Committee Members: \_\_\_\_\_

Outcome: \_\_\_\_\_ by \_\_\_\_\_

Notification of Complainant: Date \_\_\_\_\_ by \_\_\_\_\_

Additional information: \_\_\_\_\_

# SCARS



*Young Adult*

**By Cheryl Rainfield**

ISBN: 978-1-934813-32-4

## **Summary of Concerns:**

This book contains explicit violence involving self-mutilation; inexplicit sexual activities; and profanity.

26	And then I see th X-acto knives lying there, their sharp short blades like daggers rising from their handles. It's like they were left out just for me. I grab one, telling myself I'm only borrowing it for a few hours. It would be so easy to cut, to just push my sleeve up, peel off the bandage, and cut- but I could never risk it, not where someone might see me. It almost feels like enough, just holding the knife, feeling its weight, the roughness of the etched metal handle, knowing I can cut if I need to. I tuck it into my bag between the pages of my sketchbook, then head to my table, the scent of paint and brushes already stirring images in my mind.
40	I slam my door shut and ram my chair under the handle. I snatch up my utility knife and cut, fast and hard.
41	I slash again and again, flesh opening up to expose little white bubbles of fat, until dark blood wells up to cover them and spills over my arm in wide, curling arcs, thin and hot. I barely feel the pain- just air rushing into my lungs, the thoughts slowing down. ...She's the only thing standing between me and the black endlessness of despair. She's the only thing keeping me from using my knife for permanent relief.
42	I wipe the blood off my utility knife with a tissue, then snap the top section of the blade off, starting a new edge so it'll be sharp for next time. The sharpness is important; it gives me more control. I press it against my skin, knowing I could plunge it right through my flesh, but know I won't, not right now.
71	I'm rocking on a bed, pain like a knife between my legs and blood on the sheets. "If you tell, you will die," he says, his voice low and hoarse. ...His huge body on top of mine, driving into me. My hands gripping the sheets. My body arched with pain.
72	I clench my hands under the table digging my nails into my skin. I need to cut.
73	I need to shut myself down right now. I need to cut.
74	I have the warm blade out of my pocket and into my hand almost before I have the door locked. I tear off the bandage and slash until I can't hear his voice any more, until I can't see his hands. I slash until the fear leaves me.
75	I know how to keep myself safe. All I have to do is cut. Cut until it all bleeds away.
135	"I sleep with boys. There's a difference." "You have sex with them...but you don't like them?"
139	"I understand that. Fucking boys numbs me, too..."
152	The man-shape pushes her hand down, fast and hard making the blade slash her flesh. The robot is fascinated by the sight of the skin parting open to reveal a bubbly white interior. There is no pain, no feeling. Just parted skin, like an open mouth, and blood rushing up to fill it. ... "Now you," he commands. ...She brings the blade down to her arm, judging carefully. For some reason, her ears are ringing and her perfectly controlled hand is trembling. She slashes once, twice, at his command.
178	Because I need cutting. I need it so bad.
216	I can't handle this. I need to cut. Need to cut so badly.



Profanity	Count
Ass	1
Bitch	3
Fuck	1
Shit	3



## District Committee Reconsideration Meeting Minutes

Title: Scars

Author: Cheryl Rainfield

Date: 1/20/2023

Committee Members: [REDACTED]

Complainant: Bruce Friedman (not in attendance) \*Reconsideration form read aloud for committee.

**1. What is the overall purpose, theme or message of the material?**

Testimonial of a survivors experience. Therapy is helpful.

**2. This work is most suitable for which grades? (Check all that apply.)**

Pre-K     K-6     7-8     9-12     None

**3. Are concepts presented in a manner appropriate to the ability and maturity level of your suggested audience?**

Yes     No

**4. Will reading or listening to this work result in a more compassionate understanding of human beings?**

Yes     No

**If yes, explain how.**

**5. Does this work offer an opportunity to understand and better appreciate the aspirations, achievements, and problems of different cultures and/or minority groups?**

Yes     No

**If yes, explain how.**

Definitely for mental health issues. The book lists 7 pages of resource outreach for people to contact.



## District Committee Reconsideration Meeting Minutes

6. Are questionable elements of this work an important part of the overall development of the story or text?

Yes     No

Explain your answer in a few sentences.

Absolutely

7. Non-fiction ONLY: Does the material contribute to the evolution of ideas?

Yes     No

Explain your answer in a few sentences.

8. Are the illustrations appropriate for the student's developmental age?

Yes     No     Not Applicable

9. Does this work have literary merit?

Yes     No     Not Applicable

10. Could this work be considered offensive in any way due to:

<input type="checkbox"/> profanity	<input type="checkbox"/> brutality	<input type="checkbox"/> Religion or portrayal of religious practices/ideologies
<input type="checkbox"/> language	<input type="checkbox"/> sexual behavior	<input type="checkbox"/> manner characters are presented
<input type="checkbox"/> violence	<input type="checkbox"/> prurient behavior	<input type="checkbox"/> portrayal of any societal groups
<input type="checkbox"/> cruelty	<input type="checkbox"/> aberrant behavior	<input type="checkbox"/> political positions

Notes:

### MEETING NOTES:

The story is more uncomfortable than offensive. The story may be based on experiences by the author.

1/20/23 @ 10am Lab  
1002

"Scars"

Votes

Keep at HS level only - 4

Reconsideration Ballot

Date: 1/20/23

Title: Rainfield, Cheryl

Author: S Cars

Select ONE option:

I vote to **remove** the book from all libraries

OR

I vote to **keep** in Clay County School Libraries (*specify recommendation below*)

Keep the book at **ALL** school levels

Keep the book at the **junior and high** school levels

Keep the book at the **high school level ONLY**

Reconsideration Ballot

Date: 1/20/2023

Title: SCARS

Author: RAINFIELD

Select ONE option:

I vote to **remove** the book from all libraries

OR

I vote to **keep** in Clay County School Libraries (*specify recommendation below*)

Keep the book at **ALL** school levels

Keep the book at the **junior and high** school levels

Keep the book at the **high school level ONLY**

Reconsideration Ballot

Date: 1-20-23

Title: SCARS

Author: Cheryl Rainfield

Select ONE option:

I vote to **remove** the book from all libraries

OR

I vote to **keep** in Clay County School Libraries (*specify recommendation below*)

Keep the book at **ALL** school levels

Keep the book at the **junior and high** school levels

Keep the book at the **high school level ONLY**

Reconsideration Ballot

Date: 20 JAN 2023

Title: "SCARS"

Author: CHERYL RAINFIELD

Select ONE option:

I vote to **remove** the book from all libraries

OR

I vote to **keep** in Clay County School Libraries (*specify recommendation below*)

Keep the book at **ALL** school levels

Keep the book at the **junior and high** school levels

Keep the book at the **high school level ONLY**



CERTIFY

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City: [REDACTED] State: FL Zip: [REDACTED]
School: RIDGEMONT HS... Grade Level: HS... Subject: VARIES

Check as applicable:

- I represent a special interest group named NO LEFT TURN IN EDUCATION
I already have a copy of the material
I will review the material on-site
I wish to check out the material for a two-week period

Type of Instructional Material:

- Novel, Workbook, Video (YouTube, DVD, etc), Textbook, Symbol, Other: VARIES

Title: SEPARATE IS NEVER EQUAL
Author: DUNCAN TONATIUA ISBN: 978-1-41971054-4
E OTHERS

NOTE: Requests may be returned if questions 1, 2, and 3 do not include a detailed response.

1. What is your interest or reason for this request? PROTECT CHILDREN!

2. Does this material violate F.S. Chapter 847 regarding Obscenity? Circle one: YES/NO (NO circled)
If YES, please explain in Question 3.

3. What is objectionable about the material? Include specific pages, chapters, language, scenes, etc., in your response. Attach additional information, if necessary.

CRT RACISM
PREOCCUPATION WITH SKIN TONE
IMPLIES (LIES) THAT SEGREGATION IS GONE
AND ALSO IN NOTES DENIES CULPABILITY
FOR A REVERSAL IN THE DESEGREGATION
OF SCHOOLS - NOW REINFORCED BY
"PROGRESSIVES - "
PURE PROPAGANDA

4. What do you believe might be the result of a student using this material? \_\_\_\_\_

DAMAGED SOULS

5. For what age group would you recommend this material? ADULT


6. Is there anything good in this material? NA

7. Would you care to recommend another instructional material in the same format, covering the same subject or content standards? If so, please list the title, author, publisher, and ISBN: NA

Printed name of Complainant: BRUCE FRIEDMAN

Please do not forget to sign, as forms without signatures may be returned.

: 

 3/8/2023

Please submit the completed form and any additional documentation to:

Clay County District Schools  
Attn: Supervisor of Instructional Resources  
900 Walnut Street  
Green Cove Springs, Florida 32043

To be completed by Instructional Resources Office Staff:

Received in Instructional Resources: Date 3/23/23 by 

Attachments were included with this form. Total number of pages 6

The form was fully completed and accepted: Yes/No. If not, why? \_\_\_\_\_

Date Committee convened: \_\_\_\_\_

Committee: \_\_\_\_\_

Outcome: \_\_\_\_\_

Notification of Complainant: Date \_\_\_\_\_ by \_\_\_\_\_

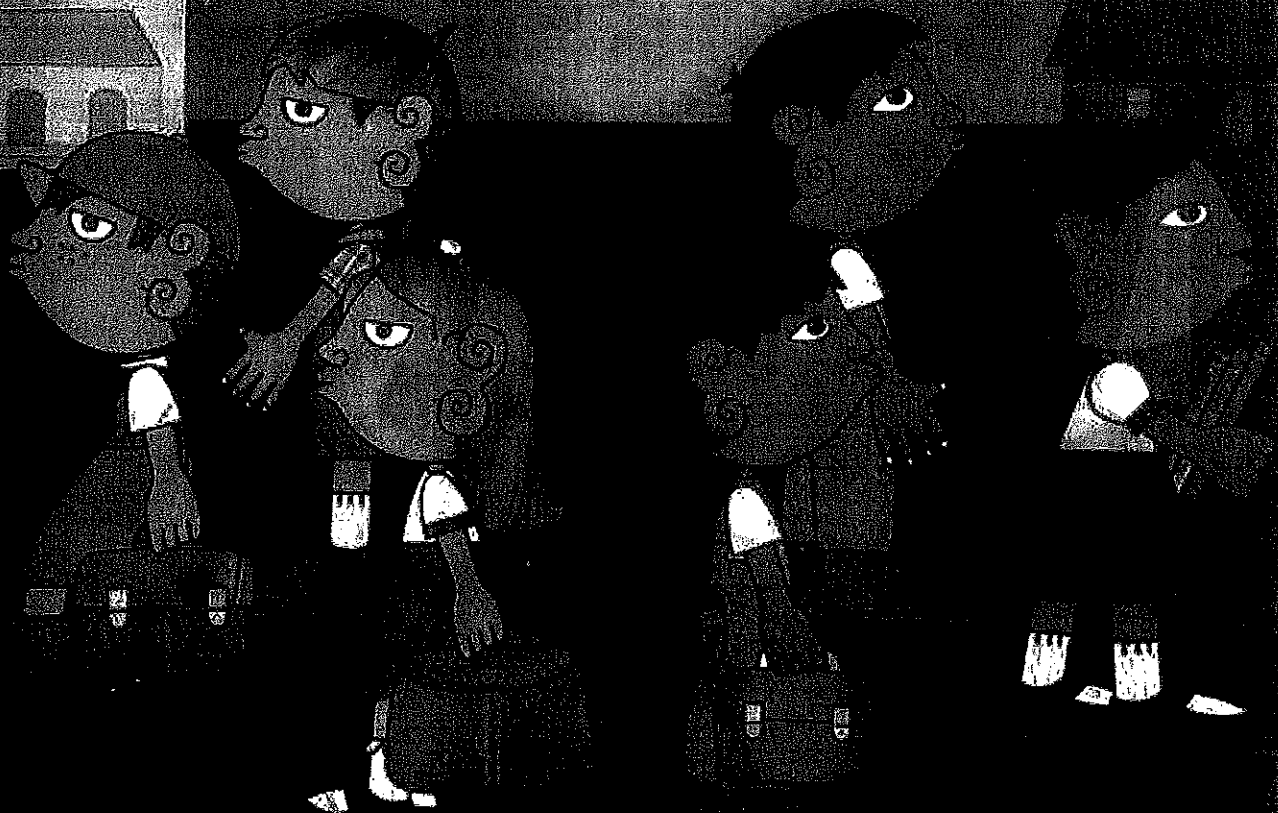
Additional information: \_\_\_\_\_





# SEPARATE IS NEVER EQUAL

Sylvia Mendez & Her Family's Fight for Desegregation

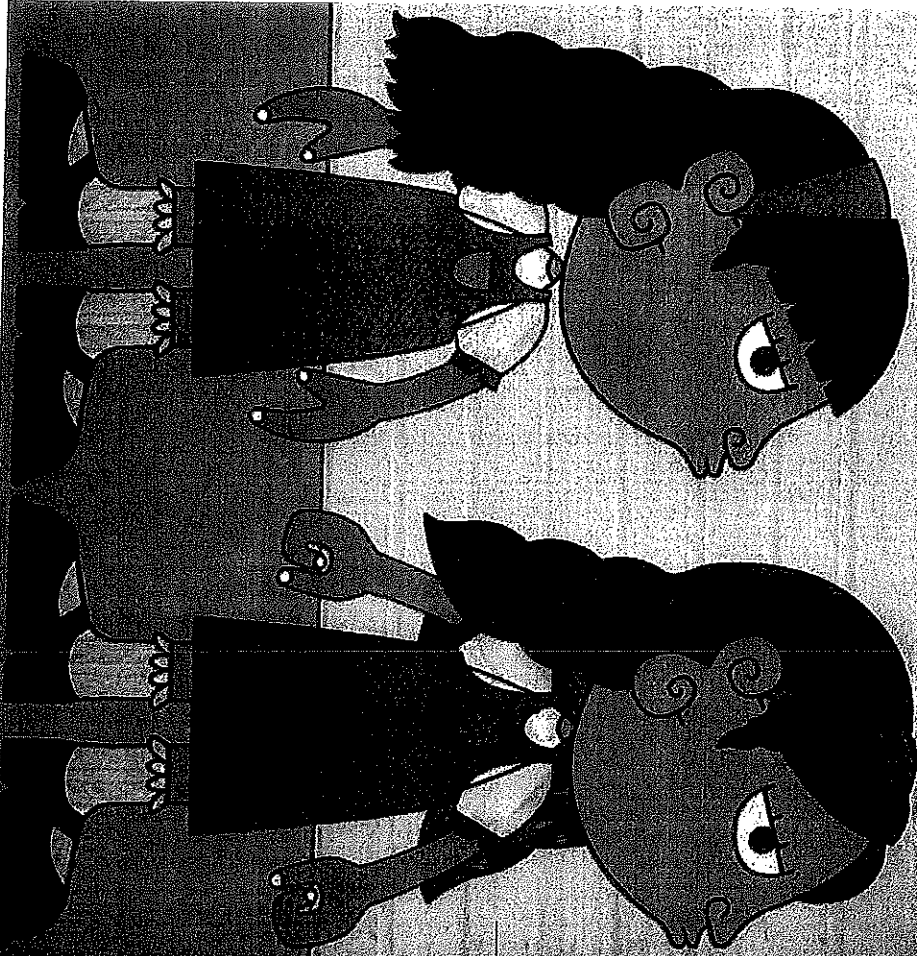


DUNCAN TONATIUH

ILLUSTRATED BY THE PURA BELLO STUDIO

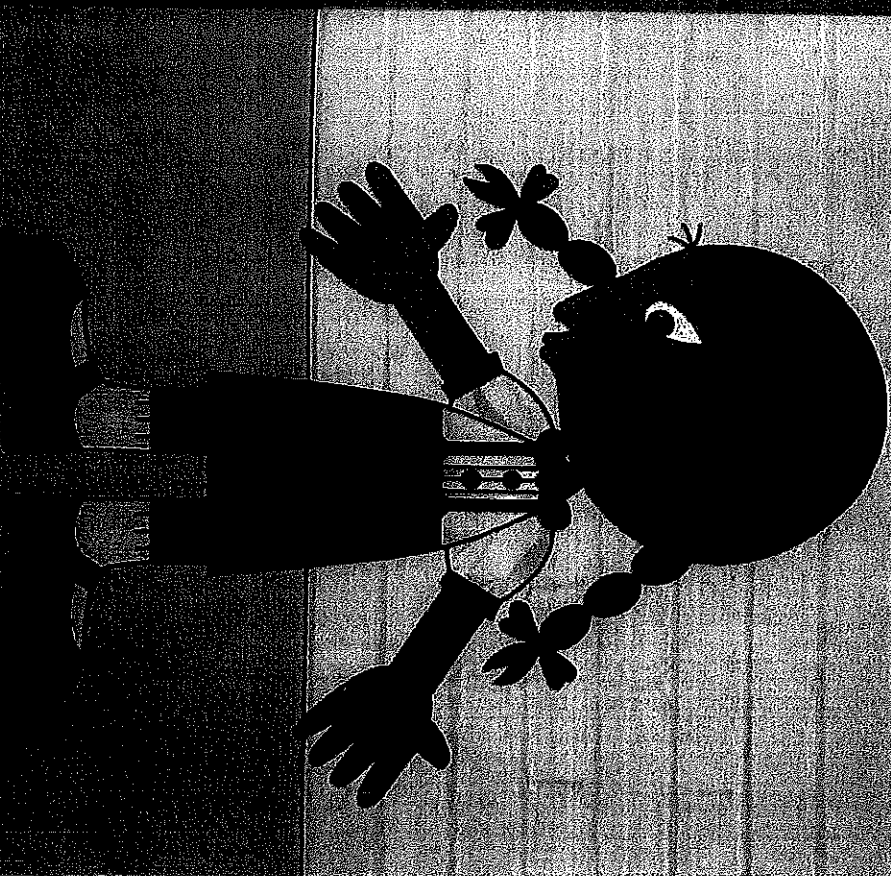
# THE OCCUPATION WITH MY SKIN TONE, RACISM

Sylvia looked at her cousins. They had light skin and long auburn hair, and their last name was Vidaurri—their father was Mexican, but of French descent. Then she looked at her brothers, and at her own hands and bare arms. She wondered, *Is it because we have brown skin and thick black hair and our last name is Mendez?*



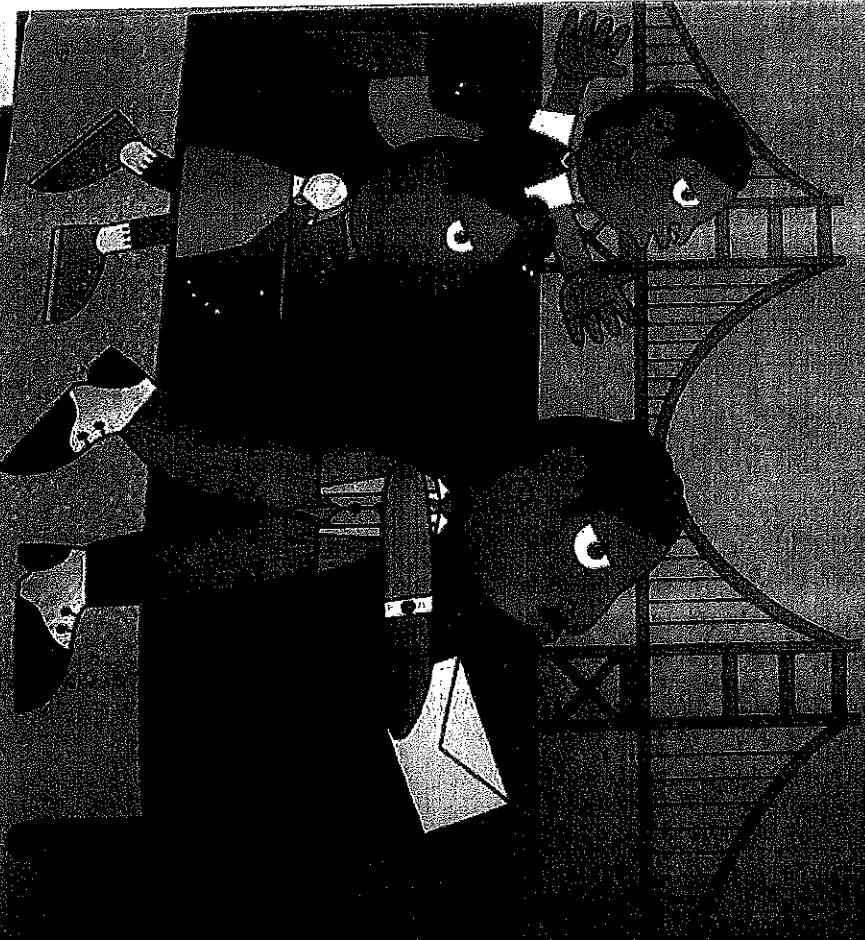
"Rules are rules," said the secretary. "The Mendez children have to go to the Mexican school."

"I will not be enrolling any of them there," said Aunt Sofiedad, and she stormed out of the office, taking Sylvia and the other children with her.

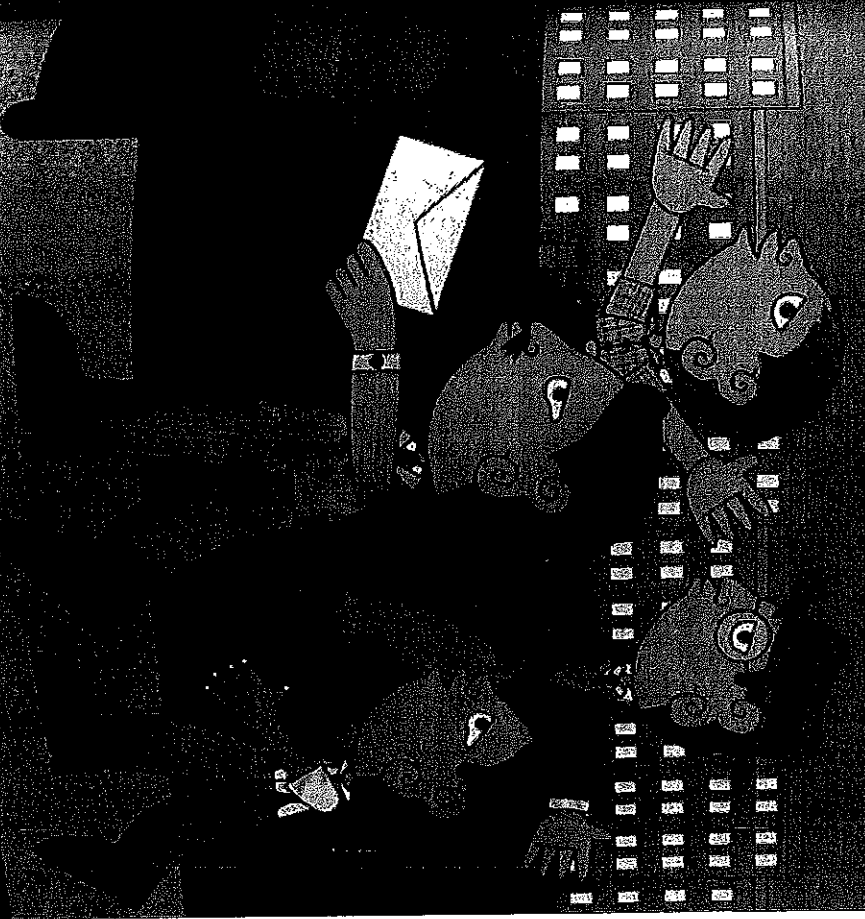


# Mexican-American CIVIL RIGHTS STRUGGLE - OK

In the news with the Mendez family received support from the League of United Latin American Citizens, the National Association for the Advancement of Colored People, the Japanese American Citizens League, the American Jewish Congress, and other organizations. These groups sent letters with information relevant to the case and asked the judge to rule in favor of the Mendez family. Sylvia was pleased that people of different backgrounds and from different parts of the country who had never met her family were getting involved in the



case and trying to help them. But her mother said, "Cuando la causa es justa, los derechos siguen." "When you fight for justice, others will follow." On April 15, 1947, the judges in the Court of Appeals in San Francisco ruled in favor of the Mendez family again. That June, Governor Earl Warren signed the law that said that all children in California were allowed to go to school together, regardless of race, ethnicity, or language.









CENTREY

# CLAY COUNTY DISTRICT SCHOOLS

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SUPERINTENDENT OF SCHOOLS

David S. Broskie

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 Phone: [REDACTED] Email: BRUCE.FRIEDMAN@NOLEFTTURN.US  
 Physical Address: [REDACTED]  
 City: [REDACTED] State: FL Zip: [REDACTED]  
 School: MIDDLEVIEW HS... Grade Level: HS... Subject: VANIES

- Check as applicable:
- I represent a special interest group named NO LEFT TURN IN EDUCATION
  - I already have a copy of the material
  - I will review the material on-site
  - I wish to check out the material for a two-week period

- Type of Instructional Material:
- Novel
  - Textbook
  - Workbook
  - Symbol
  - Video (YouTube, DVD, etc)
  - Other: VANIES

Title: SHADOWSWAPER  
 Author: DANIEL JOSE OLDER ISBN: 978-0-545-59161-4  
& OTHERS

NOTE: Requests may be returned if questions 1, 2, and 3 do not include a detailed response.

1. What is your interest or reason for this request? PROTECT CHILDREN!

2. Does this material violate F.S. Chapter 847 regarding Obscenity? Circle one: YES/NO  
 If YES, please explain in Question 3. NO

3. What is objectionable about the material? Include specific pages, chapters, language, scenes, etc., in your response. Attach additional information, if necessary.  
SEE ATTACHED  
FOUND AT LAKESIDE JHS & WILKINSON JHS  
ANTI-WHITE RACISM OTHER RACISM  
FETISHES, GENDER CHAOS, CRT, CSE

4. What do you believe might be the result of a student using this material?

DAMAGED SOULS

5. For what age group would you recommend this material? ADULT

6. Is there anything good in this material? NA

7. Would you care to recommend another instructional material in the same format, covering the same subject or content standards? If so, please list the title, author, publisher, and ISBN: NA

Printed name of Complainant: BRUCE FRIEDMAN

Please do not forget to sign, as forms without signatures may be returned.

[Redacted Signature] 3/17/2023

Please submit the completed form and any additional documentation to:

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Green Cove Springs, Florida 32043

To be completed by Instructional Resources Office Staff:

- Received in Instructional Resources: Date 3/23/23 by [Signature]
Attachments were included with this form. Total number of pages 4
The form was fully completed and accepted: Yes/No. If not, why?
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Committee:
Outcome:
Notification of Complainant: Date by
Additional information:

NEED  
EXPLANATION  
IMAGES

NE SHADOWSHAPER  
BY DANIEL JOSE OLDER

This review will contain spoilers so fair warning.

The story of Shadowshaper is Sierra Santiago who is a half Black, and half Puerto Rican girl of high school age is spending her summer painting a mural on the side of an abandoned building. She then learns of shadow shaping, which is a magical ability to channel spirits of the dead into created objects which gives them a physical form under the shaper's control. Channel a spirit into a Pikachu drawing or sculpture and Pikachu comes to life.

She then learns that her grandfather taught this skill to another man who is now systematically murdering other shapers. Sierra now has limited time to unravel the mystery of why he's doing this and how to stop him.

The story is organized with the care of a 3rd grader suffering from ADD. Scene changes occur randomly and in mid chapter. Plot points are given to the reader with no rhyme or reason and not in a way that makes you want to continue turning pages to see what happens next. Sierra just goes to a location, is given information by someone and moves to the next location. This makes her feel like a passenger in the story rather than in the driver seat and makes the story painfully boring.

Characters don't behave like human beings. In one chapter "Team Sierra" finds the body of a close friend that starts to reanimate. They escape, and are understandably traumatized. Then in the very next chapter they are dancing the night away at a club without a care in the world because that's totally believable. In another scene Sierra is attacked by a shadow monster causing her to collapse on a city street where she is then quickly surrounded by on lookers. "It's a Spanish girl!" one woman exclaims. "Probably another OD from that Dominican club on Flatbush," Says a man in the crowd. I should point out the peripheral characters in this scene are suburban white people. The fact that Older thinks this is believable dialogue says quite a lot about his opinions of fair skinned folks.

ANTI  
WHITE

RACISM

Older's portrayal of Sierra isn't any better as she's an insufferable Mary Sue. Her dealing with racism or sexism in her daily life comes off as just a means of giving her a tragic back story. Her aunt is cartoonishly racist and Sierra's mother does nothing to defend her mixed race daughter which is outrageous. But this is done solely so Sierra can have a 5 page moment upstairs judging her appearance in her mirror while giving herself a pep talk to reinforce her strong-independent-woman-of-color-ness and put aunty in her place in a later chapter. 🤔 She bests a fellow shaper in a sparring match despite the fact that she's been shaping for a few days and he's been doing it for years. She isn't only from a long line of shapers, she is...sigh...the next woman in her line to become "Lucera" the spirit from which all shadow shaping comes from. Ugh.

The biggest issue is the time the author takes to say "very important things" concerning sexual orientation, race, and gender in book. Below are a few examples.

Pg 51 "...every time Sierra went in, the hip, young white kid behind the counter gave her either the don't-cause-no-trouble look or the I-want-to-adopt-you look."

KINK

You can't have a character that both racially profiles Sierra as a potential threat AND fetishizes her because of her skin color. He's either scared of her because she's black or aroused because she's black -

you can't have both.

pg 61 "...somehow Sierra had stumbled into a quasi-suburban enclave of stand-alone houses, complete with front lawns and porch swings. It was creepy. The southern-style mansions glared out at her, making sure she had no designs on the untold secrets and treasures hoarded within."

Pg 62 "In the big mansions, behind those darkened windows, happy well-to-do white people snuggled in their cozy beds. Maybe some were peeking out, wondering what that crazy Puerto Rican girl was doing in the middle of their block."

*MORE  
RACISM*

One of many generalizations the book makes concerning white people. Calling suburbs creepy, the homes foreboding, and the occupants greedy based on nothing more than their skin color and the area they live. Oh and southern style mansions? Subtle.

Pg109 - A few seats over, two well-dressed Russian guys slept with their heads on each other's shoulders, sure to wake up in a concerned flurry at their stop and pretend it had never happened.

How does Sierra know these two men are Russian? If they're asleep you wouldn't be able to hear them speak. And even if they did speak, am I to believe Sierra would know the difference between Russian and the myriad of other Slavic languages in that region?

Pg 110 - One of the drunk Russian guys woke up and sat listening intently too.

And now they're not just Russian, they're also drunk, probably on vodka because it's fine to stereotype white people. What's wrong Daniel, would making them Irish have been a little too on the nose?

I understand the desire to find a novel with a protagonist you can relate to who tells a story you relate to, but you deserve more than what Daniel Jose Older is offering with Shadowshaper. Shadowshaper is a badly written, tween melodrama that does nothing but pander to woke readers. It's ethnically diverse cast of characters are all two dimensional. Juan is the brother, Robbie is the love interest, Manny is the domino king and that is the level of depth these characters get. Sierra's love interest lacks traditional masculine qualities and even plays the damsel-in-distress at the end because if you invert a sexist trope that somehow makes it progressive and not sexist the other way around. The book takes repeated shots at men as every man in the book who doesn't have a direct connection to Sierra is a sleaze ball saying "Hey baby" from their car windows. Older was so concerned with the ideology that he completely forgot to give the story any stakes. The villain is only attacking shadow shapers. His end goals would only affect shadow shapers, so why should the reader care if he wins or loses? But it allows Sierra to accuse the villainous white shadow shaper of...GASP...cultural appropriation before she defeats him. Oh, and he's portrayed as a weak, sniveling coward. Seriously pass on this amateurishly written, young adult propaganda.

*BINGO.*

*GENDER  
CHAOS*





CERTIFY

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Type of Instructional Material:

- Novel
- Textbook
- Workbook
- Symbol
- Video (YouTube, DVD, etc)
- Other: VARIES

Title: SHIVER

Author: MAGGIE STIEFVATER

ISBN: 978-0-545-12327-3 & OTHERS

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1. What is your interest or reason for this request?

PROTECT CHILDREN!

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If YES, please explain in Question 3.

O P. 323-324

3. What is objectionable about the material? Include specific pages, chapters, language, scenes, etc., in your response. Attach additional information, if necessary.

SEE ATTACHED

PROMOTES PROMISCUITY SEXUAL CONTENT

"MY HANDS WERE INSIDE HER SHIRT..."

"... AS WE PRESSED OUR BODIES AGAINST EACH OTHER..."

→ CONFLICTS WITH 1003.42 (ABSTINENCE BEFORE MARRIAGE)

FOUND AT ELEVEN CCSD SCHOOLS

INCLUDES VIOLENCE - TOLERABLE IN HIGH SCHOOL

↳ IN MY OPINION

4. What do you believe might be the result of a student using this material? \_\_\_\_\_

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Signature: [Handwritten Signature]

Date: 3/21/2023

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Committee: \_\_\_\_\_

Outcome: \_\_\_\_\_

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Additional information: \_\_\_\_\_

#1 *New York Times* bestselling author

# MAGGIE STIEFVATER



shiver

SARVILL 159 WAGGIE STEF VATER

Everything in me buzzed, electric, wanting to close the few inches of space between us.

She kissed me harder, breath huffing into my mouth, and bit my lower lip. Oh, hell, that was amazing. I growled before I could stop myself, but before I could even think to feel embarrassed, Grace had pulled her hands out from behind her and looped them around my neck, pulling me to her.

"That was so sexy," she said, voice uneven. "I didn't think you could get any sexier."

I kissed her again before she could say anything else, backing into the room with her, a tangle of arms in the moonlight. Her fingers hooked into the back of my jeans, thumbs brushing my hip bones, pulling me even closer to her.

"Oh, God, Grace," I gasped. "You — you greatly overestimate my self-control."

"I'm not looking for self-control." My hands were inside her shirt, palms pressed on her back, fingers spread on her sides; I didn't even remember how they got there. "I — I don't want to do anything you'll regret."

Grace's back curved against my fingers as if my touch brought her to life. "Then don't stop." I'd imagined her saying this in so many different ways, but none of my fantasies had come close to the breathless reality.

Chunnsily, we backed onto her bed, part of me thinking we should be quiet in case her parents came home. But she helped me tug my shirt over my head and ran a hand down my chest, and I groaned, forgetting everything but her fingers on my skin. My mind searched for lyrics, words to string together to

YOU'RE  
PARENTS  
WOUND  
NONSENSE  
PARENT  
A  
OFF  
SENT  
GENTLY

844

PROMOTES  
PROMISCUITY

describe the moment, but nothing came. I couldn't think of anything but her palm grazing my skin.

"You smell so good," Grace whispered. "Every time I touch you, it comes off you even stronger." Her nostrils flared, all wolf, smelling how much I wanted her. Knowing what I was, and wanting me, anyway. She let me push her gently down onto the pillows and I braced my arms on either side of her, straddling her in my jeans.

"Are you sure?" I asked.

Her eyes were bright, excited. She nodded. I slid down to kiss her belly; it felt so right, so natural, like I'd done it a thousand times before and would do it a thousand times again.

I saw the shiny, ugly scars the pack had left on her neck and collarbone, and I kissed them, too.

Grace pulled the blankets up over us and we kicked off our clothes beneath them. As we pressed our bodies against each other, I shrugged off my skin with a growl, giving in, neither wolf nor man, just Sam.

844  
11087700

P 3X1-3X2

323 - 324

Additional Inf Level 1-11 1/8/2  
Posted



# CLAY COUNTY DISTRICT SCHOOLS

900 WALNUT STREET, GREEN COVE SPRINGS, FL 32043  
P (904) 336-6500 F (904) 336-6536 W oneclay.net  
SUPERINTENDENT OF SCHOOLS  
David S. Broskie

BOARD MEMBERS:  
Janice Kerekes, District 1  
Mary Bolla District 2  
Beth Clark District 3  
Tina Bullock District 4  
Ashley Gilhousen, District 5

## Request for Reconsideration or Review of Instructional Materials

Individual Requesting Review: BRUCE FRIEDMAN  
Phone: [REDACTED] Email: BRUCE.FRIEDMAN@NOLEFTTURN.VG  
Physical Address: [REDACTED]  
City: [REDACTED] State: FL Zip: [REDACTED]  
School: RIDGEVIEW etc Grade Level: HS etc Subject: VARIES

### Check as applicable:

- I represent a special interest group named NOLEFTTURN IN EDUCATION FLORIDA
- I already have a copy of the material
- I will review the material on-site
- I wish to check out the material for a two-week period

### Type of Instructional Material:

- Novel
- Textbook
- Workbook
- Symbol
- Video (YouTube, DVD, etc.)
- Other: VARIES

Title: \* Someday  
Author: \* David Levithan ISBN: \* 978-0-399-55305-9

1. What is your interest or reason for this request? PROTECT CHILDREN

2. What is objectionable about the material: specific pages, chapters, language, scenes?  
Attach additional information, if necessary. ~~XXXXXXXXXX~~

INAPPROPRIATE CONTENT  
PAGES

- COMMON CORE
- CSE
- SEL
- DEL/CRT/ANTI-POLICE
- SEXUAL CONTENT

BAD AUTHOR

3. What do you believe might be the result of a student using this material? DAMAGED SOULS

4. For what age group would you recommend this material? ~~ADULT~~ ADULT

5. Is there anything good in this material? NA

6. Would you care to recommend another instructional material in the same format, covering the same subject or content standards? If so, please list the title, author, publisher, and ISBN: NA

Printed name of Complainant: BRUCE FRIEDMAN

Signature of Complainant: [Signature]

Date: 7/28/2022

Please submit the completed form and any additional documentation to:

Clay County District Schools  
Attn: Supervisor of Instructional Resources  
900 Walnut Street  
Green Cove Springs, Florida 32043

To be completed by Instructional Resources Office Staff:

Received in Instructional Resources: Date 8/12/22 by 85

Attachments were included with this form. Total number of pages \_\_\_\_\_

The form was fully completed and accepted: Yes/No No If not; why? No obj

Date Committee convened: \_\_\_\_\_

Committee Members: \_\_\_\_\_

Outcome: \_\_\_\_\_

Notification of Complainant: Date \_\_\_\_\_ by \_\_\_\_\_

Additional information: \_\_\_\_\_

*lepage*  
*8/11/18*

Revd 11/18/22

Summary of Someday by David Levithan

[Sex; theft; CRT; CSE; anti religion; promiscuity]

Format p # and content/keyword - my comments follow

P 30 "where the fuck have you been?" – charming

P 31 "What the fuck is that?" ... "Who the fuck is Leigh" ... "Don't you fucking tell me to calm down" – Noticing a trend yet? Is this a trend you want our children to follow?

P 32 "I could smash her face in...I could knock out her teeth or crack her skull" – Lovely

P67 "Even when I was punished with a female body, I knew to act and think like a man".."an advantage...being white" .."pocket some Advil"– Foreshadowing of unpleasant CSE and CRT content ahead.

P 100 "I don't want to go home. I want sex" – Notice he did not say "love and respect."

P 100 "goes onto an app...really a hookup..." – So we glamorize the lesson for our children to use the internet to connect with frivolous promiscuity. Why?

P 203 "queer lit...gender nonbinary" – fabulous discussion.

P 221 "You're saying 'they' and 'them' " – An individual is NOT a "them!"

P 285 "uberassholes" – Imagine if the books in school libraries demonstrated useful vocabulary instead.

P 289 "dad throwing around Pope jokes" – Nice dad.

P 290-291 "We're in a no-fuckery zone. And you are bringing fuckery into it." – If you speak without all this profanity, your life will improve.

P 291 "everything but equality, Sir" – Playing the victim card, again.

P 338 "I am intersex and equal" – No, you need therapy and better parents.



# CLAY COUNTY DISTRICT SCHOOLS

900 WALNUT STREET, GREEN COVE SPRINGS, FL 32043  
P(904) 336-6500 F(904) 336-6536 Woneclay.net  
SUPERINTENDENT OF SCHOOLS  
David S. Broskie

## BOARD MEMBERS:

Janice Kerekes, District 1  
Mary Bolla District 2  
Beth Clark District 3  
Tina Bullock District 4  
Ashley Gilhousen, District 5

### Request for Reconsideration or Review of Instructional Materials

Individual Requesting Review: BRUCE FRIEDMAN

Phone: [REDACTED] Email: BRUCE.FRIEDMAN@NOLEFTTURN.US

Physical Address: [REDACTED]

City: [REDACTED] State: FL Zip: [REDACTED]

School: RIDGEVIEW etc Grade Level: HS etc Subject: VARIES

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\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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- INAPPROPRIATE CONTENT PAGES
- COMMON CORE
- CSE
- SEL
- DEI / CRT / ANTI-POLICE
- SEXUAL CONTENT

BAD AUTHOR



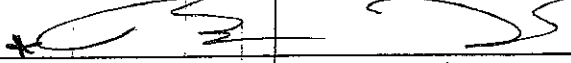
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Printed name of Complainant: BRUCE FRIEDMAN

Signature of Complainant: 

Date: 7/28/2022

Please submit the completed form and any additional documentation to:

Clay County District Schools  
Attn: Supervisor of Instructional Resources  
900 Walnut Street  
Green Cove Springs, Florida 32043

- To be completed by Instructional Resources Office Staff:**
- Received in Instructional Resources: Date 8/1/22 by CF
  - Attachments were included with this form. Total number of pages \_\_\_\_\_
  - The form was fully completed and accepted: Yes/No If not, why? No obj.
  - Date Committee convened: \_\_\_\_\_
  - Committee Members: \_\_\_\_\_
  - Outcome: \_\_\_\_\_
  - Notification of Complainant: Date \_\_\_\_\_ by \_\_\_\_\_
  - Additional information: \_\_\_\_\_

Rec'd 1/19/23 of

THIS REPORT BY EMAIL 11/18/2022  
E

THIS BY MY HAND 12/8/2022

ORIGINALLY  
CHALLENGED  
7/3/2022

Summary of Someday by David Levithan

[Sex; theft; CRT; CSE; anti religion; promiscuity]

Format p # and content/keyword - my comments follow

P 30 "where the fuck have you been?" – charming

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P 291 "everything but equality, Sir" – Playing the victim card, again.

P 338 "I am intersex and equal" – No, you need therapy and better parents.



~~BOUNDED~~ ~~1/23/2023~~  
TO BROSKIE BY HAND 2/2/2023  
CLAY COUNTY DISTRICT SCHOOLS

900 WALNUT STREET, GREEN COVE SPRINGS, FL 32043  
P (904) 336-6500 F (904) 336-6536 W oneclay.net  
SUPERINTENDENT OF SCHOOLS  
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BOARD MEMBERS:

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- Mary Bolla District 2
- Beth Clark District 3
- Tina Bullock District 4
- Ashley Gilhousen, District 5

Request for Reconsideration or Review of Instructional Materials

Individual Requesting Review: BRUCE FRIEDMAN

Phone: [REDACTED]

Email: BRUCE.FRIEDMAN@NOLEFTTURN.US

Physical Address: [REDACTED]

City: [REDACTED]

State: FL

Zip: [REDACTED]

School: RIDGEVIEW HS...

Grade Level: HS...

Subject: VARIIES

Check as applicable:

- I represent a special interest group named NO LEFT TURN IN EDUCATION
- I already have a copy of the material
- I will review the material on-site
- I wish to check out the material for a two-week period

Type of Instructional Material:

- Novel
- Textbook
- Workbook
- Symbol
- Video (YouTube, DVD, etc.)
- Other: VARIIES

Title: SOMETHING HAPPENED IN OUR TOWN

Author: MARIANNE CELANO

ISBN: 978-1-43882854-6

CELANO

NOTE: Requests may be returned if questions 1, 2, and 3 do not include a detailed response.

1. What is your interest or reason for this request?

PROTECT CHILDREN!

2. Does this material violate F.S. Chapter 847 regarding Obscenity? Circle one: YES/NO

NO

If YES, please explain in Question 3.

3. What is objectionable about the material? Include specific pages, chapters, language, scenes, etc., in your response. Attach additional information, if necessary.

SEE ATTACHED HA

RACISM / CRT

ANTI POLICE

WHITE GUILT, BLACK VICTIMHOOD --- CRT

C.C.E. BENNETT ELEMENTARY

4. What do you believe might be the result of a student using this material? \_\_\_\_\_

DAMAGED SOULS

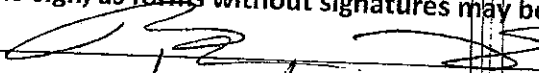
5. For what age group would you recommend this material? ADULT

6. Is there anything good in this material? NA

7. Would you care to recommend another instructional material in the same format, covering the same subject or content standards? If so, please list the title, author, publisher, and ISBN: NA

Printed name of Complainant: \_\_\_\_\_

Please do not forget to sign, as forms without signatures may be returned.


Signature of Complainant: 

Date: 1/21/2023

Please submit the completed form and any additional documentation to:

Clay County District Schools  
Attn: Supervisor of Instructional Resources  
900 Walnut Street  
Green Cove Springs, Florida 32043

To be completed by Instructional Resources Office Staff:

Received in Instructional Resources: Date 2/7/23 by   
 Attachments were included with this form. Total number of pages 27  
 The form was fully completed and accepted: Yes/No. If not, why?

Date Committee convened: \_\_\_\_\_

Committee: \_\_\_\_\_

Outcome: \_\_\_\_\_

Notification of Complainant: Date \_\_\_\_\_ by \_\_\_\_\_

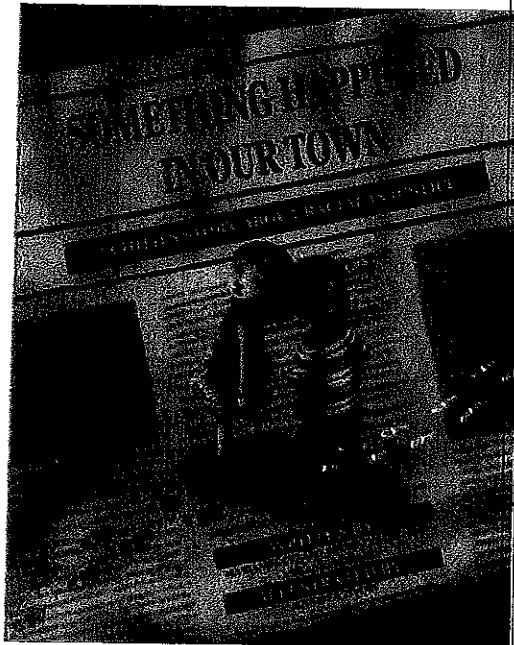
Additional information: \_\_\_\_\_

## LIBRARY EXPOSED

Library Exposed uncovers library books in the Rockwood School District that contain content related to sexuality, gender identity, race, and other sensitive topics. Parents can use this blog as a guide to learn more about books accessible to their children and to determine whether a book is age appropriate. Posts include a short description, schools that offer the book, and excerpts of interest.

[BOOKS](#)   [CHALLENGES](#)   [CONTACT](#)

### Something Happened in Our Town: A Child's Story About Racial Injustice



#### *Something Happened in Our Town: A Child's Story About Racial Injustice* by Marianne Celano

Emma and Josh heard that something happened in their town. A Black man was shot by the police.

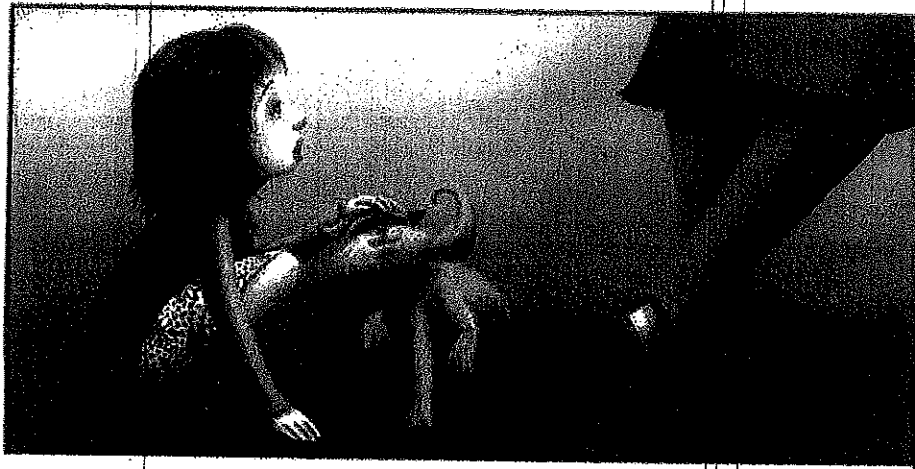
"Why did the police shoot that man?"

"Can police go to jail?"

Something Happened in Our Town follows two families — one White, one Black — as they discuss a police shooting of a Black man in their community. The story aims to answer children's questions about such traumatic events, and to help children identify and counter racial injustice in their own lives. (Description from Amazon)

**Located in the following libraries on 8/18/22:**

- Geggie ES



After school, Emma asked her mother: "Why did the police shoot that man?"  
"It was a mistake," said her mother. "I feel sad for the man and his family."  
"Yes, the police thought he had a gun," said her father.  
"It wasn't a mistake," said her sister, Liz.  
"The cops shot him because he was Black."





"I know what a slave is," said Emma. "That's when you have to do whatever the other person says."

"Yes. Slaves had to do whatever White people told them to do. Even after slavery ended, White people didn't let Black people live where they wanted, go to school with White people, or vote."

"Who are White people?"

"White people came here from places in Europe, or Russia or other countries. We are White, even though our skin is light tan."



"Did our family do those bad things a long time ago?" asked Emma.

"Yes," answered her mother. "Back then many White people thought that they were better than Black people, even though it wasn't true."

Liz added: "Some White people still think most Black men and boys are dangerous, even though they're not."



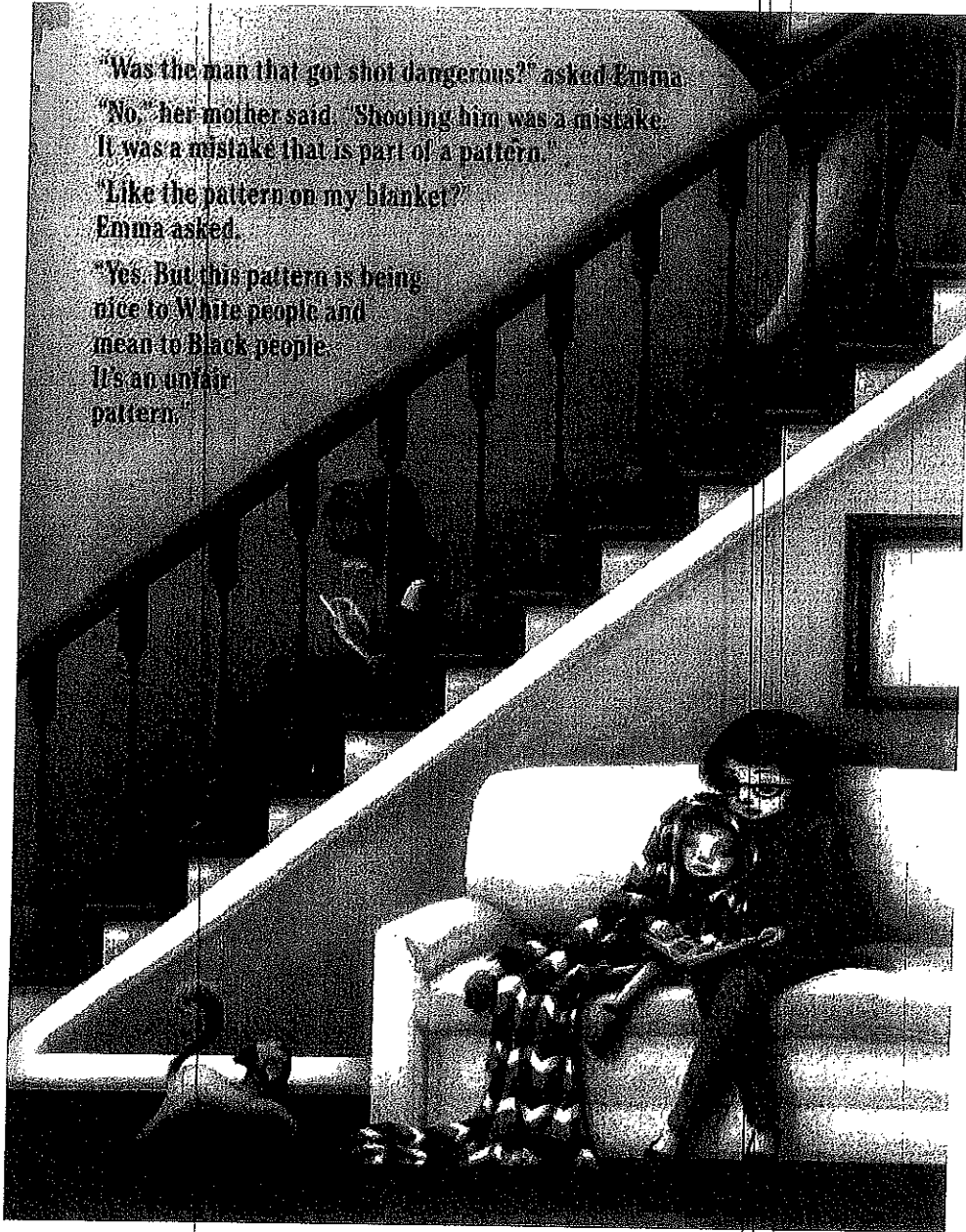


"Was the man that got shot dangerous?" asked Emma.

"No," her mother said. "Shooting him was a mistake. It was a mistake that is part of a pattern."

"Like the pattern on my blanket?" Emma asked.

"Yes. But this pattern is being nice to White people and mean to Black people. It's an unfair pattern."



"But he won't go to jail," said his father.

"Why not?" asked Josh.

"Cops stick up for each other," said Josh's brother, Malcolm. "And they don't like Black men."

Josh was confused. "Why not? Some police are Black."

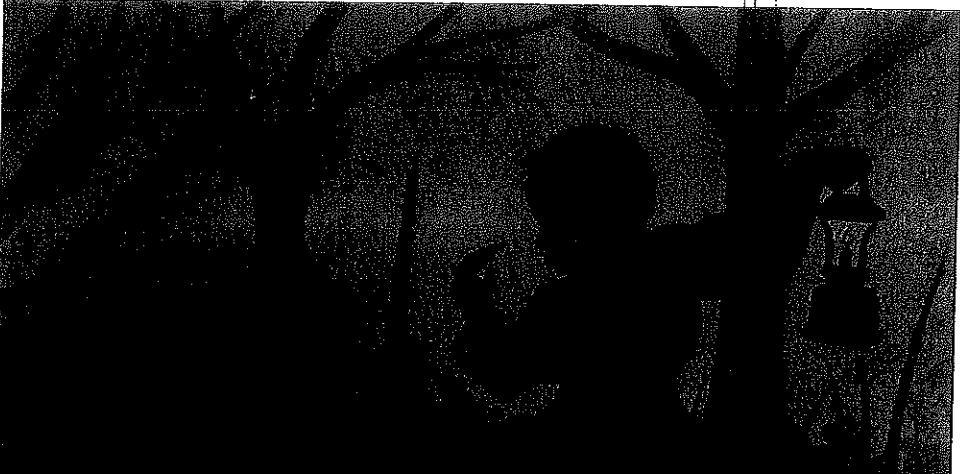




**"You're right," said his mother. "Uncle James is a police officer,  
and so is my friend Kenya."**

**"There are many cops, Black and White, who make good choices,"  
said his father. "But we can't always count on them to do what's right."**





Malcolm added: "I could get stopped by the police just because I'm Black, even if I don't do anything wrong."

"That's not fair!" Josh said. "What if it was a White man in the car? Would the police have shot him?"

"They probably wouldn't have even stopped the car," said his father.



"Sometimes White people are treated better than Black people," said his mother. "But it's not right. Everybody should be treated fairly."

# NOTE TO PARENTS AND CAREGIVERS

NO!

*Something Happened in Our Town* is designed to be read to children ages 4 to 8, and focuses on bias (prejudiced attitudes) and injustice (discriminatory actions) against African Americans. Before reading this book to children, you may find it helpful to review the material in this Note. In addition to providing general guidance about countering racism with children, this Note offers child-friendly vocabulary definitions, conversation guides, and a link to additional online resources for parents and teachers. This information can help you feel more prepared to address the topic of racial injustice with young children.

CRT

While this book focuses on racial bias and injustice against African Americans, the concepts are relevant for all children, including children from other ethnic minority groups and children with multi-racial identities. This book provides messages of empowerment and positive community support, which help children to maintain a sense of balance and safety in our imperfect world. The book's messages of acceptance can also be applied to other differences between people that children may encounter. In addition to bias based on race, children may confront stereotypes based on gender, disability, economic class, culture, family type, or other factors.

## COUNTERING RACISM AND RACIAL INJUSTICE WITH CHILDREN

It is understandable that adults want to protect children from life's harsher realities to help them feel safe. Therefore, many parents or teachers may not have discussed

racial bias or police shootings with young children. Parents of children from ethnic minority groups typically do talk to their children about racial injustice to prepare and protect them, but may not be sure when or how to start these conversations. For all adults, it is hard to find the right words when discussing this challenging topic.

There are many benefits of beginning to discuss racial bias and injustice with young children of all races and ethnicities:

- Research has shown that children even as young as three years of age notice and comment on differences in skin color.
- Humans of all ages tend to ascribe positive qualities to the group that they belong to and negative qualities to other groups.
- Despite some parents' attempts to protect their children from frightening media content, children often become aware of incidents of community violence, including police shootings.
- Parents who don't proactively talk about racial issues with their children are inadvertently teaching their children that race is a taboo topic. Parents who want to raise children to accept individuals from diverse cultures need to counter negative attitudes that their children develop from exposure to the negative racial stereotypes that persist in our society.

NO  
STAY IN  
YOUR  
LANE!

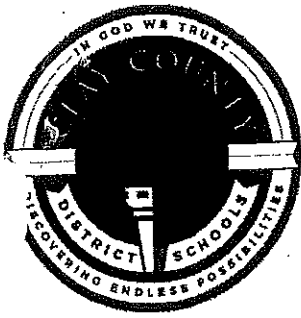
## HOW TO ADDRESS RACIAL BIAS WITH CHILDREN

Hopofully, this book will help you begin one of *many* conversations about race and

Subscribe to this blog.

🔗 Race

 Powered by Blogger



CLAY COUNTY DISTRICT SCHOOLS

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Individual Requesting Review: RONCE FRIEDMAN
Phone: [REDACTED] Email: RONCE.FRIEDMAN@NOLEFTTURN.US
Physical Address: [REDACTED]
City: [REDACTED] State: FL Zip: [REDACTED]
School: RIDGVIEW HS... Grade Level: HS... Subject: VARIES

Check as applicable:

- [X] I represent a special interest group named NO LEFT TURN IN EDUCATION
[] I already have a copy of the material
[] I will review the material on-site
[] I wish to check out the material for a two-week period

Type of Instructional Material:

- [] Novel [] Workbook [] Video (YouTube, DVD, etc.)
[] Textbook [] Symbol [X] Other: VARIES

Title: SOMETHING TO SAY
Author: LISA MOORE RAMEE ISBN: 978-0-06-283671-7

NOTE: Requests may be returned if questions 1, 2, and 3 do not include a detailed response.

1. What is your interest or reason for this request? PROTECT CHILDREN!

2. Does this material violate F.S. Chapter 847 regarding Obscenity? Circle one: YES/NO
If YES, please explain in Question 3. (NO circled)

3. What is objectionable about the material? Include specific pages, chapters, language, scenes, etc., in your response. Attach additional information, if necessary.
SEL BLACK VICTIMHOOD SEE ATTACHED CRT
SOCIAL JUSTICE / ACTIVISM / CRT / RACISM
P. 17 - MAIN CHARACTER FIXATED ON SKIN TONE
P. 45 - 'HE'S BLACK' - HOW IMPORTANT THIS IS?
P. 63+64 IMPLIES 'WHITE FLIGHT' = CRT
P. 72 DIVERSITY + SCHOOL NAME CHANGE PROTEST
P. 80 LENA'S GRANDPA CONCERNED WITH HER VIRTUE = AOK
P. 91 'BROWN FOLKS IN CHARGE' - UNTRUE & CRT
KUSHITE (BROWN FOLKS) DOMINATED A PERIOD IN ANCIENT EGYPTIAN HISTORY MUCH LATER THAN THE PYRAMIDS
P. 96 - JOHN WAYNE - PRIOR RACIST QUOTES, SERVES AS FUEL FOR SYLVIA MENDES' PLOTTER.

REVISIONIST HISTORY

P. 117  
P. 120

WHITENESS & THE RACIAL IDENTITY EQUATED TO FURCOLM X - OK  
WHITE/BLACK/MEXICAN... PROMOTES <sup>CAT</sup> (US & THEM ATTITUDE)  
"JOHN WAYNE WOULDN'T HAVE LET US SIT AT HIS TABLE"  
"COMMUNISTS IN HOLLYWOOD - MOSTLY CORRECT"

4. What do you believe might be the result of a student using this material? SEE ATTACHED

DAMAGED SOULS

5. For what age group would you recommend this material? ADULT

6. Is there anything good in this material? NA

7. Would you care to recommend another instructional material in the same format, covering the same subject or content standards? If so, please list the title, author, publisher, and ISBN: NA

Printed name of Complainant: \_\_\_\_\_

Please do not forget to sign, as forms without signatures may be returned.

Signature of Complainant: [Signature]

Date: 1/29/2023

Please submit the completed form and any additional documentation to:

Clay County District Schools  
Attn: Supervisor of Instructional Resources  
900 Walnut Street  
Green Cove Springs, Florida 32043

To be completed by Instructional Resources Office Staff:

- Received in Instructional Resources: Date 2/7/23 by [Signature]
- Attachments were included with this form. Total number of pages 8
- The form was fully completed and accepted: **Yes/No**. If not, why? \_\_\_\_\_

Date Committee convened: \_\_\_\_\_

Committee \_\_\_\_\_

Outcome: \_\_\_\_\_

Notification of Complainant: Date \_\_\_\_\_ by \_\_\_\_\_

Additional information: \_\_\_\_\_

SOMETHING TO SAY BY

LISA MOORE RAMEE

CONTINUED NOTES -

P. 121 "COME ON DAD, WOULDN'T YOU WANT TO SEE JENAE (AGE 11) GOING TO A SCHOOL NAMED AFTER A PERSON OF COLOR"

- THIS PREOCCUPATION WITH COLOR IS A SUBSTANTIAL PIECE OF THIS BOOK. IT'S NOT A GOOD LESSON THOUGH -

P. 126 "...GUNSHOTS? IN OUR BACKYARD"

IF THE WHITE PEOPLE MOVED AWAY, WHO IS DOING THE SHOOTING? - STORY DOES NOT CLARIFY THIS -

P. 127 - JENAE'S GRANDPA BRANDISHES A FIREARM -

P. 158 - JOHN WAYNE. RACISM IMPLIED - AGAIN

P. 161 - "

P. 167 - " " PLenty OF WESTERNs THAT DON'T HAVE HIS RACIST BUTT STARRING IN THEM."

P. 168 MORE ANTI JOHN WAYNE SENTIMENT - YAWN!

P. 177 ALL REFERENCE TO SCHOOL BOARD "...THEY MUST DO WHAT THE PEOPLE WANT." - WE WANT BETTER BOOKS!

P. 178 "SOME PEOPLE THINK ONLY THEIR HISTORY IS WORTHY OF HONOR." = CRT

P. 188 "TOO MANY PEOPLE WANT TO CHANGE THE PAST." -> JENAE IS ONE OF THEM -

P. 191 "...AVSLEY'S MOM IS WHITE." - SO WHAT?!

P. 193 "IT'S SO HARD WHEN YOU'VE BEEN HOMESCHOOLED TO KNOW HOW TO FIT IN..." - WRONG!



P. 207 JENAE'S MOM UPSET PEOPLE FIGHTING TO PREVENT A NAME CHANGE FOR THE SCHOOL - NOT UPSET THEY ARE FIGHTING FOR THIS THOUGH - CRT, LIKE THIS BOOK, NEVER SUPPORTS CONSERVATISM - OK

P. 234 "SOME HISTORY DOESN'T NEED TO BE RESPECTED."  
- CRT & WRONG

MORE JOHN WAYNE BASHING - THIS TIME FOR IMPLIED EXTENSIVE RACISM RATHER THAN ONE BAD QUOTE -

P. 262 - BLACK VICTIMHOOD = CRT

"BLACK KIDS GET CHEWED UP EVERY DAY!"

P. 274 - JOHN WAYNE PUNISHED IN ABSENTIA -

NO NEED FOR FACTS OR EVIDENCE, ONLY FEELINGS  
SEL ↑

DID ANYONE, EVER, SUBJECT SYLVIA MENDEZ TO THE SAME SCRUTINY AS JOHN WAYNE?

NOPE, BECAUSE QUESTIONING CRT IS RACIST -

INSIDE BACK COVER JACKET:

REFERS TO THIS AUTHOR'S OTHER WORK:

"A GOOD KIND OF TROUBLE" - ALSO CHALLENGED, AS IT'S RUBBISH -



CERTIFY ON HAND DELIVER  
CLAY COUNTY DISTRICT SCHOOLS

900 WALNUT STREET, GREEN COVE SPRINGS, FL 32043  
P(904) 336-6500 F(904) 336-6536 Woneclay.net  
SUPERINTENDENT OF SCHOOLS  
David S. Broskie

BOARD MEMBERS:  
Janice Kerekes, District 1  
Mary Bolla District 2  
Beth Clark District 3  
Tina Bullock District 4  
Ashley Gilhousen, District 5

Request for Reconsideration or Review of Instructional Materials

Individual Requesting Review: BRUCE FRIEDMAN  
Phone: [REDACTED] Email: BRUCE.FRIEDMAN@NOLEFTTURN.US  
Physical Address: [REDACTED]  
City: [REDACTED] State: FL Zip: [REDACTED]  
School: LAKEVIEW HS... Grade Level: HS... Subject: VARIES

Check as applicable:

- I represent a special interest group named NO LEFT TURN IN EDUCATION
- I already have a copy of the material
- I will review the material on-site
- I wish to check out the material for a two-week period

Type of Instructional Material:

- Novel
- Textbook
- Workbook
- Symbol
- Video (YouTube, DVD, etc)
- Other: VARIES

Title: SPIDER-MAN IN FACE-TO-FACE WITH THE LIZARD  
Author: STAN LEE ET AL ISBN: 1-59961-014-0

NOTE: Requests may be returned if questions 1, 2, and 3 do not include a detailed response.

1. What is your interest or reason for this request? PROTECT CHILDREN!!

2. Does this material violate F.S. Chapter 847 regarding Obscenity? Circle one: YES/NO NO  
If YES, please explain in Question 3.

3. What is objectionable about the material? Include specific pages, chapters, language, scenes, etc., in your response. Attach additional information, if necessary.  
SEE ATTACHED  
PROMOTES VIOLENCE & GUNS  
1 @ OAKLEAF JR HIGH  
1 @ " VILLAGE ELEMENTARY

PLEASE "ERR ON THE SIDE OF CAUTION"  
AND REMOVE THIS FROM  
ELEMENTARY SCHOOLS

4. What do you believe might be the result of a student using this material? \_\_\_\_\_

DAMAGED SOULS

5. For what age group would you recommend this material? ADULT

6. Is there anything good in this material? NA

7. Would you care to recommend another instructional material in the same format, covering the same subject or content standards? If so, please list the title, author, publisher, and ISBN: NA

Printed name of Complainant: BRUCE FRIEDMAN

Please do not forget to sign, as forms without signatures may be returned.

Signature: [Signature] 4/5/2023

Please submit the completed form and any additional documentation to:

Clay County District Schools  
Attn: Supervisor of Instructional Resources  
900 Walnut Street  
Green Cove Springs, Florida 32043

To be completed by Instructional Resources Office Staff:

Received in Instructional Resources: Date 4/12/23 by [Signature]

Attachments were included with this form. Total number of pages \_\_\_\_\_

The form was fully completed and accepted: Yes/No. If not, why? \_\_\_\_\_

Date Committee convened: \_\_\_\_\_

Committee: OSR

Outcome: Does not violate ch. 817 as presented

Notification of Complainant: Date \_\_\_\_\_ by \_\_\_\_\_

Additional information: \_\_\_\_\_





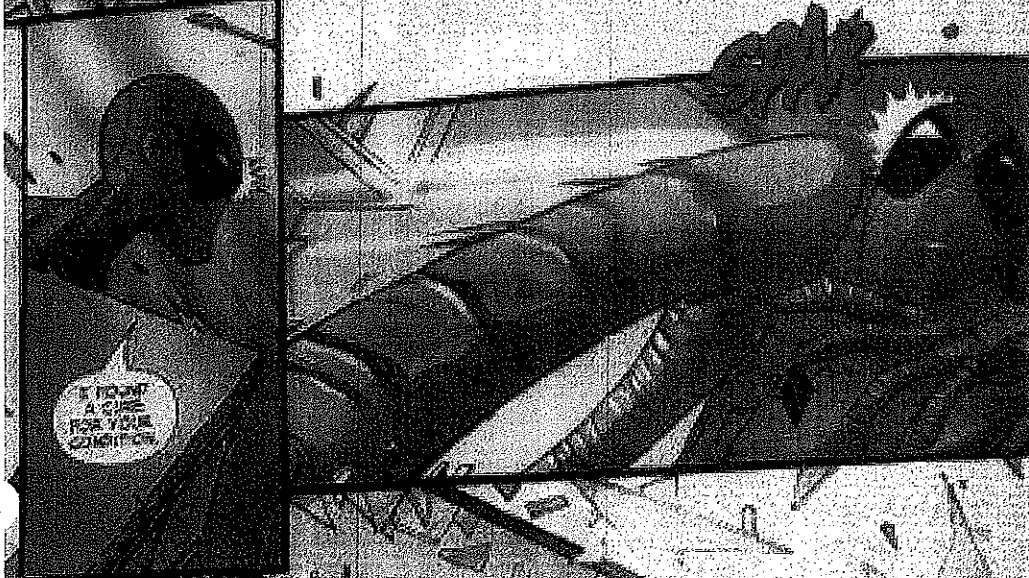
YES,  
KIDS LIKE  
COMIC BOOKS—  
~~NO~~ BUT,  
OUR TAX  
DOLLARS SHOULD  
CAN BE  
BETTER  
APPLIED  
TO  
MORE  
EDUCATIONAL  
MATERIALS



- GUNS

- GUNS





VIOLENCE

VIOLENCE



**CLAY COUNTY DISTRICT SCHOOLS**

900 WALNUT STREET, GREEN COVE SPRINGS, FL 32043  
P (904) 336-6500 F (904) 336-6536 W oneclay.net

**SUPERINTENDENT OF SCHOOLS**  
David S. Broskle

**BOARD MEMBERS:**

- Janice Kerekes, District 1
- Mary Bolla District 2
- Beth Clark District 3
- Tina Bullock District 4
- Ashley Gilhousen, District 5

**Request for Reconsideration or Review of Instructional Materials**

Individual Requesting Review: BRUCE FRIEDMAN  
 Phone: [REDACTED] Email: BRUCE.FRIEDMAN@NOLEFTTURN.VB  
 Physical Address: [REDACTED]  
 City: [REDACTED] State: FL Zip: [REDACTED]  
 School: RIDGEVIEW etc Grade Level: HS etc Subject: VARIES

**Check as applicable:**

- I represent a special interest group named NOLEFTTURN IN EDUCATION FLORIDA
- I already have a copy of the material
- I will review the material on-site
- I wish to check out the material for a two-week period

**Type of Instructional Material:**

- Novel
- Textbook
- Workbook
- Symbol
- Video (YouTube, DVD, etc.)
- Other: VARIES

Title: \* Stamped: racism, antiracism, and you  
 Author: \* Sonja Cherry-Paul, Jason Reynolds ISBN: \* 978-0-316-16758-1

1. What is your interest or reason for this request? PROTECT CHILDREN

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2. What is objectionable about the material: specific pages, chapters, language, scenes?  
 Attach additional information, if necessary. ~~VARIES~~

INAPPROPRIATE CONTENT PAGES

- COMMON CORE
- CSE
- SEL
- DEI / CRT / ANTI-POLICE
- SEXUAL CONTENT

BAD AUTHOR  
ILLEGAL CRT CONTENT



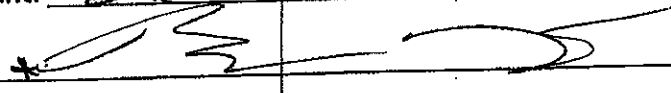
3. What do you believe might be the result of a student using this material? DAMAGED SOULS

4. For what age group would you recommend this material? ~~ADULT~~ ADULT

5. Is there anything good in this material? NA

6. Would you care to recommend another instructional material in the same format, covering the same subject or content standards? If so, please list the title, author, publisher, and ISBN: NA

Printed name of Complainant: BRUCE FRIEDMAN

Signature of Complainant: 

Date: 7/28/2022

Please submit the completed form and any additional documentation to:

Clay County District Schools  
Attn: Supervisor of Instructional Resources  
900 Walnut Street  
Green Cove Springs, Florida 32043

To be completed by Instructional Resources Office Staff:

Received in Instructional Resources: Date 8/1/22 by S. Gannon

Attachments were included with this form. Total number of pages 3

The form was fully completed and accepted: Yes/No. If not, why? \_\_\_\_\_

Date Committee convened: 10/14/22

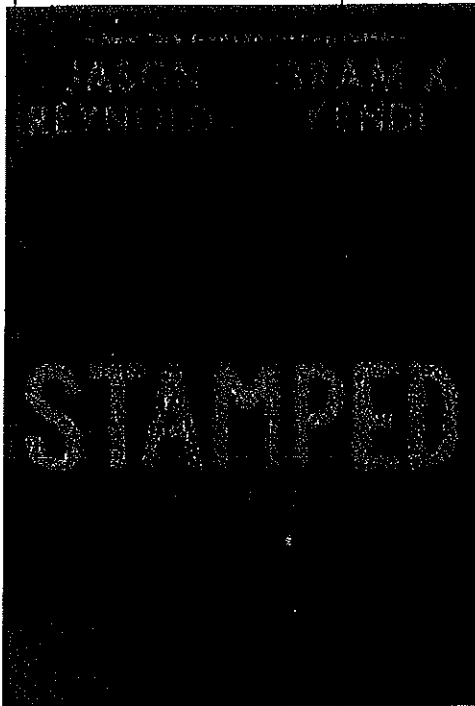
Committee Members: Laurie Busby, Shannon Isom, Jeanelle Diroceg, Betsy Reagan, Rodney Drey

Outcome: Keep JH + HS only

Notification of Complainant: Date 10/17/22 by [Signature]

Additional information: \_\_\_\_\_

# **STAMPED (FOR KIDS): RACISM, ANTIRACISM, AND YOU**



## **Summary of Concerns:**

This book contains misrepresentations of history and racism.

Juvenile

**By Jason Reynolds and Ibram X. Kendi**

ISBN: 978-0316167581

19 In 1619, THE FIRST SHIP CARRYING ENSLAVED AFRICAN people arrived in the newly colonized America. America welcomed slavery with open arms and used it to build this new country

19 Some of these new arrivals were missionaries, religious folks who wanted to spread their religion, including Puritan ministers who followed strict religious rules. When they came to America, they set up churches and schools to teach their way of thinking; that they were better than anyone who wasn't a Puritan, and way better than Native American and African people. They taught those ideas in their churches and schools, which, along with Zurara's ideas and others, helped justify slavery for a long, long time- because it was tied to church and school, which are basically the bacon and eggs of the country. Or maybe the bread and cheese. The meat and potatoes? You get the point.

26 But slavery was the American cash machine. It provided free labor to produce resources that would help America grow, which provided money money money for White Americans. And in order for White Americans to feel comfortable with continuing slavery, they had to break free of Britain once and for all

28 In 1776 America was doubling down on owning people, but didn't want to be owned by Great Britain. Talk about a contradiction. And, speaking of contradiction, no one was more wishy-washy than Thomas Jefferson. You've probably heard of Jefferson. He's the guy who wrote the Declaration of Independence, America's freedom document, which stated that "all men are created equal." But were enslaved people seen as men? And what about women?"

29 Eventually, after years of fighting against the British, America did break free of their control. It came out of the Revolutionary War needing a stronger government, so the Founders wrote a new constitution. And guess what was baked right into this constitution? Racist ideas.

45 But the honest truth is the fighting, the (Civil) war, the symbols, and the monuments are about White supremacy and racial terror.

89 Everyday words such as black sheep, blackmail, blacklist, and others connect Blackness with badness. They support the idea that black is negative. And other words help to suggest this. Such as minority, which suggests that Black people are minor, making White people major. And ghetto, a term used to describe an undesirable area of a city. In racist America, ghetto and minority became synonyms for Black. These words were used like knives, to inflict pain and suggest danger. They are still used this way today.

106 Years after desegregation became the law of the land (on paper if not in practice), racists found a new way to make public education a weapon: standardized testing.

107 The idea that we should pretend NOT to see racism is connected to the idea that we should pretend NOT to see color. It's called color-blindness. Not the medical condition whereby it's hard for some people to tell the difference between red and green. But the kind where people think it's better to act like they don't see differences in skin color. Here's what's wrong with this.

It's ridiculous! Skin color is something we all absolutely see.

It's dark skin that people pretend not to see, which reinforces the idea that something is wrong with black skin.

If people do not see color, that means they do not see racism.

So to pretend not to see color is pretty convenient if you don't actually want to stamp out racism in the first place.

115 Black children's lives ended at the hands of police officers and those who placed no value on Black humanity. Black people's lives ended at the hands of police officers and White people who were rarely punished.

122 From the beginning, racist ideas have been stamped into the United States- into the Constitution, laws, policies, practices, and beliefs of segregationists and assimilationists.

124 And you dear reader? Do you want to be a segregationist (a hater), an assimilationist (a coward), or an antiracist (someone who truly loves)? The choice is yours.

How  
MANY  
RESISTED  
ARREST?  
IS IT

"RACIST"

IF WE ASK?



## District Committee Reconsideration Review Form

**Title:** Stamped for Kids

**Author:** Ibram X. Kendi and Jason Reynolds

**Date:** 10/14/2022

**Committee Members:** [REDACTED]

**Complainant:** Bruce Friedman (Not present)

**1. What is the overall purpose, theme or message of the material?**

-adapted for children and identify where racism comes from and how the ideas affect America today and how they shaped the past to where we are today

**2. This work is most suitable for which grades? (Check all that apply.)**

Pre-K     K-6     7-8     9-12     None

**3. Are concepts presented in a manner appropriate to the ability and maturity level of your suggested audience?**

Yes     No

**4. Will reading or listening to this work result in a more compassionate understanding of human beings?**

Yes     No

**If yes, explain how.**

-It explains how words and actions hurt people and without knowing what happened in the past we are prone to repeat the past, and knowing our past can help our current  
-Anti Racism is present how children can understand

**5. Does this work offer an opportunity to understand and better appreciate the aspirations, achievements, and problems of different cultures and/or minority groups?**

Yes     No

**If yes, explain how.**

-This book does an excellent job teaching about historical figures from both sides and stressed that people can change and once you know better, people can do better and be a better person for all cultures



## District Committee Reconsideration Review Form

6. Are questionable elements of this work an important part of the overall development of the story or text?

Yes     No

Explain your answer in a few sentences.

-questions the decisions and laws throughout history and how they can be racist even if not intentionally

7. Non-fiction ONLY: Does the material contribute to the evolution of ideas?

Yes     No

Explain your answer in a few sentences.

-provides a different perspective of historical events, everyone should be able to get a 360 degree view of what happened and reading from different perspectives can help them think through difficult concepts and critical thinkers

8. Are the illustrations appropriate for the student's developmental age?

Yes     No

9. Does this work have literary merit?

Yes     No     Not Applicable

10. Could this work be considered offensive in any way due to:

<input type="checkbox"/> profanity	<input type="checkbox"/> brutality	<input type="checkbox"/> Religion or portrayal of religious practices/ideologies
<input type="checkbox"/> language	<input type="checkbox"/> sexual behavior	<input type="checkbox"/> manner characters are presented
<input type="checkbox"/> violence	<input type="checkbox"/> prurient behavior	<input type="checkbox"/> portrayal of any societal groups
<input type="checkbox"/> cruelty	<input type="checkbox"/> aberrant behavior	<input checked="" type="checkbox"/> political positions

**NOTES:** -A particular chapter does discuss BLM and doesn't give different perspectives, just gives a particular perspective that a particular president was racist.

This book does not contain new ideas, it is an enjoyable read, but that one part (Political Positions) is offensive. 90% of the book is perfectly accurate, but the chapter was particularly perplexing, and was divisive and not bringing people together.

-(There were other examples throughout the text that the other members did think were justifications not just accusations.)



## District Committee Reconsideration Review Form

Is the read uncomfortable? Yes. Offensive? Could be, (anyone could be offended.) Is it good and informative and good for people that want to learn more about racism? Yes. But, being offensive, doesn't mean it should be removed from the shelves. Maybe it should not be a "required reading" but, is it ok for a kid to pick it up as a voluntary reading? It is important for there to be other voices from different perspectives from the resources available in the library. As a librarian, I would never force a child to check the book out, but it gives the student an opportunity to check out something that they are interested in.

-In my own home, I made it a point to purchase books from multiple cultural viewpoints. But, that is in my control and my choice. Where is the line drawn for these students to have the choice? Even though it is listed as non-fiction, it is written from a specific perspective. This book is something that I would want to read with my child, to support questions.

-Accessibility to access or purchase books from different perspectives, may not be available in certain areas of town. I do agree that this book requires a discussion and conversation with the students, but on a family level. But, it is important to me for my junior high students in my area to have access to the "why's" of racism.

-It makes the students feel as though they don't have anything that represents them. This is very well researched and is not just someone's opinion of this matter. It is important for some in elementary school levels to have access to this perspective.

-These days, Curriculum in general is going through these issues, when age is appropriate. I didn't write this law, but the intent of the law (for CRT) is that the point of this committee?

-You mentioned accessibility, I think that is important. My area is a predominantly white community with not a lot of accessibility from local stores. You want the minority group in your area to feel included, even if it is offensive. With keeping in mind junior high and high schools, would be more appropriate, in my opinion.

-Regarding Public Library: You need your parent's signature, there may be fines that keep you from checking things out, and proximity of the locations of the libraries. This makes it important that the local school gives the student accessibility of materials that they would not otherwise have.

-What age group would be more appropriate to read the book, is a much easier question. Answering if this book falls into the CRT Law, is a much more difficult question.

DCC

"Stamped (for Kids)"

10/14/2022

9:00am

Vote:

Remove - 1

Keep All - 2

Keep JH/HS - 2

Recommend  
Keep JH/HS only



Reconsideration Ballot

Date: 10/14/2022

Title: Stamped (for kids)

Author: Reynolds / Kendi

Select ONE option:

I vote to remove the book from all libraries

OR

I vote to keep in Clay County School Libraries (specify recommendation below)

- Keep the book at **ALL** school levels
- Keep the book at the **junior and high** school levels
- Keep the book at the **high school** level **ONLY**

Reconsideration Ballot

Date: 10/14/22

Title: Stamped

Author: Jason Reynolds + Ibram X. Kendi

Select ONE option:

I vote to remove the book from all libraries

OR

I vote to keep in Clay County School Libraries (specify recommendation below)

- Keep the book at **ALL** school levels
- Keep the book at the **junior and high** school levels
- Keep the book at the **high school** level **ONLY**

Reconsideration Ballot

Date: 10.14.2022

Title: Stamped for Kids

Author: Sonja Cherry Paul

Select ONE option:

I vote to remove the book from all libraries

OR

I vote to keep in Clay County School Libraries (specify recommendation below)

Keep the book at ALL school levels

Keep the book at the junior and high school levels

Keep the book at the high school level ONLY

Reconsideration Ballot

Date: 10/14/22

Title: Stamped (For Kids)

Author: Reynolds & Kendi

Select ONE option:

I vote to remove the book from all libraries

OR

I vote to keep in Clay County School Libraries (specify recommendation below)

Keep the book at ALL school levels

Keep the book at the junior and high school levels

Keep the book at the high school level ONLY

Reconsideration Ballot

Date: 10-14-2022

Title: Stamped (for kids): Racism, Antiracism, and you

Author: Sonja Cherry-Paul, Jason Reynolds, and Ibram X. Kendi

Select ONE option:

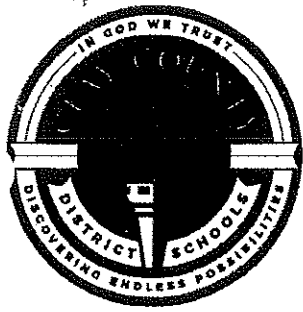
I vote to remove the book from all libraries

I vote to keep in Clay County School Libraries (specify recommendation below)

Keep the book at ALL school levels

Keep the book at the junior and high school levels

Keep the book at the high school level ONLY



CONFIDENTIAL

8/1/22

### CLAY COUNTY DISTRICT SCHOOLS

900 WALNUT STREET, GREEN COVE SPRINGS, FL 32043

P (904) 336-6500 F (904) 336-6536 W oneclay.net

SUPERINTENDENT OF SCHOOLS

David S. Broskie

#### BOARD MEMBERS:

- Janice Kerekes, District 1
- Mary Bolla District 2
- Beth Clark District 3
- Tina Bullock District 4
- Ashley Gilhousen, District 5

### Request for Reconsideration or Review of Instructional Materials

Individual Requesting Review: BRUCE FRIEDMAN

Phone: [REDACTED] Email: BRUCE.FRIEDMAN@NOLEFTTURN.VS

Physical Address: [REDACTED]

City: [REDACTED] State: FL Zip: [REDACTED]

School: RIDGEVIEW etc Grade Level: H.S etc Subject: VARIES

#### Check as applicable:

- I represent a special interest group named NOLEFTTURN IN EDUCATION FLORIDA
- I already have a copy of the material
- I will review the material on-site
- I wish to check out the material for a two-week period

#### Type of Instructional Material:

- Novel
- Textbook
- Workbook
- Symbol
- Video (YouTube, DVD, etc.)
- Other: VARIES

Title: \* Stamped: racism, antiracism, and you

Author: \* Jason Reynolds

ISBN: \* 978-0-316-45369-1

1. What is your interest or reason for this request? PROTECT CHILDREN

2. What is objectionable about the material: specific pages, chapters, language, scenes? Attach additional information, if necessary. ~~VARIES~~

- INAPPROPRIATE CONTENT PAGES
- COMMON CORE
- CSE
- SEL
- DEI / CRT / ANTI-POLICE
- SEXUAL CONTENT

SEE ATTACHED

CRT = KENDI  
KENDI = REYNOLDS  
= see H.B. 1467

NOT AN 847 VIOLATION

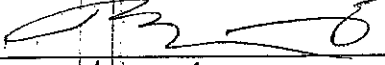
3. What do you believe might be the result of a student using this material? DAMAGED SOULS

4. For what age group would you recommend this material? ADULT

5. Is there anything good in this material? NA

6. Would you care to recommend another instructional material in the same format, covering the same subject or content standards? If so, please list the title, author, publisher, and ISBN: NA


Printed name of Complainant: BRUCE FRIEDMAN

Signature of Complainant: 

Date: 7/31/2022

Please submit the completed form and any additional documentation to:

Clay County District Schools  
Attn: Supervisor of Instructional Resources  
900 Walnut Street  
Green Cove Springs, Florida 32043

- To be completed by Instructional Resources Office Staff:**
- Received in Instructional Resources: Date 3/23/23 by 
  - Attachments were included with this form. Total number of pages 11
  - The form was fully completed and accepted: **Yes/No**. If not, why? \_\_\_\_\_
  - Date Committee convened: \_\_\_\_\_
  - Committee Members: \_\_\_\_\_
  - Outcome: \_\_\_\_\_
  - Notification of Complainant: Date \_\_\_\_\_ by \_\_\_\_\_
  - Additional information: \_\_\_\_\_



## INTRODUCTION

folktales, though sensible, was not true. I found that the need of powerful people to defend racist policies that benefited them led them to produce racist ideas, and when unsuspecting people consumed these racist ideas, they became ignorant and hateful.

Think of it this way. There are only two potential explanations for racial inequity, for why White people were free and Black people were enslaved in the United States. Either racist policies forced Black people into enslavement, or animalistic Black people were fit for slavery. Now, if you make a lot of money enslaving people, then to defend your business you want people to believe that Black people are fit for slavery. You will produce and circulate this racist idea to stop abolitionists from challenging slavery, from abolishing what is making you rich. You see the racist policies of slavery arrive first and then racist ideas follow to justify slavery. And these racist ideas make people ignorant about racism and hateful of racial groups.

When I began writing *Stamped from the Beginning*, I must confess that I held quite a few racist ideas. You know how an African American. I'm a historian of African American. But it's important to remember that racist ideas are ideas. Anyone can produce them or consume

## INTRODUCTION

them, as this book shows. I thought there were certain things wrong with Black people (and other racial groups). Fooled by racist ideas, I did not fully realize that the only thing wrong with Black people is that we think something is wrong with Black people. I did not fully realize that the only thing extraordinary about White people is that they think something is extraordinary about White people. There are lazy, hardworking, wise, unwise, harmless, and harmful individuals of every race, but no racial group is better or worse than another racial group in any way.

Committed to this antiracist idea of group equality, I was able to discover, self-critique, and shed the racist ideas I had consumed over my lifetime while I uncovered and exposed the racist ideas that others have produced over the lifetime of America. The first step to building antiracist America is acknowledging America's racist past. By acknowledging America's racist past, we can change America's racist present. In acknowledging America's racist present, we can work toward building antiracist America. An antiracist America where no group has more or less, or is thought of as more or less than any other group. An antiracist America where the people no longer consume racist ideas or try to change racial groups. An



## CHAPTER 8



# Jefferson's Notes

PLEASE YOU ALREADY KNOW THIS, BUT SOMETIMES IT'S  
important to put things in context so they really make

Britain had ended slavery (at least in England, but  
not in British colonies).

Britain refused to do so.

Britain looked at America as... dumb.

Jefferson said, "Mind your business, Britain."

Jefferson said, "You *are* my business, America."

Jefferson said, "Well, we can change that."

In 1776, before anyone could spell W-E

LL A-V-E-R-Y, Thomas Jefferson, who

was a thirty-three-year-old delegate to the





STAMPED: RACISM, ANTIRACISM, AND YOU

...kind of White mold to deserve their freedom. But in the 1790s, uplift suasion was working. At least, it seemed to be.

It's important that you keep this in mind, because it would be the cornerstone of assimilationist thought, which basically said:

Make yourself small,

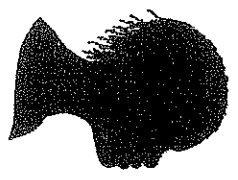
make yourself unthreatening,

make yourself the same,

make yourself safe,

make yourself quiet,

NO MAKE WHITE  
COMFORTABLE  
EXISTENCE



Of course there was a moment in the media, a pop culture phenomenon like *The Birth of a Nation* or *Tarzan*, to send a message to White people to take up arms and be afraid, and also to send a shock through the confident backbone of Black America, to remind them of their place. This time, in 1968, the movie was called *Planet of the Apes*.

Here's the basic plot:

1. White astronauts land on a planet after a two-thousand-year journey.
2. Apes enslave them.
3. Turns out, they're not on a faraway planet at all. They're on Earth.
4. (Nooooooooooooooooooooo!)

While *Tarzan* put the racist conquering of African Africans on the screen, *Planet of the Apes* stoked the racist fear fire by showing the dark world rising against the White conqueror. And just like with *Tarzan*, *Planet of the Apes* went boom. Became a megahit, completely

sequels and comics and merchandise. And just like that, the conversation coming from the American government shifted to protect *their* "planet." Black Power was met by a new slogan, one spat out like a racist slur. Law and order.

A week later, on April 4, Angela Davis was at the new office of the SNCC in Los Angeles. The newly organized SNCC chapter was her new activist home as she shuffled back and forth between Los Angeles and her doctoral studies at UC San Diego. That afternoon, she heard a scream. Following the scream came the news. Dr. King, after giving a speech that referenced a "human rights revolution," had been shot dead.

King's death transformed countless doubly conscious activists into singly conscious anti-racists, and Black Power suddenly grew into the largest American anti-racist movement ever. There was a shift happening.

James Brown made a song that insisted everyone "Say It Loud—I'm Black and I'm Proud." Black people started to move away from colorism, and some reversed. The darker, the better. The kinkier the hair, the better. The more African the clothing, the better.

From 1967 to 1970, Black students and their hundreds of thousands of non-Black allies compelled nearly a thousand colleges and universities spanning almost every

STAMPED: RACISM, ANTI-RACISM, AND YOU

opion of the world in 1976, the pride of Black Power  
...sculinty, Muhammad Ali. Rocky symbolized the  
pride of White supremacist masculinity's refusal to be  
knocked out from the thunderstorm of civil rights and  
Black Power protests and politics.

Weeks before Americans ran out to see *Rocky*,  
though, they ran out to buy Alex Haley's *Roots: The Saga  
of an American Family*. Haley, who was known for work-  
ing with Malcolm X on his autobiography, had now basi-  
cally written the slave story of all slave stories. It was a  
seven-hundred-page book, then made into a miniseries  
that became the most watched show in television his-  
tory. It blew up a bunch of racist ideas about how slaves  
were lazy brutes, maminies, and sambos, and how slave  
owners were benevolent and kind...landlords. But as  
much as antiracist Black Americans loved their *Roots*,  
racist White Americans loved—on and off screen—the  
Rocky, with his unrelenting fight for the law and order of  
racism. And then, in 1976, their Rocky ran for president



resident seat, and couldn't get any coverage), created false narratives about the state of the country, and won.

And lots of things unfolded. New, shaky propaganda that many people took seriously, about genetics coding us to be who we are. As if there were a gene for racism. New antiracist feminist thought coming from writers like bell hooks and, of course, Angela Davis. But nothing could prepare anyone for what was coming.

Five years into Reagan's presidency, he issued one of the most devastating executive orders of the twentieth century. The War on Drugs. Its role, maximum punishment for drugs like marijuana. This war was really one on Black people. At the time, drug crime was declining. As a matter of fact, only 2 percent of Americans viewed drugs as America's most pressing problem. Few believed that marijuana was even that dangerous, especially compared with the much more addictive heroin. But President Reagan wants to go to war? Against drugs?

If you're like me, you're asking yourself, *War on drugs?* Yes. Yes, he was. The most addictive drug known to America. Racism. It causes wealth, an inflated sense of self, and hallucinations. In this case, it would incarcerate millions of Black Americans. And in 1986, during his second term, Reagan doubled down on

War on Drugs by passing the Anti-Drug Abuse Act. This bill gave a minimum five-year sentence for a drug dealer or drug user caught with five grams of crack, the amount typically handled by Blacks and poor people, while the mostly White and rich users and dealers of powder cocaine—who operated in neighborhoods with fewer police—had to be caught with five hundred grams to receive the same five-year minimum sentence.

Let that sink in.

Same drug. Different form.

One gets five years in prison if caught with five grams (the size of two quarters).

The other gets five years in prison for five hundred grams (the size of a brick).

The results should be obvious. Mass incarceration of Black people, even though White people and Black people were selling and using drugs at similar rates. Not to mention police officers policed Black neighborhoods more, and the more police, the more arrests. It's not rocket science. It's racism. And it would, once again, tear the Black community apart. More Black men were going to prison, and when (if) they came home, it was without the right to vote. No political voice. Also, no jobs. Not just because of felony charges, but because Reagan's





STAMPED: RACISM, ANTI-RACISM, AND YOU

Slick Rick: "Children's Story"

Ice-T: "Colors"

N.W.A.: "Straight Outta Compton"

Boogie Down Productions: "Stop the Violence"

Queen Latifah: "Wrath of My Madness"

Public Enemy: "Don't Believe the Hype"

It would be Public Enemy that really set the tone the following year. In 1989, they wrote a song that was placed in Spike Lee's Black rebellion movie *Do the Right Thing*. The song was a forceful mantra. An updated version of Stokely Carmichael's "Black Power!" and James Brown's "Say It Loud—I'm Black and I'm Proud," for the new generation of hip-hop heads and rebellious Black teenagers angry about racist mistreatment, it was Public Enemy's "Fight the Power."

And with all the Black feminist thought, including the work of Kimberlé Williams Crenshaw, who focuses on the intersection between race and sex, women rap

#### THE SOUNDTRACK OF SORROW AND SUBVERSION

Like MC Lyte and Salt-N-Pepa took their place on the hip-hop stage. Actually, they fared better than women in Hollywood because at least their art was in mass circulation. Aside from Julie Dash's pioneering *Daughters of the Dust*, Black men were the only ones producing major Black films in 1991. These included illustrious films like Mario Van Peebles's *New Jack City*; John Singleton's debut antiracist tragedy, *Boyz n the Hood*; and Spike Lee's acclaimed interracial relationship satire, *Jungle Fever*.

Black men produced more films in 1991 than during all of the 1980s. But a White man, George Holliday, shot the most influential racial film of the year on March 3 from the balcony of his Los Angeles apartment. He was filming a twenty-five-year-old Black man, Rodney King, being brutally beaten by four Los Angeles police officers. The public—the Black public—broke open. The levees holding back the waters of righteous indignation crumbled under the sight of those officers' batons.

*How much more can we take?*

*How much more?*

President Bush danced around the issue. Appointed a Black Supreme Court justice, Clarence Thomas, to replace Thurgood Marshall, as if that were supposed to pacify an angry and hurt Black community. And to make



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Author: ISRAM X KENDI ISBN: 978-1-56858-463-8

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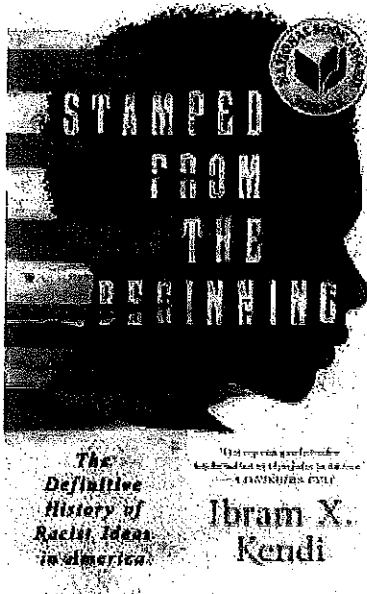
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DOESN'T MENTION KENDI IS A RACIST!

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STAMPED FROM THE BEGINNING

The Definitive History of Racist Ideas in America  
NEW YORK TIMES BESTSELLER  
Ibram X. Kendi

OCALILEDU WILL U

ATTORNEY  
KENNEDY ISSUED & MODIFIED & RECEIVED THIS TEXT  
MANY TIMES. ALL "STAMPED" BOOK ARE NOT

Americans like to insist that we are living in a postracial color-blind society. In fact, racist thought is alive and well; it has simply become more sophisticated and more insidious. And as award-winning historian Ibram X. Kendi argues in *Stamped from the Beginning*, racist ideas in this country have a long and lingering history, one in which nearly every great American thinker is complicit.

WHO GAVE HIM AN AWARD?

ALSO EVERY WHITE PERSON

In this deeply researched and fast-moving narrative, Kendi chronicles the entire story of anti-Black racist ideas and their staggering power over the course of American history. *Stamped from the Beginning* uses the lives of five major American intellectuals to offer a window into the contentious debates between assimilationists and segregationists and between racists and antiracists. From Puritan minister Cotton Mather to Thomas Jefferson, from fiery abolitionist William Lloyd Garrison to brilliant scholar W. E. B. Du Bois to legendary anti-prison activist Angela Davis, Kendi shows how and why some of our leading proslavery and pro-civil rights thinkers have challenged or helped cement racist ideas in America.

As Kendi provocatively illustrates, racist thinking did not arise from ignorance or hatred. Racist ideas were created and popularized in an effort to defend deeply entrenched discriminatory policies and to rationalize the nation's racial inequities in everything from wealth to health. While racist ideas are easily produced and easily consumed, they can also be discredited. In shedding much-needed light on the murky history of racist ideas, *Stamped from the Beginning* offers us the tools we need to confront

WORD SALAD!  
ANTI-RACISM IS RACISM

racist ideas have become more implicit since the 1960s. Trump's elec-  
tion did not fit these historical narratives because they were grounded  
in political ideology—and racist ideas—not firm scholarly research—

The sudden storm of Trump has uprooted—should be uprooting—  
beliefs in these two tales. Americans need a new racial history, rooted  
in meticulous research, that explains this confusing present and pre-  
pares the nation and world for the racial future, after Trump.

*Stamped from the Beginning* presents this new history. It does not use  
terms like overt and covert, or explicit and implicit to describe the his-  
torical evolution of race. It does not present a post-racial story that ends  
with the election of Obama. It does not present a story of racial prog-  
ress, showing how far we have come, and the long way we have to go. It  
does not even present a story of racial progress of two steps forward—  
as embodied in Obama—and one step back—as embodied in Trump.

As I carefully studied America's racial past, I did not see a singular  
historical force arriving at a post-racial America. I did not see a singular  
historical force becoming more covert and implicit over time. I did  
not see a singular historical force taking steps forward and backward  
on race. I saw too distinct historical forces. I saw a dual and dueling his-  
tory of racial progress and the simultaneous progression of racism. I  
saw the antiracist force of equality and the racist force of inequality  
marching forward, progressing in rhetoric, in tactics, in policies.

When the Obamas of the nation broke through racial barriers,  
the Trumps of the nation did not retire to their sunny estates in Flor-  
ida. They created and sometimes succeeded in putting new and more  
sophisticated barriers in place, like the great-grandchildren of Jim  
Crow voting laws—the new age-voter ID laws that are disenfranchis-  
ing Black Americans in the twenty-first century. And the Trumps of  
the nation developed a new round of racist ideas to justify those pol-  
icies, to redirect the blame for racial disparities away from those new  
discriminatory policies and onto the supposed Black pathology.

I AM WRITING this preface on the eve of Trump's 100th day in office as  
the forty-fifth president of the United States. But I am less concerned

YES YOU HATE TRUMP, FINE

about Trump's first 100 days—or last 100 days for that matter—than  
what Trump's election reveals about America's racial history.

If Barack Obama came to embody America's history of racial  
progress, then Donald Trump should come to embody America's his-  
tory of racist progress. And racist progress has consistently followed  
racial progress.

It is this dueling duality that I present in *Stamped from the Beginning*,  
taking away the shock of Trump's election, and showing its striking  
consistency within America's history. Trump was shocking for me, but  
then again not shocking at all. This history prepared me for Trump,  
and all the other Trumps that could rise one day on the timeworn back  
of bigotry. — YAWN

PROPAGANDA

Ibram X. Kendi  
April 28, 2017

INTROVE

BLAME  
THE  
P.O.E

# Prologue

EVERY HISTORIAN WRITES IN—and is impacted by—a precise historical moment. My moment, this book's moment, coincides with the televised and untelevised killings of unarmed human beings at the hands of law enforcement officials, and with the televised and untelevised life of the shooting star of #Black Lives Matter during America's stormiest nights. I somehow managed to write this book between the heartbreaks of Trayvon Martin and Rekia Boyd and Michael Brown and Freddie Gray and the Charleston 9 and Sandra Bland, heartbreaks that are a product of America's history of racist ideas as much as this history book of racist ideas is a product of these heartbreaks.

Young Black males were *twenty-one times* more likely to be killed by police than their White counterparts between 2010 and 2012, according to federal statistics. The under-recorded, under-analyzed racial disparities between female victims of lethal police force may be even greater. Federal data show that the median wealth of White households is a staggering *thirteen times* the median wealth of Black households—and Black people are *five times* more likely to be incarcerated than Whites.<sup>1</sup>

But these statistics should come as no surprise. Most Americans are probably aware of these racial disparities in police killings, in wealth, in prisons—in nearly every sector of US society. By racial disparities, I mean how racial groups are not statistically represented according to their populations. If Black people make up 13.2 percent of the US population, then Black people should make up somewhere close to 13 percent of the Americans killed by the police, somewhere close to 13 percent of the Americans sitting in prisons, somewhere

DID THEY RESIST ARREST?

CRIMINALS

BLACK MEN ARE ALGEBRAICALLY RESPONSIBLE FOR THE DEATHS, NOT POLICE.

WHAT PERCENT OF MURDERERS ARE BLACK?

NO!

ADK -

close to owning 13 percent of US wealth. But today, the United States remains nowhere close to racial parity. African Americans own 2.7 percent of the nation's wealth, and make up 40 percent of the incarcerated population. These are racial disparities, and racial disparities are older than the life of the United States.<sup>1</sup>

In 2016, the United States is celebrating its 240th birthday. But even before Thomas Jefferson and the other founders declared independence, Americans were engaging in a polarizing debate over racial disparities, over why they exist and persist, and over why White Americans as a group were prospering more than Black Americans as a group. Historically, there have been three sides to this heated argument. A group we can call *segregationists* has blamed Black people themselves for the racial disparities. A group we can call *antiracists* has pointed to racial discrimination. A group we can call *assimilationists* has tried to argue for both, saying that Black people *and* racial discrimination were to blame for racial disparities. During the ongoing debate over police killings, these three sides to the argument have been on full display. *Segregationists* have been blaming the recklessly criminal behavior of the Black people who were killed by police officers. Michael Brown was a monstrous, threatening thief; therefore Darren Wilson had reason to fear him and to kill him. *Antiracists* have been blaming the recklessly racist behavior of the police. The life of this dark-skinned eighteen-year-old did not matter to Darren Wilson. *Assimilationists* have tried to have it both ways. Both Wilson and Brown acted like irresponsible criminals.

yup -

Listening to this three-way argument in recent years has been like listening to the three distinct arguments you will hear throughout *Stamped from the Beginning*. For nearly six centuries, antiracist ideas have been pitted against two kinds of racist ideas: segregationist and assimilationist. The history of racial ideas that follows is the history of these three distinct voices—segregationists, assimilationists, and antiracists—and how they each have rationalized racial disparities, arguing why Whites have remained on the living and winning end, while Blacks remained on the losing and dying end.

LIKE ALL OF KENDIS BOOKS, THIS DOES NOT PROMOTE HARMONY

CRIT- SCRUTINY WILL NOT WITHSTAND PROLOGUE 3

THE TITLE STAMPED FROM THE BEGINNING comes from a speech that Mississippi senator Jefferson Davis gave on the floor of the US Senate on April 12, 1860. This future president of the Confederacy objected to a bill funding Black education in Washington, DC. "This Government was not founded by negroes nor for negroes," but "by white men for white men," Davis lectured his colleagues. The bill was based on the false notion of racial equality, he declared. The "inequality of the white and black races" was "stamped from the beginning."<sup>1</sup>

It may not be surprising that Jefferson Davis regarded Black people as biologically distinct and inferior to White people—and Black skin as an ugly stamp on the beautiful White canvas of normal human skin—and this Black stamp as a signifier of the Negro's everlasting inferiority. This kind of segregationist thinking is perhaps easier to identify—and easier to condemn—as obviously racist. And yet so many prominent Americans, many of whom we celebrate for their progressive ideas and activism, many of whom had very good intentions, subscribed to assimilationist thinking that also served up racist beliefs about Black inferiority. We have remembered assimilationists' glorious struggle against racial discrimination, and tucked away their inglorious partial blaming of inferior Black behavior for racial disparities. In embracing biological racial equality, assimilationists point to environment—hot climates, discrimination, culture, and poverty—as the creators of inferior Black behaviors. For solutions, they maintain that the ugly Black stamp can be erased—that inferior Black behaviors can be developed, given the proper environment. As such, assimilationists constantly encourage Black adoption of White cultural traits and/or physical ideals. In his landmark 1944 study of race relations, a study widely regarded as one of the instigators of the civil rights movement, Swedish economist and Nobel Laureate Gunnar Myrdal wrote, "It is to the advantage of American Negroes as individuals and as a group to become assimilated into American culture, to acquire the traits held in esteem by the dominant white Americans." He had also claimed, in *An American Dilemma*, that "in practically all its divergences, American Negro culture is . . . a distorted development, or a pathological condition, of the general American culture."<sup>14</sup>

SCANNED WITH U

But there is, and has always been, a persistent line of antiracist thought in this country, challenging those assimilationist and segregationist lines, and giving the line of truth hope. Antiracists have long argued that racial discrimination was stamped from the beginning of America, which explains why racial disparities have existed and persisted. Unlike segregationists and assimilationists, antiracists have recognized that the different skin colors, hair textures, behaviors, and cultural ways of Blacks and Whites are on the same level, are equal in all their divergences. As the legendary Black lesbian poet Audre Lorde lectured in 1980: "We have no patterns for relating across our human differences as equals."

BOOKER T. WASHINGTON  
— COULD HAVE QUOTED



THERE WAS NOTHING simple or straightforward or predictable about racist ideas, and thus their history. Frankly speaking, for generations of Americans, racist ideas have been their common sense. The simple logic of racist ideas has manipulated millions over the years, muffling the more complex antiracist reality again and again. And so, this history could not be made for readers in an easy-to-predict narrative of absurd racists clashing with reasonable antiracists. This history could not be made for readers in an easy-to-predict, two-sided Hollywood battle of obvious good versus obvious evil, with good triumphing in the end. From the beginning, it has been a three-sided battle, a battle of antiracist ideas being pitted against two kinds of racist ideas at the same time, with evil and good failing and triumphing in the end.

NONSENSE

Both segregationist and assimilationist ideas have been wrapped up in attractive arguments to seem good, and both have made sure to re-wrap antiracist ideas as evil. And in wrapping their ideas in goodness, segregationists and assimilationists have rarely confessed to their racist public policies and ideas. But why would they? Racists confessing to their crimes is not in their self-interest. It has been smarter and more exonerating to identify what they did and said as not racist. Criminals hardly ever acknowledge their crimes against humanity. And the shrewdest and most powerful anti-Black criminals have legalized their criminal activities, have managed to define their crimes

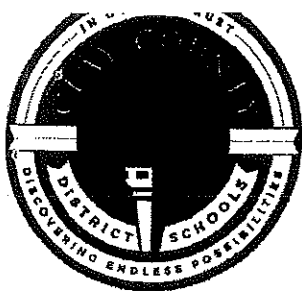
of slave trading and enslaving and discriminating and killing outside of the criminal code. Likewise, the shrewdest and most powerful racist ideologues have managed to define their ideas outside of racism. Actually, assimilationists first used and defined and popularized the term "racism" during the 1940s. All the while, they refused to define their own assimilationist ideas of Black cultural and behavioral inferiority as racist. These assimilationists defined only segregationist ideas of Black biological inferiority as racist. And segregationists, too, have always resisted the label of "racist." They have claimed instead that they were merely articulating God's word, nature's design, science's plan, or plain old common sense.<sup>4</sup>

All these self-serving efforts by powerful factions to define their racist rhetoric as nonracist has left Americans thoroughly divided over, and ignorant of, what racist ideas truly are. It has all allowed Americans who think something is wrong with Black people to believe, somehow, that they are not racists. But to say something is wrong with a group is to say something is inferior about that group. These sayings are interlocked logically whether Americans realize it or not, whether Americans are willing to admit it or not. Any comprehensive history of racist ideas must grapple with the ongoing manipulation and confusion, must set the record straight on those who are espousing racist ideas and those who are not. My definition of a racist idea is a simple one: it is any concept that regards one racial group as inferior or superior to another racial group in any way. I define anti-Black racist ideas—the subject of this book—as any idea suggesting that Black people, or any group of Black people, are inferior in any way to another racial group.

Like the other identifiable races, Black people are in reality a collection of groups differentiated by gender, class, ethnicity, sexuality, culture, skin color, profession, and nationality—among a series of other identifiers, including biracial people who may or may not identify as Black. Each and every identifiable Black group has been subjected to what critical race theorist Kimberlé Crenshaw has called "intersectionality"—prejudice stemming from the intersections of racist ideas and other forms of bigotry, such as sexism, classism, ethnocentrism, and homophobia. For example, sexist notions of real women as weak, and

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A special dog must find the courage to save her human.

# Stella

AWARD-WINNING AUTHOR

McCall Hoyle

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OTHERS IMPLIED  
TOPICS

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DEATH  
EXPLOSIONS  
GUNS  
SQUIMMEL  
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This is a work of fiction. Characters and events in this book are products of the author's imagination or are represented fictitiously.

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Grades 4–6. | Summary: Stella used to be a bomb-sniffing dog, but after a terrible accident, she goes to live on a small

AGES 9 TO 11

Which means . . . something is terribly wrong.

Doc glances at the collar-like strap on his wrist. "Just let me finish with Esperanza, and I'll be right back."

Jake takes me to another room slathered in dog and medicine smells. I expect him to place me on the cold, slippery table. That's what happens when humans bring dogs into these rooms. Instead, he sits with me in his lap, rubs me behind the ears, and speaks lots and lots of soft, slow words.

"It's not your fault, Stella. You're a good girl. You deserve better. Nobody wants you to suffer." He rubs his face against my neck. "Doc's been doing this a long time. He says the kindest thing to do is put you out of your misery—that you'll never be the same without valuable work and a competent handler."

I understand the *good girl* part, but I don't believe it. If I were a *good girl*, Connie would be here to take me home. If I were a *good girl*, I would have directed Connie to the bad chemicals faster. I wouldn't have been confused by the air blowing in through the open doors.

And then Jake and Doc Collins wouldn't have to *put me out of my misery*. I know what that means too. I was in the hall when they put Sarge *out of his misery* after the accident in the snow last winter. It means they put you into a deep, deep sleep, and your dog smell changes. You're just the outside of a dog, and you don't wake up. Ever.

They put you in a box.

If they *put me out of my misery*, I'll never see Connie again.

I whimper like a pup. Jake rubs his face against my cheek. I lick his hand, hoping he'll change his mind and

29-30

give me another chance. I will not dig holes, or tear pads, or squat on the carpet. I won't chase rabbits. I'll even work at the airport if Jake will give me one more chance to be a good dog and find Connie.

DO ELEMENTARY  
SCHOOL CHILDREN  
DESERVE CHERNOMER  
STORIES?

leaving and I didn't get *put out of my misery* or worried that Connie's place and her people are drifting farther and farther away. I'm not any closer to finding her now than I was this morning.

My stomach gurgles as the distance between us and the canine facility expands. After some time, fewer and fewer cars and trucks pass by my window. The tall buildings are replaced by tall trees. When the urge to do my business hits, I stand up in the crate. Esperanza is a smart dog lady. She seems to understand my urgent need.

"Relax, Stella Bella. We're almost there. We're going to say goodbye to Connie."

I don't like the way she says *Connie* and *goodbye* in the same group of words.

She pulls into an interesting park. There are no children or other dogs. There is none of the equipment children climb and swing on. But there are rows and rows of rectangular, flat stones sticking up out of the ground in straight lines.

I nudge the front of the crate with my nose. I really, really need to squat.

"Okay, girl, let's go find Connie," Esperanza says.

Wagging my tail, I wait as she parks the vehicle in the shade under a long row of trees then comes around to open the big sliding door and clip a leash to my collar.

When I hop to the ground, she gives me time to sniff the tires and mark several nearby trees. After a few minutes of sniffing, she tugs lightly on my collar, and we head back to the vehicle. She holds my leash in one hand and hangs the strong-smelling circle of flowers in the crook of her other arm.

35-36

We proceed to weave back and forth through the stones that stick out of the ground. The place is alive with bird chatter and the scent of squirrels and field mice and rabbits. Beneath all the alive smells is the smell of decaying wood buried underground and the smell of the outside of human bodies.

I know this smell. I recognize it from the day Doc Collins put Sarge into the deep, deep sleep and then placed him in the box. And I remember it from a night in the city with Connie when she gave me the command to *find*, and I found the burning chemical smell on the body of a man lying in a ditch on the side of the road.

Confused, I lift my head and stand very still. It's a Connie smell. I lower my head to the ground. Exhaling through my nose, I stir up scents from the grass. My long, thick ears trap the smells, concentrate them, and send them back down to my nose.

It's definitely Connie.

But it's not my Connie.

It's the still-sleeping-shell-of-Connie smell.

I whimper but press forward in case I'm confused by the light wind and the distracting smells of decaying wood, silent sleeping humans, and all the little creatures that call this park home.

Tugging at the leash, I pull Esperanza to a small stone standing near the back of the park. Keeping my head and ears lifted, I sit on high alert on the ground above where Connie is sleeping. My tail stiffens, and I can't help it, I whine.

NOISE  
FROM

FIND  
HERE  
GRAVE

room?"

Cloe's head whips around. "She can't sleep out here alone, Mama. She's scared."

"That's precisely the reason she needs to sleep out here. She needs the company of other animals."

Esperanza's words sound like a command, even though she doesn't say it like Connie would.

"I tried to show her how the teeter-totter works, and she nearly jumped out of her skin. I've never seen a dog so scared." Cloe sits down on an overturned bucket and scratches me behind the ears.

"Stella was in an explosion at the airport. Her handler died. She has what's called post-traumatic stress disorder—sort of like the dachshund we worked with last winter, but much worse. Loud noises, thunder, being left alone—almost anything can cause her to panic."

Esperanza turns over another bucket, sits down beside Cloe, and places a hand on the girl's knee. "It's very serious, Cloe. We may not be able to help her."

"We'll help her." The girl nods. Her dark eyes thoughtful, she runs her small hand from the top of my head, all the way down my back, to the tip of my tail. When she does, my tail thumps the floor.

Esperanza lifts her hand from the girl's knee, places it under her chin, and tilts her face, so they're eye to eye.

"When she panics, she can't help it. She shakes, barks, digs, drools. It's like she thinks she's going to be attacked. She thinks she's in serious danger and will do anything to escape the situation. She might even hurt herself trying to escape from whatever it is she thinks is dangerous. As a dog trainer, it's my responsibility to either help her or do what's most humane."

I glance back and forth between the two of them. They're talking about me—that's for sure—but using so many words. It's hard to understand much beyond my name and the word *crate*.

Cloe looks really sad, so I nuzzle my head underneath her hand, trying to take away her sadness.

"Can she sleep in my room just for one night?" Cloe turns her sad eyes to her mother.

"Absolutely not."

"She'll be scared out here."

"Cloe, she's a dog—a sweet dog—but still a dog. I think she'll actually be more comfortable out here with Nando and some of the other animals. I don't think it will do for either of us to get too attached to her until we see how things are going to work out."

"Mama, please, just one night."

"You don't need an anxious dog interrupting your sleep. Maybe after we get to know her better."

Esperanza speaks in the firm voice of a top human and turns back to her bags of sweet-smelling corn.

Cloe stands up, but her shoulders sag. Grabbing the leash from the ground, she pulls on my collar. "Okay. Come on, Stella. I guess you'll be okay out here with Nando. I'll check on you first thing in the morning. I promise."

I follow, glancing up at her and wagging my tail. We walk down the center of the barn. Large rooms, sort of like crates, hold large animals that make rustling sounds as they munch on very dry, very old-smelling grass. I put a little bounce in my step, hoping Cloe will smile and the sadness will leave her.

I'm so focused on her that I don't see or smell the fat orange cat blocking the center aisle until I almost step

"No, I think I'm going to reread some of my favorites to Stella."

I lift one ear at the sound of my name then go back to twitching my nose as they exchange words back and forth, back and forth. We're passing Connie's favorite food place—the one that slips a piece of meat between pieces of bread with little seeds on top. But Esperanza doesn't stop.

"Let me guess. Harry Potter?" she asks as she drives away from the delicious place. It's like she doesn't even smell it.

Cloe shakes her head. "I have something I think Stella will like better."

"Better than Harry Potter?"

"Yep."

"Percy Jackson?" Esperanza turns the wheel, and the car stops near a building that doesn't smell like food or books or anything very wonderful.

"Not even close," Cloe says.

"Well, then, what do you think a bomb-sniffing dog will want to read?"

"I thought I'd start with *Charlotte's Web*," Cloe says, snapping my leash to my collar and opening the door.

"That's always a good choice—but sad."

"I think Stella can handle it, Mamma," Cloe says.

Heat rises from the pavement as we approach the store, but I don't let that stop me from sniffing. A big dog has been here ahead of us, and I wonder if this is the store Connie used to take me to with fish and birds and rows and rows of dog food. Curious, I pull toward the large sliding door. But as soon as the doors open, I know there are no interesting animals and no rows and rows of dog food.

This store is all slick floors—no carpet or grass anywhere. In place of squeaky toys and rawhides, it has rows and rows of shovels, wheelbarrows, and other tools that don't smell very good. About the most interesting odors in the whole place drift from bags of soil and tree bark and what might be bags of horse manure. I'll never understand why humans keep their carpet so clean, but they gather piles and piles of the stuff chickens and horses squat out of their behinds, mix it with dirt, and then spread it all over their yards.

Despite the lack of interesting smells, I keep my nose to the ground. Humans sometimes drop food in the most unusual places. As I sniff for a dropped bit of meat, an enormous man stops me in my tracks with a loud laugh. The hair on my back bristles.

"You hunting rabbits now, Esperanza?" he asks.

My head snaps to attention. Rabbits? I don't smell rabbits.

"No, Yern—just a new dog we're training," Esperanza says, her jaw tightening when she speaks.

"You can't train hounds—too stubborn." The man peers into her eyes, like they're in a serious game of *watch me*. "And not too bright."

"Well, everyone's entitled to an opinion. Hope you have a good day." She nods and moves to step around him.

"This hound is smart," Cloe says in a grown-up-sounding voice, and both adults turn their heads toward her. "This is a working beagle. She sniffs for explosives."

"What's she doing here then? I don't remember any bombs in Asheville. Fireworks, maybe." The man smells sour, like old meat, and beneath that lies a faint

\*PROBLEMATIC  
RICK RORDAN  
AUTUMN  
"MAMA JACKSON"  
"PERCY JACKSON"  
BOOKS



FOUR HUNDRED AND SIXTY  
FOR NINES

as much as they like their words and their carpet.

Esperanza is giving lots of crinkly paper to the woman.

"Let's hope so. I'm worried about my sheep in this heat. I'm having to work the dogs early in the morning or late at night. If the weather doesn't break soon, I'm not sure if I'll be able to work them at all."

"Did you know we're under a forest fire warning?"

The woman points to a paper sticking to the wall beside her beeping machine.

"No, but I can believe it." Esperanza thanks the woman and collects her bags. Then we head out to the car.

Cloe still doesn't look at me. Her eyes stare straight ahead—like she's looking at something but not really seeing anything. And the smell coming off her overpowers everything else in the air around us.

I whimper again and try to lower my behind, but I can't quite sit to alert with the leash wrapped in Cloe's small fist, tugging me forward.

"You're fine, Stella. Come on. Nothing to be nervous about here." Esperanza walks toward the car without looking at me or Cloe.

I look at Cloe's face, wishing Esperanza knew the watch me game and would look at Cloe's face too.

Can't she smell the chemicals on Cloe? She's way too busy placing her supplies in the back of the car.

After she closes the back door, Esperanza opens the front then starts to slide in behind the wheel. When Cloe doesn't join her, she finally comes back around to look at Cloe.

If Esperanza doesn't do something soon, something bad is going to happen. I know it. The chemicals are so strong. The sharp, sour smell is leaking from Cloe's

CLOE  
IS  
EPILEPTIC.  
DOG (STELLA)  
PERCEPTIVE

body. When I bark and spin in a circle, the leash falls from Cloe's hand and slaps the ground. I try the find-it-and-alert game again.

"What in the world is wrong with you, Stella?"

Esperanza looks at me, then Cloe, then the loose leash snaked around Cloe's feet. Her face tightens. She knows. She knows. Finally, she knows something is wrong with Cloe.

And Esperanza is a top human. She'll know exactly what to do.

When she reaches for Cloe's arm, I wag my tail in relief.

Then Cloe's legs bend like she's going to sit down, but there isn't anywhere for her to sit. I scoot near her. If she'll look at me, maybe the blank look on her face will go away, and my Cloe will come back.

But Cloe doesn't look at me. She doesn't come back to me.

She crumples in a silent hump on the hard pavement. I whine and nuzzle her cold fingers, really, really hoping her smell doesn't change to the outside-of-a-human smell. I do not want anyone putting my new friend in a box.

April 18/21

her so much. It should be simple—stay with my girl. Good dogs are loyal. They stand with their handlers in spite of danger, even in spite of death.

There was a time when I was a good dog. I identified many dangerous objects and chemicals and prevented them from getting onto airplanes. I did good, important work. But one mistake resulted in Connie's death. And no amount of good work will ever make up for that. Ever.

I failed Connie the day of the explosion in the airport. It was the day before Thanksgiving, the busiest day of the year. Connie and I had worked much longer than usual, and I was tired and thinking about dinner and the turkey at home in the oven. At about the same time that I caught a whiff of something explosive, a security man at the airport opened a large glass door to start another line so travelers could move through security more quickly.

When he did, the airflow in the room shifted, causing an unexpected cross-breeze. The sudden movement of air confused me for a second, and that was all it took—one second—for a bad man to set off an explosion that blasted upward. Suitcases, children, and dogs near the ground were okay, but taller adults like Connie weren't. "Stella, come," Cloe shouts again, her face as white as one of the blankets on her bed.

When I glance in her direction, the packet closest to my belly explodes, ripping through my skin. My ears ring. Smoke burns my nose. And I bolt.

Images from the airport flash in my head: the lifeless form of an old man with a cane, Alexa—my favorite security employee—clutching her head, and Connie

lying on the white floor, her brown hair fanned out around her face like a sunburst.

I fly through the forest, sailing over a fallen tree without pausing. My leash catches on a limb, whipping my neck painfully before I am able to tug it free. I bite my tongue and run harder, faster. The pads of my paws burn. My lungs sting. My heart threatens to burst from my chest as I continue to race for my life.

The trees blur and blend around me, like ominous clouds of brown and black. A thicket of briars bites and tears at my face, lips, ears, but I press on. When I shoot out of the far side of the brambles, I meet a rushing creek head-on. Unable to stop, I rock back on my hind legs in an exhausted attempt to heave myself up and over the running water.

But my tired legs fail me, and I belly flop on a slick rock halfway across the creek. The frigid water does for me what I couldn't do for myself. It swipes the violent memories of the explosion in the airport out of my head, clearing my vision like windshield wipers on a car.

Hanging my head, I slide off the rock and into the stream. When my nose and mouth sink beneath the water, I'm too weak to fight—too weak to care. My eyes flutter closed. The water rushing around my head drowns out the rest of the world. As my vision fades, an odd whispering sound mixes with the tumble of water. Holding my breath, I listen.

"You must do the thing you cannot do," a very strong, very familiar voice says over the rushing of the water. It's Connie. Her voice washes over me, soothing the scratches and bruises covering my body from nose to tail.

I whine, hoping she'll come to me, hoping she'll rub

TOP  
THANK

POB  
STELLA  
HAS  
THIS IS  
INTENSE  
FOR  
WH  
CADDERS

someone comes along who is a true friend and a good writer." In your own words, explain what it means to be a true friend.

8. All stories have turning points where things go from bad to good or good to bad. What are some of the major turning points in Stella's story?

9. Stella and Nando are both good dogs who truly love their person. How is Stella and Cloe's relationship like Nando and Esperanza's? How are they different?

10. First Lady Eleanor Roosevelt constantly tried to make the world a better place for other people. She delivered speeches and wrote books and is known for many wise sayings, including "You must do the thing you think you cannot do." What do you think the First Lady meant by this advice? How does Stella follow this advice? How could you apply this advice to your own life?

## About the Author

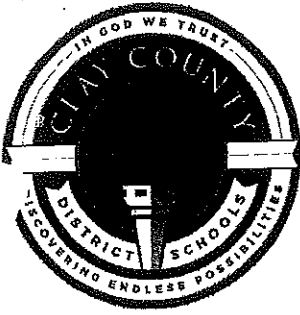


McCall Hoyte lives in the foothills of the North Georgia Mountains with her husband, children, and an odd assortment of pets. She is a middle school teacher and librarian. When she's not reading, writing, or teaching, she's probably playing with or training one of many dogs. You can learn more about her at [mccallhoyte.com](http://mccallhoyte.com).

169-170

FIRST ELEANOR  
LADY ROOSEVELT: MARY TRUSSCOMB

PLANTED IMPORTED  
IN WASHINGTON D.C. FOR  
THE JAPANESE  
WHILE HER HUSBAND  
INTENDED THE  
REFUSED SANCTUARY TO THE  
JEW'S FLEEING  
REFUSED JEW'S FLEEING



HAND DELIVERED

### CLAY COUNTY DISTRICT SCHOOLS

900 WALNUT STREET, GREEN COVE SPRINGS, FL 32043  
P (904) 336-6500 F (904) 336-6536 W oneclay.net  
SUPERINTENDENT OF SCHOOLS  
David S. Broskie

**BOARD MEMBERS:**

- Janice Kerekes, District 1
- Mary Bolla, District 2
- Beth Clark, District 3
- Tina Bullock, District 4
- Ashley Gilhousen, District 5

#### Request for Reconsideration or Review of Instructional Materials

Individual Requesting Review: BRUCE FRIEDMAN  
 Phone: [REDACTED] Email: BRUCE.FRIEDMAN@NOLEFTTURN.US  
 Physical Address: [REDACTED]  
 City: [REDACTED] State: FL Zip: [REDACTED]  
 School: MIDDLEVIEW HS... Grade Level: HS... Subject: VARIES

**Check as applicable:**

- I represent a special interest group named NO LEFT TURN IN EDUCATION
- I already have a copy of the material
- I will review the material on-site
- I wish to check out the material for a two-week period

**Type of Instructional Material:**

- Novel
- Textbook
- Workbook
- Symbol
- Video (YouTube, DVD, etc.)
- Other: VARIES

Title: STELLA BRINGS THE FAMILY  
 Author: MIRIAM BAKER SCHIFFER ISBN: 978-1-452-11190-2

NOTE: Requests may be returned if questions 1, 2, and 3 do not include a detailed response.

1. What is your interest or reason for this request? PROTECT CHILDREN!

2. Does this material violate F.S. Chapter 847 regarding Obscenity? Circle one: YES  NO   
 If YES, please explain in Question 3.

3. What is objectionable about the material? Include specific pages, chapters, language, scenes, etc., in your response. Attach additional information, if necessary.  
ALTERNATE SEXUALITIES  
AGE INAPPROPRIATE FOR K-3

NOT FOR ELEMENTARY SCHOOLS  
SEE ATTACHED

4. What do you believe might be the result of a student using this material? \_\_\_\_\_

DAMAGED SOULS

5. For what age group would you recommend this material? ADULT

6. Is there anything good in this material? NA

7. Would you care to recommend another instructional material in the same format, covering the same subject or content standards? If so, please list the title, author, publisher, and ISBN: NA

Printed name of Complainant: BRUCE FRIEDMAN

Please do not forget to sign, as forms without signatures may be returned.

Signature of Complainant: [Signature]

Date: 2/28/2023

Please submit the completed form and any additional documentation to:

Clay County District Schools  
Attn: Supervisor of Instructional Resources  
900 Walnut Street  
Green Cove Springs, Florida 32043

To be completed by Instructional Resources Office Staff:

Received in Instructional Resources: Date 3/8/23 by [Signature]

Attachments were included with this form. Total number of pages 3

The form was fully completed and accepted: Yes/No. If not, why? \_\_\_\_\_

Date Committee convened: \_\_\_\_\_

Committee: \_\_\_\_\_

Outcome: \_\_\_\_\_

Notification of Complainant: Date \_\_\_\_\_ by \_\_\_\_\_

Additional information: \_\_\_\_\_

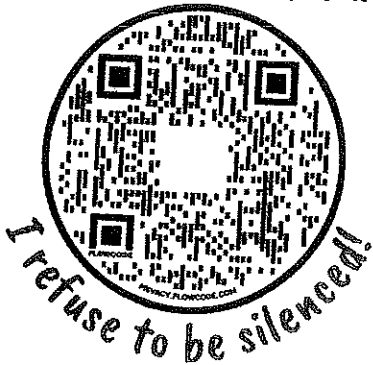
School: \_\_\_\_\_

Requested Initiated \_\_\_\_\_

Telephone: [REDACTED]

City: Cen

Save our children!



[REDACTED]

Code: 32535

Set 4  
#15

Type \_\_\_\_\_

\_\_\_ Videocassette

\_\_\_ Record

\_\_\_ Computer Software

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

Book

\_\_\_ Periodical

\_\_\_ Pamphlet

\_\_\_ Laser Videodisc

\_\_\_ Cassette

\_\_\_ Kit

Title: Stella Brings the Family

Author: Miriam B. Schiffer

Publisher or Producer: \_\_\_\_\_

1. Reasons for Objections: alternate sexualities; harmful to minors; author claims book is written for gay parents & their children ←

2. Have you read, viewed, and/or listened to the entire educational media to which you object? yes

3. What are the strengths of this educational media? none

4. Are you aware of the judgment of this educational media by literary and authoritative critics? yes; already banned in some schools \*

5. What do you believe is the purpose of this educational media? sexual deviance agenda

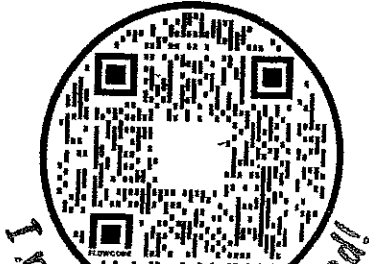
6. For what age group would you recommend this educational media? adults

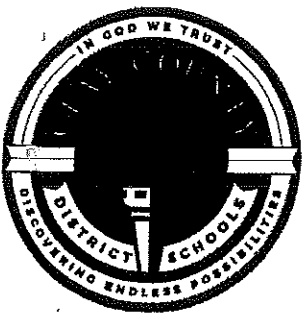
7. Where was the educational media located in the school system? elementary schools

8. On what date(s) was the material utilized for instruction? N/A

Signature of Complainant: \_\_\_\_\_ 9-15-22

Save our children!





CENTURY

### CLAY COUNTY DISTRICT SCHOOLS

900 WALNUT STREET, GREEN COVE SPRINGS, FL 32043  
P(904) 336-6500 F(904) 336-6536 Woneclay.net

SUPERINTENDENT OF SCHOOLS  
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Individual Requesting Review: BRUCE FRIEDMAN  
 Phone: [REDACTED] Email: BRUCE.FRIEDMAN@NOLEFTTURN.VS  
 Physical Address: [REDACTED]  
 City: [REDACTED] State: FL Zip: [REDACTED]  
 School: RIDGEVIEW etc Grade Level: HS etc Subject: VARIES

#### Check as applicable:

- I represent a special interest group named NOLEFTTURN IN EDUCATION FLORIDA
- I already have a copy of the material
- I will review the material on-site
- I wish to check out the material for a two-week period

#### Type of Instructional Material:

- Novel
- Textbook
- Workbook
- Symbol
- Video (YouTube, DVD, etc.)
- Other: VARIES

Title: \* Storm and Fury  
 Author: \* Jennifer L. Armentrout ISBN: \* 978-1-33521879-7

1. What is your interest or reason for this request? PROTECT CHILDREN

2. What is objectionable about the material: specific pages, chapters, language, scenes?  
 Attach additional information, if necessary. [REDACTED]

- INAPPROPRIATE CONTENT
- COMMON CORE
- CSE
- SEL
- DEL / CRT / ANTI-POLICE
- SEXUAL CONTENT

VIOLENCE, PROFANITY

SEE ATTACHED

VIOLATES 847

YA F. 1. SM

4. What do you believe might be the result of a student using this material? DAMAGED SOULS

5. For what age group would you recommend this material? ADULT

6. Is there anything good in this material? NA

7. Would you care to recommend another instructional material in the same format, covering the same subject or content standards? If so, please list the title, author, publisher, and ISBN: NA

Printed name of Complainant: BOUCE FRIEDMAN

Please do not forget to sign, as forms without signatures may be returned.

Signature of Complainant: [Signature]

Date: 3/17/2023

Please submit the completed form and any additional documentation to:

Clay County District Schools  
Attn: Supervisor of Instructional Resources  
900 Walnut Street  
Green Cove Springs, Florida 32043

To be completed by Instructional Resources Office Staff:

- Received in Instructional Resources: Date 3/23/23 by [Signature]
- Attachments were included with this form. Total number of pages 7
- The form was fully completed and accepted: **Yes/No**. If not, why? \_\_\_\_\_
- Date Committee convened: \_\_\_\_\_
- Committee: \_\_\_\_\_
- Outcome: \_\_\_\_\_
- Notification of Complainant: Date \_\_\_\_\_ by \_\_\_\_\_
- Additional information: \_\_\_\_\_



IF THE BOSS DREAMS WITH USIN, HOW WAS IT DNELOOKED?

THE WARDENS I LIVE WITH WERE BORN TO PROTECT HUMANKIND FROM DEMONS.

THEY THINK I'M HUMAN.

THEY DON'T KNOW THAT I CAN SEE

GHOSTS AND SPIRITS.

THEY DON'T KNOW WHAT I REALLY AM.

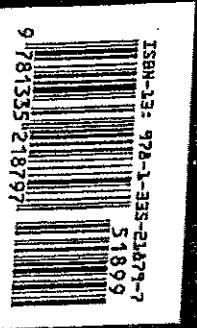
THEY DON'T KNOW THAT THEY'RE HIDING... ME.

# THE HARBINGER 1

"Filled with legendary creatures, this wild, action-packed ride features a kick-ass heroine to cheer for and a love interest I'm still dreaming about. Highly recommended for those who enjoy adventure, romance, twists and turns, and epic supernatural world building."  
—Kresley Cole, #1 *New York Times* bestselling author of the *Arcana* Chronicle

"Jennifer L. Armentrout is a master of weaving rich contemporary realism with magic and mayhem. Her characters will grab hold of your hearts and refuse to let go. Every page left me wanting more."  
—Brigid Kemmerer, author of *Ever* & *I Fall*

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YA

JENNIFER L. ARMENTROUT

STORM AND FURY



#1 NEW OF  
CLAY COUNTY LIBRARY SYSTEM  
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OR

JENNIFER L. ARMENTROUT

# STORM AND FURY

Jennifer L. Armentrout's intoxicating new fantasy is her best yet!  
—*New York Times* bestselling author Gena Showalter

YA  
F  
RM

Clay had always been friendlier toward me than most of the Wardens, flirty even, and I liked it—he gave me the kind of attention that I saw between others but never had been on the receiving end of until now. No one in the Warden community besides my friend Jada, and of course Misha, paid much attention to me, and neither of them wanted to kiss me. But Clay was always nice, complimenting me even when I knew I looked like a hot mess, and for the past couple of weeks, he'd sought me out a lot. I liked it.

And there wasn't a damn thing wrong with that. So, when he'd approached me at the Pit, which was just a really large fire pit where younger Wardens gathered at night to hang out, and asked if I wanted to come back to his place to watch a movie, I didn't have to be asked twice.

OK → Now Clay wanted to kiss me. And I wanted to be kissed.

"Trinity?" he said, and I flinched when I saw that his fingers were suddenly close to my face. He caught a piece of hair that had fallen against my cheek and tucked it behind my ear. His hand lingered. "You're doing it again."

"Doing what?"

"Disappearing on me," he said. I had, and I did that a lot.

"Where'd you go?"

I smiled. "Nowhere. I'm here."

Those Warden eyes, a bright sky blue, peered into mine.

"Good."

My smile grew.

"Just a kiss?" he repeated.

The excitement went up a notch and I exhaled slowly.

OK → "Just a kiss."

He smiled as he leaned in, tilting his head so our mouths lined up. Mine parted in anticipation. I'd been kissed before.

Once. Well, I'd done the kissing. I'd kissed Misha when I was sixteen, and he'd kissed me back, but then it became really weird because he was like a brother to me, and neither of us were about that kind of life.

Plus, things weren't supposed to be like that between Misha and me, because of what he was.

Because of what I was.

Clay's lips touched mine, and they were warm and...dry. Surprise flickered through me. I thought they'd be, I don't know, *wetter*. But it was...nice, especially when the pressure of the kiss increased and his lips parted mine, and then it was *more*. His mouth moved against mine, and I kissed him back.

I didn't want to stop him when the hand along the nape of my neck slid down my back, to my hip. That felt nice, too, and when he eased me down, I went with it, placing my hands on his shoulders as he hovered over me, using his arm to support his weight so he didn't crush me.

Wardens' body temperatures ran high—higher than humans, higher than mine—but he seemed hotter, like he was about to burn up.

And I... I felt sort of... *lukewarm*.

We kissed and kissed, and those kisses weren't dry anymore, and I liked the way his lower body had settled over mine, how it moved against mine, a mysterious rhythm that felt like it should be, could be, *more*—if I wanted that.

And that was... *nice*.

Nice like when he'd held my hand on the way to his place. So was the candle he'd lit that smelled like watermelon and lemonade—there was something *romantic* about that, and about the way his hand opened and closed on my hip. I felt warm and *pleasant*, not rip my clothes off and let's get it on kind of excited, but *this* was... It was really nice.

FEMALE

MALE

NOT TRUIM BUT OK

VAGUE INCEST REFERENCE OK

NOT TRUIM

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10  
VORTRON

Then his hand was under my shirt and up, over my breast. Hold up.

I reached down and grabbed his hand as I pulled away, separating his mouth from mine. "Whoa."

"What?" His eyes were still closed, his hand was still on my breast and his hips were still moving.

"I said just a kiss," I reminded him, tugging on his hand.

"That's more than a kiss."

"You're not having a good time?"

"Was I? I had been, key word being had. "Not anymore."

I had no idea what it was about not anymore that somehow translated into kiss me again, but that's what Clay did. He pressed his mouth to mine, and that pressure was no longer nice. It was almost bruising.

Irritation flared to life like a lit match. Tightening my hand on his arm, I pulled it out from under my shirt. I pushed on his chest, breaking the kiss.

I glared up at him. "Get off."

"I was trying to," he grumbled, lifting up, but that was not remotely fast enough for me after that gross comment.

I pushed—pushed hard. Clay toppled off me and to the side, into nothing but open space. He landed on the floor, his weight rattling the TV and causing the flames on the candle to flicker.

"What the Hell?" Clay demanded, sitting up. He looked thunderstruck that I was capable of doing what I'd just done.

"I told you I wasn't enjoying this." I swung my legs off the couch and stood. "And you didn't stop."

Clay stared up at me, blinking slowly in shock. It was like he didn't even hear me. "You pushed me off you."

"Yeah, I did, because you're gross." I stepped over his legs and stalked past the window, heading for the door.

SEXUAL  
ACTIVITY  
?  
ASSAULT

He powered to his feet. "You didn't seem to think it was gross when you were begging me to kiss you."

"What? Okay. Fake news right there," I snapped. "I didn't beg you. You asked me if you could kiss me and I said just a kiss. Don't rewrite what just happened."

"Whatever. You know what, I wasn't even into it."

Rolling my eyes, I turned back to the door. "Sure felt like you were."

"Only because you're the only female here that won't expect me to mate with her."

Mating in Warden terms didn't mean hooking up. It meant getting married and having a metric crap ton of little Warden babies, and I was beyond insulted at this point. Not just because that was superwrong of him to say, but it also struck close to home.

There was no one here for me, no relationship that could ever be considered serious. Wardens didn't mix with humans.

They didn't even mix with my kind.

"I'm sure I'm not the only female here that doesn't want to mate with you, you jackass."

Clay moved with the speed of a Warden. One moment he was beside the couch and the next he was in front of me.

"You don't need to be a—"

"Choose your words wisely, buddy." Irritation was quickly turning into anger, and I tried to calm down, because...had things happened when I got angry.

And those bad things usually involved blood. A muscle thrummed along his jaw and his chest rose with a deep breath before his handsome face smoothed out. "You know, let's start over." His hand moved outside my central vision and landed on my shoulder. I jumped, startled by the unexpected contact.

STUPID

PROFANITY

OK

NO

VIOLENCE  
OK

Wrong move on his part, because I did *not* like to be startled. I caught his arm. "Can you let me know how much it hurts when you hit the ground?"

"What?" Clay's mouth hung open slightly.

"Because you're about to hit it really hard." I twisted his arm, and there was a brief second when I saw the shock flash across his face. He was a Warden in training, preparing to be the warrior the world knew the Wardens as, and he didn't understand how I'd gained the upper hand so quickly.

And then he wasn't thinking anything.

I spun him around and leaned back on my right leg. I kicked out with my left, not holding a damn thing back as my foot connected perfectly with the center of his back. Incredibly proud of myself, I waited for him to eat the floor.

Except that wasn't what happened.

Clay flew across the room and hit the window. Glass cracked and gave way and then out the window he went, into the yard. I heard him hit the ground. Sounded like a minor earthquake.

"Whoops," I whispered, pressing my hands to my cheeks. I stood there for, like, half a minute and then I sprang forward, hurrying to the front door. "Oh, no, no, no."

Luckily the porch light was on and it was bright enough to see where Clay was.

He'd landed in a rosebush.

"Oh, dear." I went down the steps as Clay rolled out of the bush, onto his side, groaning. He seemed alive. That was a good sign.

"What in the holy Hell?"

I jumped at the sound and looked up, recognizing the voice first. Misha. He came out of the shadows, stopping under the glow from the porch light. Too far away from me

to see him clearly, but I didn't need to see his expression to know he had that look on his face, a mixture of disappointment and disbelief.

Misha turned from where Clay lay on the ground, to me, to the window and then back to me. "Do I even want to know?"

There wasn't a single part of me that was surprised to see Misha. I'd known it was only a matter of time before he figured out I'd snuck away from the Pit and ended up here.

We were raised together, receiving the same training as soon as we both could walk upright, and he'd been there for my first scraped knee when I'd tried and failed to keep up with him—which he'd laughed at me for—and he'd been there the first time my life came crashing down around me.

Misha had grown from an adorable, freckle-faced, red-headed dork to quite the cutie. I'd had a crush on him for about two hours when I was sixteen, which was when I'd kissed him.

I'd had a lot of short-lived crushes.

But Misha was more than my sidekick or my best friend in the whole world. He was my *Protector*, bonded to me since I was a little girl, and that bond was intense.

Like, if I died, he died, kind of intense, but if he died first, the bond would be severed and then another Warden would take his place. I'd always thought that was unfair, but the bond wasn't *completely* one-sided. What was in me, what I was, fueled him, and his Warden powers often made up for the human part of me.

In a way, we were two sides of the same coin, and I had violated some kind of heavenly rule when I'd kissed him. According to my father, Protectors and their charges were never supposed to engage in naughty, fun times. Supposedly this had to do with the bond, but I had no idea what that really

HOW OLD ARE YOU?  
OK  
HOW MANY MARY  
IS NOT OKAY?

meant. Like what could it actually do to the bond? I'd asked my father, but he'd looked down his nose at me like I'd asked him to explain how babies were made.

None of that meant I was any less annoyed at the moment. "I have it under control." I gestured toward Clay, meaning on the ground. I could see tiny dark spots on his face. Thorns? God, I hoped so. "Obviously."

"You did that?" Misha stared at me.

"Yeah?" I crossed my arms as Clay began to pick himself up. "And I don't feel remotely bad about it. He didn't understand what 'just a kiss' meant."

Misha pivoted back to Clay. "Is that so?"

"Totally so," I said.

Growling low under his breath, Misha stalked toward Clay, who had finally risen to his knees. He was about to get some help standing. Gripping him by the back of his shirt, Misha lifted Clay off the ground and turned him around so that he was facing Misha. When he let go, the shorter Warden stumbled back a step.

"Did she tell you no and you didn't listen?" Misha demanded.

Clay lifted his head. "She didn't mean it—"

Moving as quick as lightning, Misha cocked back his arm and planted his fist right in the center of Clay's dumb face. Down the boy went for the second time tonight.

I smirked.

"Just like I didn't mean to do that?" Misha said, crouching down. "When someone says no, they mean it."

"Holy shit," Clay whined, covering half his face with his hand. "I think you broke my nose."

"I don't care."

"Jesus." Clay started to stand but fell back on his ass.

THE EVENT  
PROFANITY

"You need to apologize to Trinity," Misha ordered.

"Whatever, man." Clay struggled to his feet, his voice muffled as he turned to me. "I'm sorry, Trinity."

I lifted my hand and extended a middle finger.

Misha wasn't done with him. "You don't speak to her again. You don't even look at her or breathe in her general direction. If you do, I'll put you through the window again and do a whole lot worse."

Clay lowered his hand and I could see dark blood running down his face. "You didn't put me through a—"

"You obviously don't get it," Misha growled. "I *did* knock you through a window, and I'll do worse next time. Understand me?"

"Yeah." Clay wiped his hand along his mouth. "I understand."

"Then get the Hell out of my face."

Clay bolted back inside and slammed the door behind him.

"You need to get back to the house." Misha's voice was gruff as he took my hand and led me through the yard, into the shadows.

I let him lead the way, because once we were outside the lights, I couldn't see crap.

"Thierry needs to know about this," I said once we hit the sidewalk that led all the way back to the main house.

"Oh, Hell, yeah, I'm telling Thierry. He needs to know and something more than an epic beardown needs to be handed to Clay."

"Agreed." A huge part of me wanted to go back and kick Clay through another window, but I'd let Thierry handle it from here even though that was going to lead to a very embarrassing conversation with the man who was like a second father to me.



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Type of Instructional Material:

- Novel
- Textbook
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Title: SULWE  
Author: LUPITA NYONG'O ISBN: 978-1-53442536-1

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CRT! SEE ATTACHED  
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DAMAGED SOULS


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NG'O

# Sadness



ILLUSTRATED BY

VASHTI HARRISON



# Sulwe

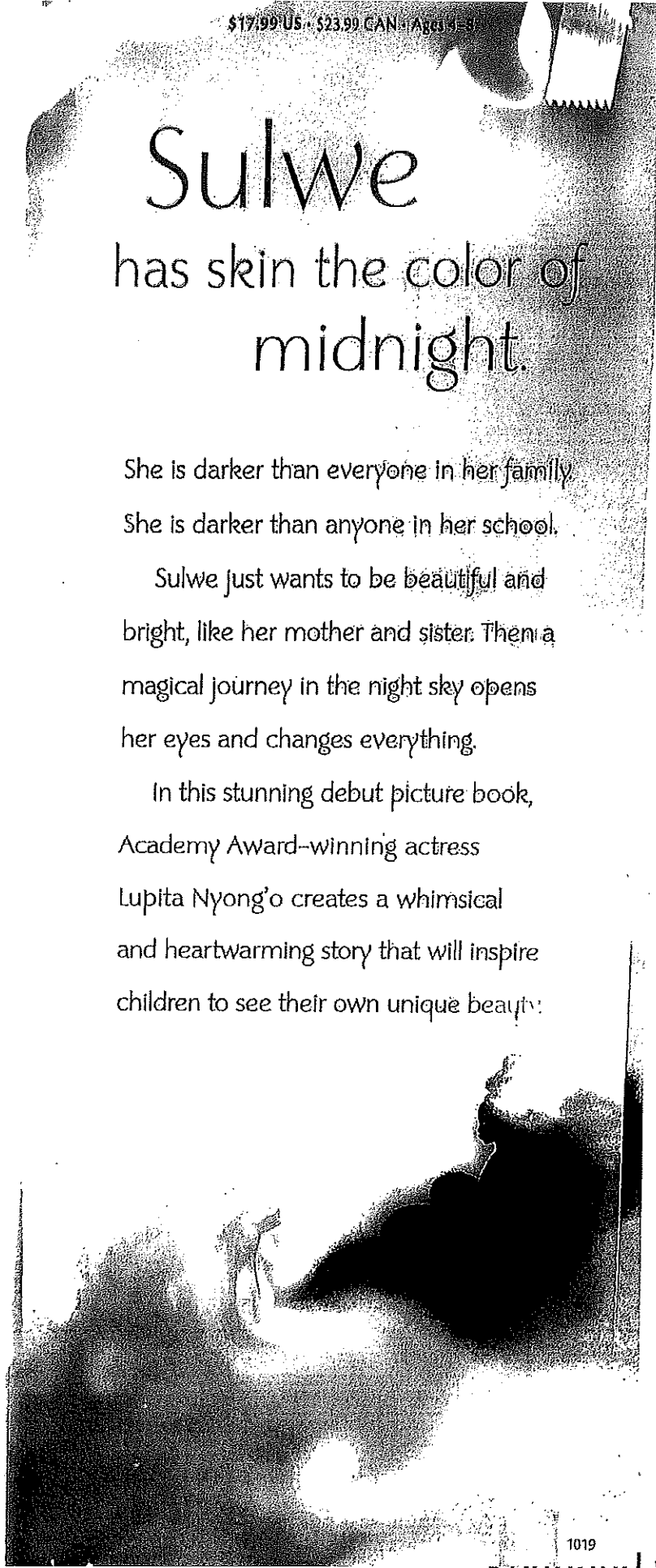
has skin the color of  
midnight.

She is darker than everyone in her family.  
She is darker than anyone in her school.

Sulwe just wants to be beautiful and  
bright, like her mother and sister. Then a  
magical journey in the night sky opens  
her eyes and changes everything.

In this stunning debut picture book,  
Academy Award-winning actress  
Lupita Nyong'o creates a whimsical  
and heartwarming story that will inspire  
children to see their own unique beauty.

- WHAT  
IF  
NOBODY  
CARES?



Sulwe was born the color of midnight.

OK



She looked nothing like her family.  
Not even a little, not even at all.

Mama was  
color of dough.

Baba the  
color of dust.

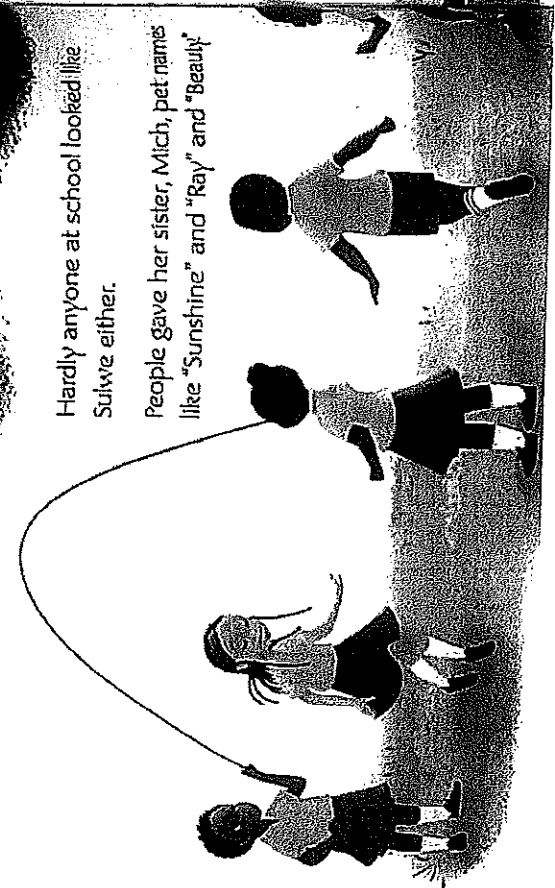
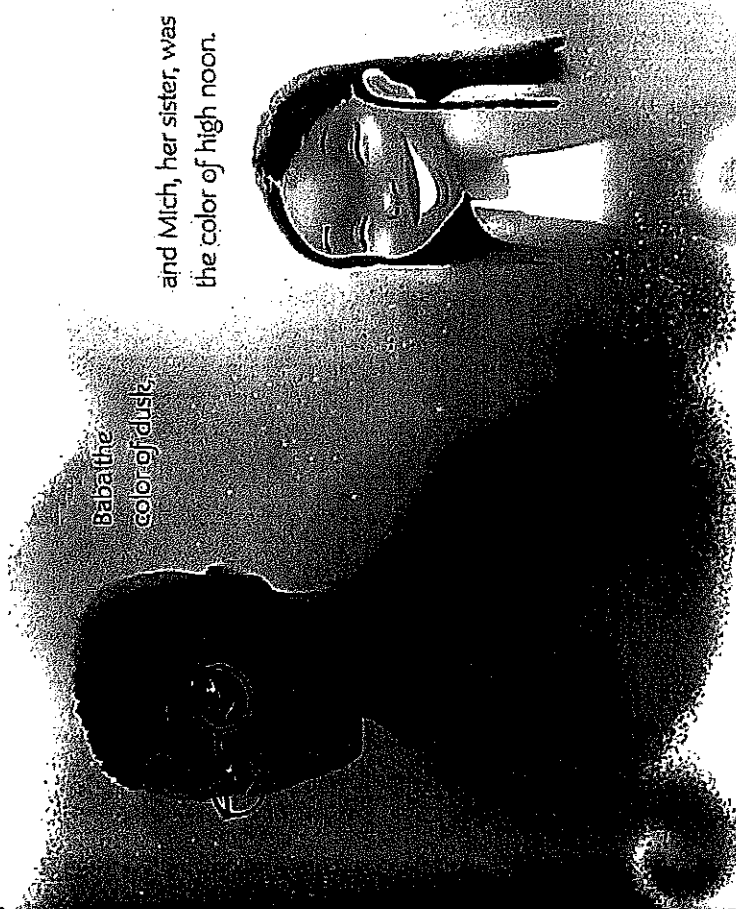
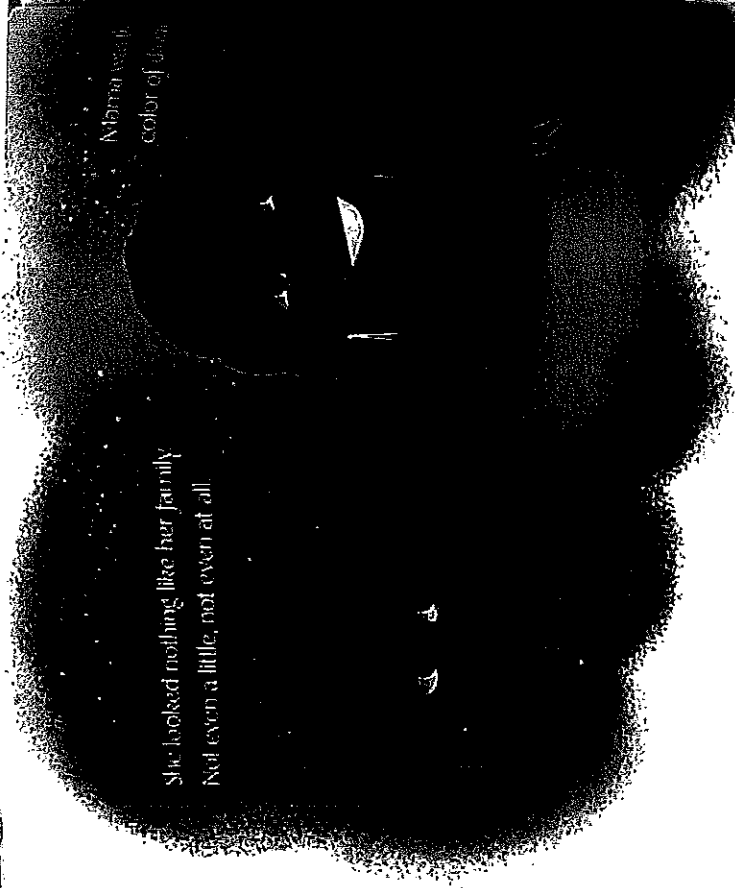
and Mich, her sister, was  
the color of high noon.

Hardly anyone at school looked like  
Sulwe either.

People gave her sister, Mich, pet names  
like "Sunshine" and "Ray" and "Beauty".

People gave Sulwe names like "Blackie" and  
"Darky" and "Night." Sulwe felt hurt every time.

So she hid away while her  
sister made lots of friends.

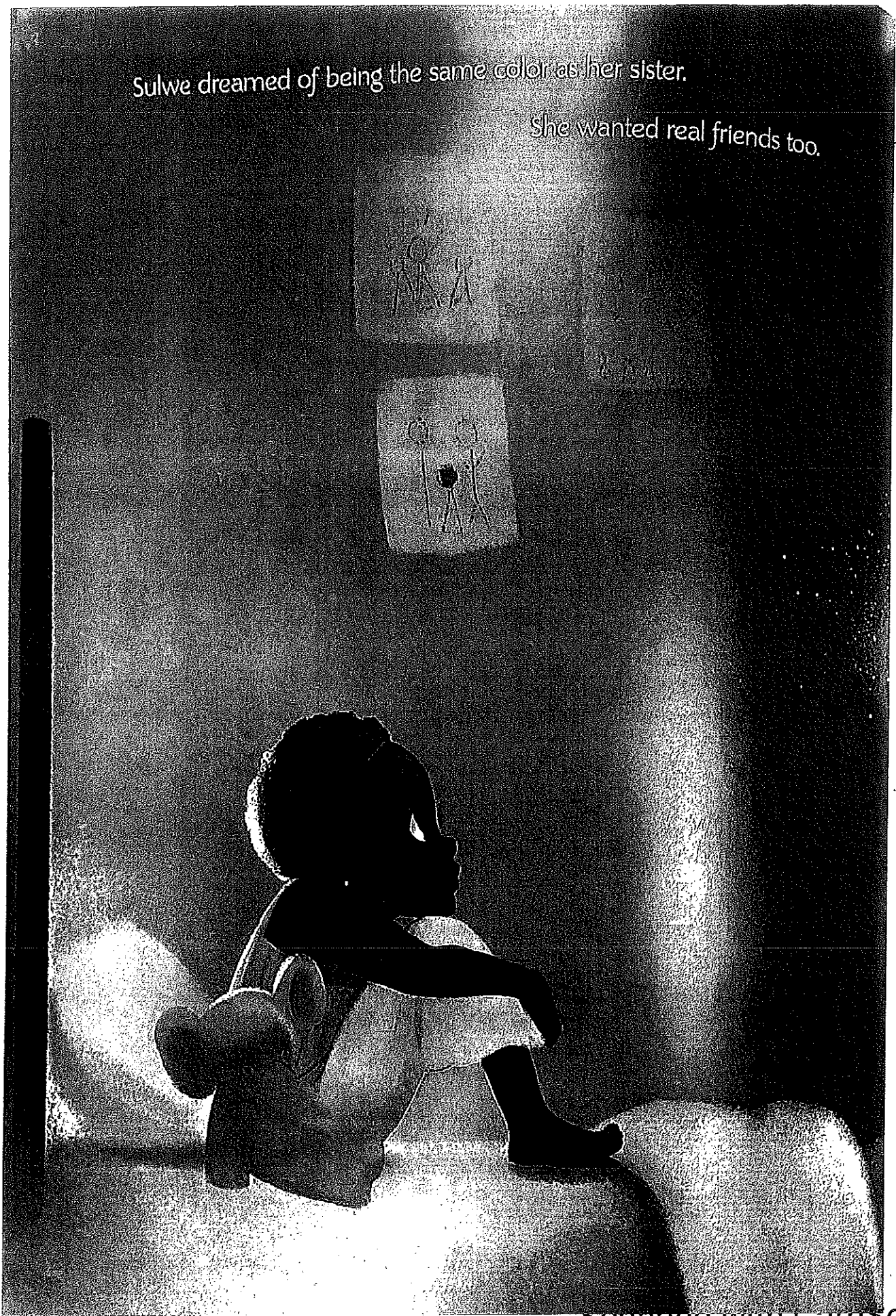


Sulwe dreamed of being the same color as her sister.

She wanted real friends too.

OK

SAD



So she got the biggest eraser she could find and tried to rub off a layer or two of her darkness.

← NOT OK

That hurt!



She crept into Mama's room

and helped herself to her makeup.

NOT OK

Oh no! She would hear about this from Mama!





Sulwe decided to work from the inside out  
and ate only the lightest, brightest foods.

NOT  
OK



With a stomachache, she went to bed  
early and turned to God for a miracle.

*"Dear Lord,  
Why do I look like midnight,  
when my mother looks like dawn?  
Please make me as fair  
as the parents I'm from.  
I want to be beautiful,  
not just to pretend.  
I want to have daylight.  
I want to have friends.  
If you hear me, my Lord,  
and would like to comply,  
may I wake up as bright  
as the sun in the sky.  
Amen."*

Not  
OK





When Mama came in to wake  
her for school the next morning,  
Sulwe rose to find . . . not a trace  
of daylight in her midnight skin.



Sulwe told Mama everything.



How could she, as dark as she was,  
have brightness in her?

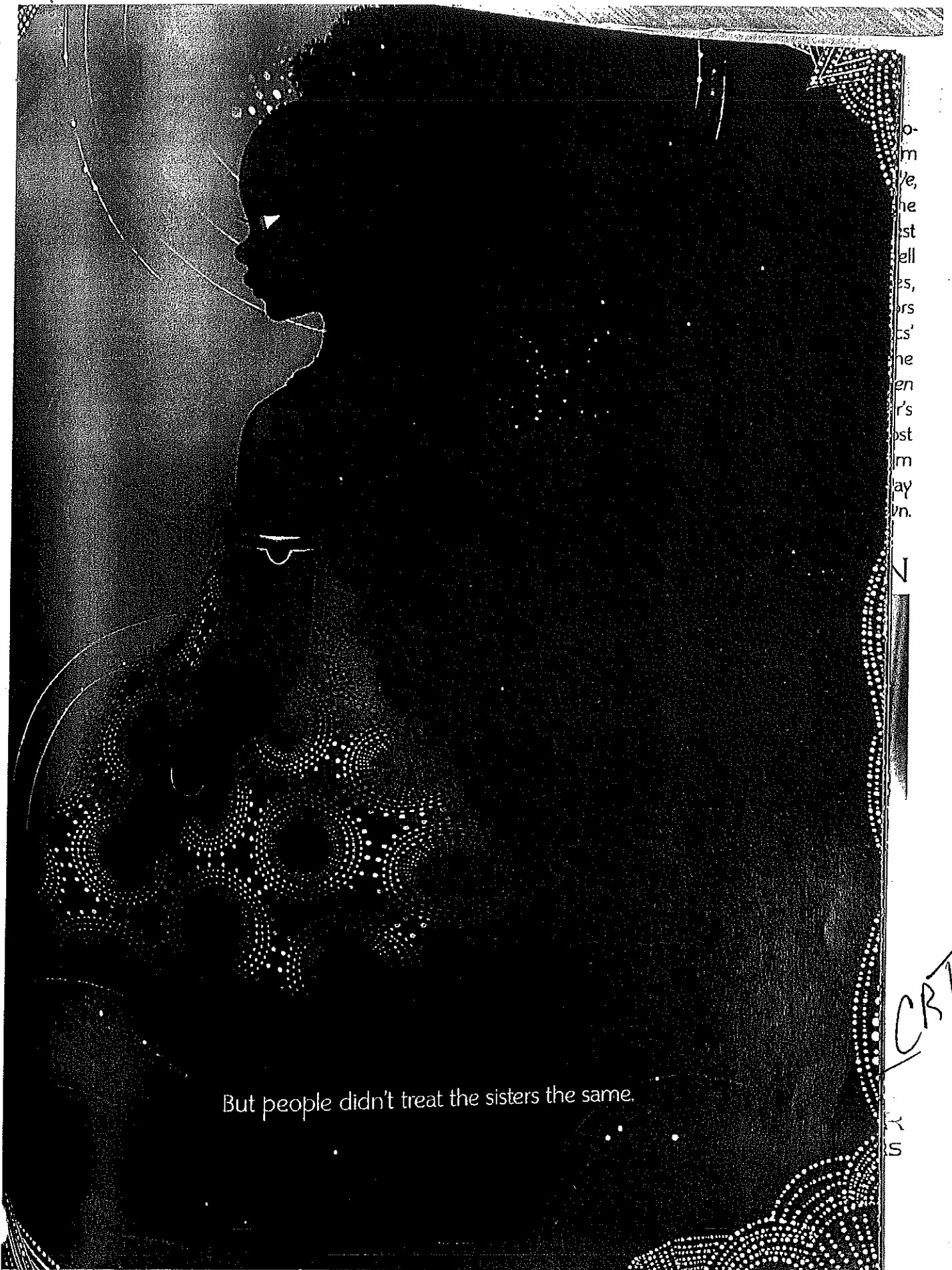
NO



How could she have beauty when no  
one but her mother seemed to see it?

SAD



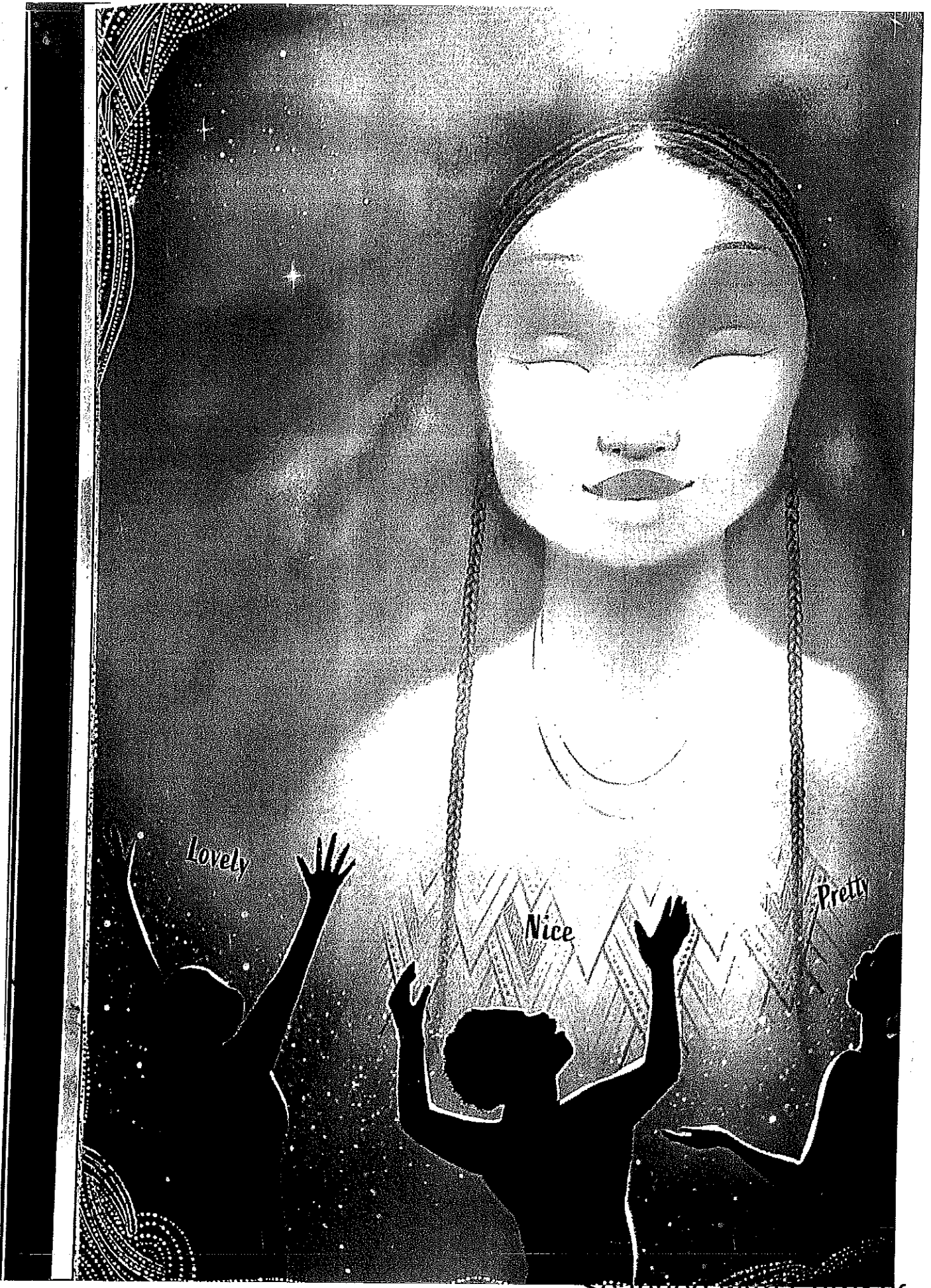


But people didn't treat the sisters the same.

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CRT

S



People gave Day pet names like "Lovely" and "Nice" and "Pretty."

People gave Night names like "Scary" and "Bad" and "Ugly." She felt hurt every time.

Well, Night got fed up and walked right off the earth.

Scary

Ugly

Bad

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NOT  
OK

R  
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## AUTHOR'S NOTE

Much like Sulwe, I got teased and taunted about my night-shaded skin. I prayed to God that I would wake up with paler skin. I tried all sorts of things to lighten my complexion. My mother told me often that I was beautiful, but she's my mother, of course she's supposed to think that! It wasn't until I was much older that my feelings about my skin changed. It helped to see darker-skinned women being celebrated for their beauty. If they were beautiful, I could be too. I began to see myself differently.

While both Sulwe and I had to learn to see our beauty, I hope that more and more children begin their lives knowing that they are beautiful. That they can look to the beauty in the world and know they are a part of it.

And yet what is on the outside is only one part of being beautiful. Yes, it is important to feel good about yourself when you look in the mirror, but what is even more important is working on being beautiful inside. That means being kind to yourself and to others. That is the beauty that truly shines through.

The journey I went on was very different from Sulwe's nighttime adventure, but the lesson was the same: There is so much beauty in this world and inside you that others are not awake to. Don't wait for anyone to tell you what is beautiful. Know that you are beautiful because you choose to be. Know that you always were and always can be. Treasure it and let it light the way in everything you do.

—  
SOARY  
BUT  
YOU'RE  
NOT  
HAPPY