

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](#) (scroll down to novel section) with pertinent policies regarding novel selection and adoption.

FOR DISTRICT USE ONLY FINAL COMMITTEE RECOMMENDED APPROVAL GRADE LEVELS:	7th and up
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Section I

To be filled out by requesting educator:

Ia. REQUESTOR AND REVIEW TEAM INFORMATION

School	Ranch View Middle School	
Date	11/10/23	
Requesting Educator Name	Ann Rhinehart	
Requesting Educator Email	Ann.Rhinehart@dcsdk12.org	
Novel Adoption School Process Manager Name	Heather Burkhardt	
Novel Adoption School Process Manager Email	hburkhardt@dcsdk12.org	
Proposal Review Team Member	Reviewer's Name	Contact Information - email
District Coordinator	Tracie King	tking@dcsdk12.org
Colleague	Amy Ihrig	aihrig1@dcsdk12.org
Parent #1	Chad Burkhardt	chadburkhardt@theburkhardts.net
Parent #2	Niki Thomas	nlthomas@dcsdk12.org

Ib. BOOK INFORMATION

Title of proposed book	Harriet Tubman - Conductor on the Underground Railroad
Author (s)	Ann Petry
Publisher	Amistad, an imprint of HarperCollins Publishers, 2018
Edition	Revised edition, 2018.

ISBN number	
Copyright date	1955, 1983, forward updated 2018
Course and/or subject area in which work will be used	ELA
Grade level(s)	7th
Lexile Level Score (If you are unsure, please visit https://hub.lexile.com/fina-a-boo k/search)	1000L
Dates the book information was displayed at the school and posted on the school's website (2 week min.)	1/11/24-1/25/24
Date the book was communicated to the School Accountability Committee?	1/22/24

Ic. NOVEL DESCRIPTION

This novel will be used with our 7th-grade students in connection with the Study Sync curriculum. Unit 3 - Chasing the Impossible.

Harriet Tubman was born in slavery and dreamed of being free. She was willing to risk everything—including her own life—to see that dream come true. After her daring escape, Harriet became a conductor on the secret Underground Railroad, helping others make the dangerous journey to freedom.

Id. ALIGNMENT WITH DCSD'S CURRICULUM

Please write a detailed description of how the novel **aligns to DCSD's Curriculum - Colorado Academic Standards (CAS) and Essential Skills:**

(Please cite the specific CAS Grade Level Expectations and if applicable, the Evidence Outcomes (EOs) the novel will help address).

CCSS-ELA-Literacy L.7.4.A

Use content as a clue to the meaning of a word or phrase.

Throughout the novel, students are exposed to various vocabulary words they will not understand. By learning how to use and apply context clues, students will strengthen their skills to determine the meaning of an unknown word.

Ie. **RECOMMENDATIONS - There is only one Professional Review available for this title**

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

/* Starred Review */ There's a quality of writing in this biography of the famous woman who led many of her race to freedom that distinguishes the book from the two other standard juvenile biographies, - Hildegard Swift's Railroad to Freedom and Dorothy Sterling's Freedom Train (the latter reviewed in 1953-P. 672). Good as they are, the emphasis is more on the adventure. Ann Petry, well known through her poetry and adult novels on racial themes, has muted the stresses of events, in Harriet Tubman's hovel plantation childhood and underground railroad activities, and with objective control shared her interpretation of the currents of revolt, the physical and emotional hazards, the resentments harbored against the "free" Negro, John Tubman, who became her husband, the failure to achieve the recognition she deserved in the aftermath of Reconstruction. The very quality of the calm statement gives the book a poignant and sensitive reality. (Kirkus Reviews, August 1, 1955)

Review #2

I found this story of Harriet Tubman's life very engaging. Most of us know Harriet Tubman as a Conductor on the Underground Railroad, but through reading this story I learned of her services as a spy, public speaker and nurse. I particularly appreciated the focus on Tubman's younger years, having not known her history of child slavery and abuse, having only thought of her as an adult. I appreciate the explanations of her inspiration to continuously go back into danger to rescue her family members, never turning anyone down. I love that she decided to take the risk after being told that it wasn't worth doing because "no one ever came back."

I learned the following vocabulary words: irradicable, philippic, haycock propitiation, juba, whippoorwill, paregoric, fodder house, orris root, gaoling, ashcake, hostlers, manumission, tow-linen, patterollers.

I learned of the following other historically important places and people: Phillip Bolling, Henry Barry, Rev. John Rankins, Denmark Vesey, Peter Poyas, Mingo Harth, William Still, John Russwurm, Rev. Samuel Cornish, Tice Davids, Harper's Ferry, Dredd Scott and Nat Turner.

Review #3

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 Curriculum, Instruction, and Assessment Director.**

Iia. EVALUATION of Book (to be completed by requesting educator)

Ann Rhinehart

The proposed novel...	Y/N	Examples/Justification Please be specific and give examples when applicable
is appropriate for the following grade level(s)	Y	
requires parent permission for students to read the book?	N	
allows students to create meaning and make relevant connections to other knowledge and experience	Y	Students may compare and contrast the impact of the slave system in different historical eras; compare and contrast the slave systems in different states during the Antebellum Era. Students may connect key vocabulary terms and people in the Antebellum Era, Civil War, and Reconstruction.
actively engages students through the text	Y	Students may develop their understanding of multiple perspectives regarding the slave system during the Antebellum Era. Students may make connections between the past and present. Students may deepen their ability to empathize with historical people.
Gives an opportunity for all students to access	Y	
Is in alignment with Board File ADB on Education Equity , AND contributes to an inclusive culture for all students?	Y	Students should be provided context for the time of publication; the book was written at the beginning of the Civil Rights Movement.
Recommend novel for adoption	Yes	

Iib. EVALUATION of Book (to be completed by District Coordinator) 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)	Y	
requires parent permission for students to read the book?	N	
allows students to create meaning and make relevant connections to other knowledge and experience	Y	This is a great way for students to learn about marginalized groups and their struggle for equal rights in America. The struggle of those in slavery to reach freedom and not be free when arriving at their destination or being treated fairly.
actively engages students through the text	Y	
Gives an opportunity for all students to access	Y	This book is available in print, ebook, and audiobook formats.
Is in alignment with Board File ADB on Education Equity , AND contributes to an inclusive culture for all students?	Y	
Recommend novel for adoption	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Iic. EVALUATION of Book (to be completed by a colleague) Amy Ihrig

The proposed novel...	Y/N	Examples/Justification Please be specific and give examples when applicable
is appropriate for the following grade level(s)	Y	7th and 8th grade
requires parent permission for students to read the book?	N	
allows students to create meaning and make relevant connections to other knowledge and experience	Y	A very informative story about slavery and the pursuit of freedom.
actively engages students through the text	Y	Great use of descriptive passages. For example when she crossed the stream (pgs 174-175).
Gives an opportunity for all students to access	Y	It is available in all forms digital, print and audiobook.
Is in alignment with Board File ADB on Education Equity , AND contributes to an inclusive culture for all students?	Y	
Recommend novel for adoption		Yes

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

The proposed novel...	Y/N	Examples/Justification Please be specific and give examples when applicable
is appropriate for the following grade level(s)	Y	I found the book to be interesting and appropriate for older elementary/middle school.
requires parent permission for students to read the book?	N	
allows students to create meaning and make relevant connections to other knowledge and experience	Y	The book about Harriet Tubman was easy to read and gave a good history of the underground railroad.
actively engages students through the text	Y	The book was engaging to me. I hope it would appeal to students.
Gives an opportunity for all students to access	Y	
Recommend novel for adoption		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

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

The proposed novel...	Y/N	Examples/Justification Please be specific and give examples when applicable
is appropriate for the following grade level(s)	Y	8th Grade.
requires parent permission for students to read the book?	N	The book mentions guns and whips and varied violence, war, hanging and death. Parent approval not needed, but parents should be made aware.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	Introduces new words students will need to learn the definitions of, and mentions numerous other important figures in African American history for students to research and learn about.
actively engages students through the text	Y	This story flows smoothly and other than advanced, unfamiliar vocabulary words that can be looked up and defined, the story is easy to understand and involves students who may relate slightly through feeling they lack authority for making their own decisions.
Gives an opportunity for all students to access	Y	Yes, either digitally or in print form.
Recommend novel for adoption	<input type="checkbox"/> Yes <input type="checkbox"/> No	

SECTION III: Requestor/Educator & District Coordinator Level Process Review

IIIa. Grade Level Recommendations (to be collaborated on between Requesting Educator & District Coordinator based on recommendations made by the review team)

Place initials in the columns indicating level of recommendation. Complete by initialing for every grade level indicated on the chart below. Please include justification if necessary for the level(s) of recommendation below the chart.

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			tk,AR
1			tk,AR
2			tk,AR
3			tk,AR
4			tk,AR
5			tk,AR
6			tk,AR
7	tk,AR		
8	tk,AR		
9	tk,AR		
10	tk, AR		
11	tk, AR		
12	tk, AR		

SECTION V: Signatures/Approvals

Va.

Does the evaluating <i>Educator</i> recommend adoption of this book?	YES	NO
Date <u>Feb 27 2024</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Evaluating Educator Signature: <u>Ann Rhinehart</u>		

Vb.

Does the evaluating <i>Colleague</i> recommend adoption of this book?	YES	NO
Date <u>Feb 27 2024</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Evaluating Colleague Signature <u>Amy Shrig</u>		

Vc.

Does the evaluating <i>Parent #1</i> recommend adoption of this book?	YES	NO
Date <u>Mar 08 2024</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Evaluating Parent (#1) Signature <u>Chad Burkhardt</u>		

Vd.

Does the evaluating <i>Parent (#2)</i> recommend adoption of this book?	YES	NO
Date <u>Mar 12 2024</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Evaluating Parent (#2) Signature <u>Niki Thomas</u>		

Ve.

Does the evaluating educator's Administrator recommend adoption of this book?	YES	NO
Date <u>Mar 12 2024</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Administrator Signature <u>Erin Kylla</u>		

Vf.

Does the District Coordinator certify that the information on this form accurately reflects the process followed at the site.	YES	NO
Date <u>Mar 12 2024</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
District Coordinator Signature <u>Tracie King</u>		

Vg.

Does the Director of Library Programming support adoption of this book?	YES	NO
Date <u>Mar 12 2024</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Director of Library Programming Signature <u>Tracie King</u>		

Vh.

Does the DCSD Cabinet Member support adoption of this book?	YES	NO
Date <u>Mar 12 2024</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
DCSD Cabinet Member Signature <u>Matt Reynolds</u>		