

NOVEL/BOOK-LENGTH WORK (Fiction, Non-Fiction, Drama) PROPOSAL

Proposal Request Information

Prior to filling out this form, please read the [Novel Adoption Proposal Checklist](#) with pertinent policies regarding novel selection and adoption.

Section I

To be filled out by requestor/educator:

Ia. REQUESTOR AND REVIEW TEAM INFORMATION

School	Legend High School	
Date	2/12/2021	
Requestor/Educator	Carrie Denman	
Email address	cedenman@dcsdk12.org	
Phone number	303-387-4601	
Proposal Review Team Member	Reviewer's Name	Contact Information - email
District Strategist	Tracie King	tking@dcsdk12.org
Colleague	Jami Hedrick	jlhedrick@dcsdk12.org
Parent #1	Forrest Brinker	forrestbrinker@gmail.com
Parent #2	Tina Stroman	tinamstroman@comcast.net

Ib. BOOK INFORMATION

Title of proposed book	Rising Out of Hatred: The Awakening of a Former White Nationalist
Author (s)	Eli Saslow
Publisher	Penguin Random House
Edition	1st
ISBN number	978-0-525-43495-5
Copyright date	2018
Course and/or subject area in which work will be used	AP Language/English Language Arts
Grade level(s)	Requested - 11-12 - Committee Recommended - 11-12
Dates the book information was displayed at the school and posted on the school's website (2 week min.)	Feb. 22-March 26, 2021
Date the book was communicated to the School Advisory Council	Feb. 23, 2021

Ic. NOVEL DESCRIPTION

Rising Out of Hatred's subtitle is *The Awakening of a Former White Nationalist*, which is a succinct description of this nonfiction book. Journalist Eli Saslow tells the transformative story of Derek Black who grew up at the epicenter of the white nationalist movement and was destined to take the helm from his father, founder of the racist Stormfront website, and his godfather David Duke, former KKK grand wizard. But first Derek, a bright and curious young man, wanted to earn a college degree in history. After two years at a local community college, he enrolled in a small honors college across the state in Sarasota, Florida. There his transformation began, in large part due to students who found the courage to reach out to him rather than shun him, like an Orthodox Jew who invited him to weekly Shabbat dinners. Through the people he met and the discourse they shared, Derek started to question the prejudices behind his worldview and confronted the harm it had done.

Id. ALIGNMENT WITH DCSD'S CURRICULUM

Colorado Academic Standards:

Prepared graduates...

1. "Read a wide range of informational texts to build knowledge and to better understand the human experience." (11th / 12th Standard 2.2)
 - a. Essential Skills:
 - i. Interpret information and draw conclusions based on the best analysis. (Entrepreneurial Skills, Critical Thinking/Problem Solving)
 - b. Explanation: *Rising Out of Hatred* tells the story of the transformative power of education, civil discourse, and human connection. By reading this narrative nonfiction book, students are given the opportunity to gain knowledge about racist ideology and understand the human experience of rejecting the ideas one was raised to believe.
2. "Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension and make effective choices for meaning or style when writing and speaking." (11th / 12th Standard 2.3)
 - a. Essential Skills:
 - i. Demonstrate ways to adapt and reach workable solutions. (Personal Skills, Adaptability/Flexibility)
 - ii. Demonstrate an accurate and clear sense of goals, abilities, needs and knows how to request and/or acquire them. (Professional Skills, SelfAdvocacy)
 - b. Explanation: Through the reading of *Rising Out of Hatred*, students are exposed to the power of narrative nonfiction. The language, style and organization is different from a novel, allowing students to see authors' choices in a new light. By reading a model of a nonfiction narrative about a young man's awakening, students are given the opportunity to reflect on the life experiences that have shaped their own worldview.

Ie. **RECOMMENDATIONS**

Three recommendations, referrals or reviews must be included. Please use professional reviews (reviews from the School Library Journal, Kirkus, Booklist, Publisher's weekly etc.). The District Library Media Center will be happy to direct you to these sources. List the sources of the reviews below and attach copies of all reviews.

Review #1

Kirkus Review (July 1, 2018)

Pulitzer Prize-winning *Washington Post* reporter Saslow (*Ten Letters: The Stories Americans Tell Their President*, 2011) delivers a memorable story of a prodigal son who broke with white supremacy thanks to the kindness of strangers.

It is a small irony that Derek Black abandoned the nationalist, white power movement at just about the time that a president entered the White House who consciously put white nationalist rhetoric at the center of his campaign. Black came by his race hatred naturally, following his father's ideology as the founder of Stormfront, the neo-Nazi clearinghouse, and that of his godfather, KKK stalwart David Duke. From his father, Black carried the urgent message that whites were being made victims of cultural genocide in their own country, a grievance of the loss of privilege. However, he had a different vision in which hooded, hidden supremacists would become respectable, persuading his father to outlaw "slurs, Nazi insignia, and threats of violence or lawbreaking" from the Stormfront website. Thus Charlottesville, with its clean-cut, polo shirt-wearing torchlight parade marchers. By then, though, Derek was long gone. Bright, well-read, and skilled in debate, he had gone off to college in Florida, and there, his home-schooling parents' worst nightmare was realized: He formed a bond with a Jewish girl, though he continued his agitating, and when his identity as a white nationalist was exposed, a Jewish conservative invited him to exchange ideas. Black's eventual renunciation of the nationalist cause threw his parents into turmoil; as Saslow writes, his father hoped that "maybe Derek was just faking a change in ideology so he could have an easier life and a more successful career in academia." But absent widespread changes of heart, Black's story is an anomaly if an instructive one—and one that closes with a dark message that conflict is looming as the white nationalist movement appears to be mushrooming.

A sobering book that deserves a wide audience among politics-watchers in an age of reaction.

Review #2

The Christian Science Monitor (Sept. 18, 2018)

It may be the exception that proves the rule in these partisan times, but the transformational tale of Derek Black is powerful and riveting all the same. Born into a prominent white nationalist family, he was nurtured to be the wunderkind of intolerance who would lead the next generation of avowed American racists.

The goal was to make America white again.

It is worth noting that – the continent's indigenous people aside – Africans in chains already had been dragooned to North America before the Mayflower arrived.

But young Derek Black would turn away from that familial and ideological legacy of hate and

embrace tolerance and inclusion. He had help along the way from caring friends who came to love him.

Eli Saslow, a Pulitzer Prize-winning journalist at The Washington Post, has written an eye-opening account of one man's ideological metamorphosis. **Rising out of Hatred: The Awakening of a Former White Nationalist** is at once disturbing and uplifting.

Yes, a smart, engaging young man eventually saw the light. On the other hand, this smart, engaging young man was 24 before he stopped believing that African-Americans, Hispanic-Americans, and American Jews, among others, should find another country to inhabit.

Derek Black epitomized the new voice of the white nationalist movement – call it mainstreaming the message, or racism lite. He made no slurs or Nazi salutes and didn't don white robes, as his father had. He even asserted that he wasn't a white supremacist per se, but rather a white nationalist who was opposed to the mixing of the races and to immigrants from third-world countries like Haiti. He and fellow travelers insisted that it was whites, not minorities, who were being discriminated against, whites who were society's victims, whites who were facing genocide in an increasingly diverse America.

Derek Black is personable and articulate and people believed him when he said such things. In addition, his white nationalist pedigree was impeccable. His parents were racists; his father once headed the Alabama chapter of the Ku Klux Klan. His extended family members were virtually all white nationalists and he dated like-minded girls growing up in West Palm Beach, Florida. His godfather was David Duke, the nationally prominent white power proponent and former Grand Wizard of the KKK. Derek's mother once had been married to Duke.

Before Derek was born, his father, Don Black, and a small group of ragtag racists were arrested in 1981 for plotting to invade the small Caribbean island of Dominica and turn it into a "white utopia." They never made it out of the United States. Don Black served three years in federal prison.

Derek Black attended his first white nationalist convention at age nine and by high school, he and his father hosted a local radio program on which they discussed such burning questions as, are Jews white? They are not, the duo averred.

In 1996, Don Black also had established Stormfront, the nation's first major racist website; one regular visitor was Dylann Roof. In 2015, Roof gunned down nine black congregants in a South Carolina church and is awaiting execution. Derek helped manage Stormfront and even started a separate white nationalist website for children.

In 2010, Derek Black went off to college, hoping that students and faculty would remain clueless about his racist bona fides (so much for white pride). Although New College in Sarasota was largely white, he began to encounter fellow classmates of color, including a Peruvian immigrant, as well as a nice young girl who – he discovered after growing fond of her – was Jewish.

It was a brave new world for Derek. Here, in the flesh, were the people whom he was denouncing in Internet forums and on the radio. And, surprise, surprise, he liked them, and they liked him – some of them even continued to engage with him after he was outed as a white nationalist. His friend Matthew still invited him to Shabbat dinners.

The tug of war for Derek's soul was on: his family and old pals pulling in one direction, his new friends in the other.

In 2016, disturbed by the result of the presidential election, Derek Black went public with his apostasy. He recognized Donald Trump's game plan. He had used it himself to win a seat as a committeeman for Palm Beach County in 2008, when he was just 19 years old.

In an opinion piece published in The New York Times titled "Why I Left White Nationalism," he wrote: "Mr. Trump's comments during the campaign echoed how I also tapped into less-than-explicit white nationalist ideology to reach relatively moderate white Americans ... talking about how Hispanic immigration was overwhelming 'American' culture, how black neighborhoods were hotbeds of crime, how P.C. culture didn't let us talk about any of it."

Further on, the former white nationalist concluded, "Mr. Trump's callous disregard for people outside his demographic is intolerable, and will be destructive to the entire nation."

Review #3

School Library Journal (Aug. 1, 2018)

Derek Black was supposed to be a household name, at the forefront of white nationalism's push for a single-race nation. Instead, a conflicted multi-year alteration led to him disavowing his past beliefs. Salsow (*Ten Letters*) traces Black's upbringing and his early successes to further this ideology, continuing through his transformation to rejecting publicly white nationalism and advocating for a diverse society, while sacrificing relationships with family and lifelong friends. Black's change was partly made possible by his privileged socioeconomic status, with travels throughout the world, though the true protagonist here is not Black rather all those around him who were appalled at his views though still willing to engage in respectful dialog.

VERDICT The heart of this book is the impact we do and can have on one another through meaningful, respectful interaction. Anyone looking to learn more about the history of white nationalism, and gain clarity of the arguments against it, will appreciate this compelling biography.

SECTION II: Review Team Information

Each review team member will complete an individual section for a formal review of the book based on your stakeholder perspective. All members of the site review team **MUST read** the proposed novel/book prior to submission to the **District strategist for final review prior to submission to CIPG Director.**

IIa. EVALUATION of Book (to be completed by requestor/educator) Carrie Denman

The proposed novel...	Y/N	Examples/Justification Please be specific and give examples when applicable
is appropriate for the following grade level(s) 11th & 12th	Y	These students have the maturity to confront the disturbing views expressed by some of the people in the book. They are also at the age when with the experiences and knowledge they have gained, they are formulating their own worldview.
requires parent permission for students to read the book?	N	The language and context are appropriate for high school juniors and seniors. This well-researched book handles the subject of racism with both truth and humanity.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	Reading this book will expand students' understanding of the popular literary genre of narrative nonfiction. Students will be able to connect the book to prior knowledge about race in America that they've gained in social studies classes and to current events like the Jan. 6, 2021 riot at the Capitol. Students may also make personal connections with their own experience of questioning long-held beliefs.
actively engages students through the text	Y	The uniqueness of Derek Black's upbringing will intrigue students and the writer's skillful telling of his transformation, including email exchanges between Derek and others, will keep them engaged.
facilitates learning that has long-term significance	Y	The students will be just a year or two away from leaving home and engaging with diverse people and communities. This book models how much we gain by keeping an open mind and engaging in civil discourse with each other.
Recommend novel for adoption		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Iib. EVALUATION of Book (to be completed by CIPG Strategist) Tracie King

The proposed novel...	Y/N	Examples/Justification Please be specific and give examples when applicable
is appropriate for the following grade level(s) 11 & 12th	Y	Due to the theme of the book and how uncomfortable it is to take about discrimination, race, culture, and the attitudes of extremist students in the 11th and 12th credit would be able to process this book,
requires parent permission for students to read the book?	N	The themes and issues addressed in this book are appropriate for high school juniors and seniors. The author has done a wonderful job laying out the slow changes and transformation of Derek Black’s breaking away from his white supremacists’ views.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	This is a perfect time for students to read this book with the rise of racial tensions in America, the rise of extremist groups being more vocal, the January 6th event at our capital, and what they have learned in their social studies classes. This is a perfect book to encourage critical thinking and deep conversations.
actively engages students through the text	Y	This book will engage students and prompt them to naturally have questions and think deeper. I doubt that many students will have the same background as Derek Black. He was considered royalty in the white supremacist circles and started influencing people, speaking, hosting radio shows, websites at a very young age. Reading about his transformation is highly engaging and also shows how he was influenced by people that he was racist against that treated him with kindness and slowly pushed his thinking fostered change in him.
facilitates learning that has long-term significance	Y	Absolutely, what a great book to study before you journey off into a much more diverse world. This will give them an introduction to how different their experience will be outside of high school.
aligns with proposed connections to DCSD curriculum (Colorado Academic Standards, Higher Order Thinking Skills, 4 Cs, 21 st Century Skills, and Content)	Y	
Recommend novel for adoption		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

IIc. EVALUATION of Book (to be completed by a colleague) Jami Hedrick

The proposed novel...	Y/N	Examples/Justification Please be specific and give examples when applicable
is appropriate for the following grade level(s):11-12	Y	With the right guidance from the instructor, I feel it could be appropriate for any grade level in high school due to its positive message. However, it might be better suited for 11th-12th grades, as they are more mature and better able to discuss issues such as racism, prejudice, diversity, acceptance, etc. The author presents all the various viewpoints and opinions of the people involved in Derek’s transformation, which is very powerful.
requires parent permission for students to read the book?	N	I do not feel parent permission is necessary for this book. The subjects, language, and content are appropriate for high school students. The author respectfully presents the story and backs his claims with research.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	Due to its timely content and relevant themes, I included this book as a choice this year for my 11th graders in AP Language and Composition. Several of them did choose this book as their choice. They were in online literature circles to discuss the book on a discussion board on Canvas. This book definitely generated a lively discussion where students were connecting the book to history, current events, other texts, their own lives. All of them said they found it to be a meaningful read and would recommend it to others.
actively engages students through the text	Y	While some nonfiction can be pretty dry, Saslow does an excellent job of narrating the story while including all the relevant facts, emails, person accounts, forum posts, conversations etc. It is an engaging read for anyone, but high school students are usually at a point when they are also questioning their own beliefs and weighing those against what they have been taught from parents or the world in order to make their own way. It is inspirational to see how getting to know others different from oneself, being open to hearing other viewpoints, and having empathy for others can change even the most radical of beliefs in a positive way.
facilitates learning that has long-term significance	Y	Absolutely! In an increasingly diverse and divided world, this book really opens minds and shows how important it

		<p>is to treat others respectfully and to engage in peaceful, civil discourse. Students are our future, and they see a model of how change can happen through respect, knowledge, education, relationships, dialogue, instead of through violence and hate. Hopefully, they take that knowledge with them into college and beyond.</p>
<p>aligns with proposed connections to DCSD curriculum (Colorado Academic Standards, Higher Order Thinking Skills, 4 Cs, 21st Century Skills, and Content)</p>	<p>Y</p>	<p>This book aligns well with not only the Colorado Academic Standards, but also with the curriculum outlined for AP Language and Composition. We are always searching for new relevant nonfiction for this course, and this book is a perfect fit.</p>
<p>Recommend novel for adoption</p>		<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>

IId. EVALUATION of Book (to be completed by Parent #1) Forrest Brinker

The proposed novel...	Y/N	Examples/Justification Please be specific and give examples when applicable
is appropriate for the following grade level(s): 11th/12th	Y	There are no depictions of violence or sex. There is no challenging strong language or swearing. The book is written in a scholarly way telling the story of Derek's life without obvious bias and with exceptional empathy towards all of the characters.
requires parent permission for students to read the book?	N	While the topics of racism are challenging, the book seems topical and respectfully presented. There are no scenes or moments in the book that depict specifically dangerous or personally inappropriate behavior.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	This is an excellent bridge between English learning, history, and government topics. I could see discussions about free speech, US history, personal writing prompts, and personal, family and emotional challenges.
actively engages students through the text	Y	As the book describes the life and growth of a young man transitioning between his early life with his family, through his education into adulthood I would think it would be an amazing read for students. I admire the way the writer builds empathy for all of the people in the book.
facilitates learning that has long-term significance	Y	Definitely. The understanding of the importance of education, personal change, US history, and current societal events. It is an important and significant story that I myself have been continuing to think about long after finishing it. How we treat each other matters.
Recommend novel for adoption	<input checked="" type="checkbox"/> Yes <input type="checkbox"/>	

IIe. EVALUATION of Book (to be completed by Parent #2)

Tina Stroman

The proposed novel...	Y/N	Examples/Justification Please be specific and give examples when applicable
is appropriate for the following grade level(s)	Y	The empathy displayed in this book, especially by the main character Derek, is astounding. As human beings, we all can stand to develop a willingness to understand all people, even those who may have opinions and perspectives so different from our own. I appreciated so much the main character’s loyalty and dedication to his own beliefs while maintaining a respectful attitude toward his friends, whose beliefs were polar opposite of his own. He respected the person even though his own beliefs didn’t align with theirs. We need more of this in our world today. We all need to learn with and from each other.
requires parent permission for students to read the book?	N	This book simply tells the story of a young man’s journey in forming, defending, and evaluating his own perspective and beliefs as he journeys through his life.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	I believe that this book will allow students to reflect on their own value and belief systems as well as give them an opportunity to learn with and from others whose perspective may be different from their own. The dialogue that will come from these conversations will make all students better. They will give students an opportunity to listen and respect the opinions of others while maintaining a true respect for all people. We are all better together, and we all have so much to learn from each other, no matter what side of the issues one may be on. The dialogue is the most important part!
actively engages students through the text	Y	I think the main character’s description of his journey from childhood to college will allow students to make their own connections from their own journeys through life, whatever the experiences might have been.
facilitates learning that has long-term significance	Y	This book is very timely for the world in which we currently live- it touches upon the extremist and racist views that are alive both politically and socially in our world. The most important message from this book is the empathy and love of all people. These are important and necessary elements in which each reader will be able to reflect and carry with him/her moving forward in life. Every single person matters in life, and we all need to learn from each other!
Recommend novel for adoption	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

SECTION III: Requestor/Educator & CIPG Strategist Level Process Review

IIIa. Grade Level Recommendations (to be collaborated on between Requestor/Educator & CIPG Strategist based on recommendations made by the review team)

Place initials in the columns indicating the level of recommendation.

Note: If approved by the Board of Education, this novel can be used by all educators in DCSD. Please consider the use of this book for all PK-12 grades not just the grade or content you teach.


Grade level	Recommended	Recommended: Requires parent notification and consent: The novel/book may contain some mature content and themes	Not Recommended: Content inappropriate for grade level(s)
PK/K			Not Recommended
1			Not Recommended
2			Not Recommended
3			Not Recommended
4			Not Recommended
5			Not Recommended
6			Not Recommended
7			Not Recommended
8			Not Recommended
9			Not Recommended
10			Not Recommended
11	tk CD		
12	tk CD		

SECTION IV: Signatures/Approvals


IVa.

Does the evaluating Educator/Requestor recommend adoption of this book?	YES	NO
Date <u>Mar 31, 2021</u>	<input checked="" type="checkbox"/>	
Evaluating Educator Signature <u> Carrie Denman (Mar 31, 2021 11:48 MDT)</u>		


IVb.

Does the evaluating CIPG Strategist certify that the information on this form accurately reflects the process followed at the site?	YES	NO
Date <u>Mar 31, 2021</u>	<input checked="" type="checkbox"/>	
Evaluating CIPG Strategist Signature <u> Tracie King (Mar 31, 2021 12:14 MDT)</u>		


IVc.

Does the evaluating Colleague recommend adoption of this book?	YES	NO
Date <u>Mar 31, 2021</u>	<input type="checkbox"/>	
Evaluating Colleague Signature <u> Jami Hedrick (Mar 31, 2021 12:42 MDT)</u>		

IVd.

Does the evaluating Parent (#1) recommend adoption of this book?	YES	NO
Date <u>Mar 31, 2021</u>	<input checked="" type="checkbox"/>	
Evaluating Parent (#1) Signature <u> Forrest Brinker (Mar 31, 2021 13:16 MDT)</u>		

IVe.

Does the evaluating Parent (#2) recommend adoption of this book?	YES	NO
Date <u>Apr 5, 2021</u>	<input type="checkbox"/>	
Evaluating Parent (#2) Signature <u> Tina Stroman (Apr 5, 2021 19:20 MDT)</u>		

IVf.

Does the evaluating Educator's <i>Administrator</i> recommend adoption of this book?	YES	NO
Date <u>Apr 7, 2021</u>	<input checked="" type="checkbox"/>	
Signature <u><i>Staci Batterson</i></u> <small>Staci Batterson (Apr 7, 2021 11:02 MDT)</small>		

IVg.

Does the <i>CIPG Director</i> support adoption of this book?	YES	NO
Date <u>Apr 7, 2021</u>	<input checked="" type="checkbox"/>	
CIPG Director Signature <u><i>Erica Mason</i></u> <small>Erica Mason (Apr 7, 2021 13:14 MDT)</small>		

SECTION V: Superintendent's Approval

SUPERINTENDENT'S APPROVAL

Does the Superintendent approve adoption of this book?	YES	NO
Date <u>Apr 8, 2021</u>	<input type="checkbox"/>	
Superintendent Signature <u><i>Corey J Wise</i></u> <small>Corey J Wise (Apr 8, 2021 08:59 MDT)</small>		

SECTION VI: Board of Education Approval

BOARD OF EDUCATION APPROVAL

Does the Board of Education approve adoption of this book?	YES	NO
Date _____		
Board of Education Signature _____		

OFFICE USE

	DATE	INITIALS
Approved novel list updated (including recommended grade level)		
Approved form with BOE signatures scanned to CIPG folder on District server		