

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:	6th and up
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Section I

To be filled out by requesting educator:

Ia. REQUESTOR AND REVIEW TEAM INFORMATION

School	Ranchview Middle School	
Date	11/10/23	
Requesting Educator Name	Cassidy Hirsch	
Requesting Educator Email	chirsch1@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	Erin Isley	ecisley@dcsdk12.org
Parent #1	Heather Burkhardt	hburkhardt@dcsdk12.org
Parent #2	Lisa Glenn	lglenn@dcsdk12.org

Ib. BOOK INFORMATION

Title of the proposed book	Freedom Walkers: the story of the Montgomery bus boycott
Author (s)	Russell Freedman
Publisher	Holiday House
Edition	1st

ISBN number	0823421953
Copyright date	2006
Course and/or subject area in which work will be used	ELA
Grade level(s)	6th
Lexile Level Score (If you are unsure, please visit https://hub.lexile.com/fina-a-book/search)	1110L
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

Please write a brief description of the novel in your own words and how it relates to the content and age group of students using this proposed book.

This novel will be used with our 6th-grade students in connection with the Study Sync curriculum. Unit 4 - Personal Best

Freedom Walkers, tells the story of the Montgomery Bus Boycott, in which Rosa Parks played a role but was not the sole hero. Russell Freedman presents all the key personalities and events that contributed to the yearlong struggle, a major victory in the Civil Rights Movement.

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-Reading Literature-RL.6.2

Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgment.

Throughout the unit, students are asked to analyze chapters to discover the main ideas of sections as well as the overall text. Students summarize the text in their own words with the purpose of understanding the author's theme and applying that theme to their own personal experience in an expository writing piece.

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

Booklist starred (September 15, 2006 (Vol. 103, No. 2))

As Freedman points out, the Montgomery Bus Boycott was a triumphant historical event, and there are numerous memoirs, articles, and scholarly works, for adults and for young readers, about the leaders and the ordinary heroes. In his signature clear prose, Freedman draws on the best of those personal stories and historical accounts to provide a dramatic overview of how the 381-day resistance to segregated buses spearheaded the civil rights movement. He brings close the experience of what it was like to be there, on the bus and on the street. With the eloquent accounts of the legendary heroes--Rosa Parks, Martin Luther King and more--are the stories of other important activists, including Jo Ann Robinson (president of the Women's Political Council) and teenager Claudette Colvin, as well as the lawyers and politicians. The photo-essay design is attractive and spacious. On every spread, readers will find beautifully reproduced black-and-white photos, including famous pictures as well as a few not often seen, including a picture of a leaflet urging boycott. Suggest Diane McWhorter's *A Dream of Freedom* (2004) and Ellen Levin's *Freedom's Children* (1993) to readers who will want to find out more. Freedman provides fully documented chapter notes and an excellent bibliographic essay.

Review #2

Booklist starred (September 15, 2006 (Vol. 103, No. 2))

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Review #3

School Library Journal (November 1, 2006)

Gr 4-6-Freedman begins this outstanding history by reminding his audience that the injustices of racial segregation did not happen that long ago in the United States. Throughout the book, he gives accounts of how much coordination and sacrifice went into conducting the Montgomery Bus Boycott--far more than students are likely to imagine from the usual popular and oversimplified versions offered in textbooks and on television. There is a refreshing emphasis on depictions of regular people and forgotten local crusaders working together to make the boycott possible and triumphant, from inspiring descriptions of drivers getting up at dawn to take others to work to accounts of well-known civil rights lawyers working to find the right plaintiff to challenge unjust laws. Freedman's prose style pulls readers into the narrative, integrating the actual recorded words and deeds of the people to tell the story. The high-quality, black-and-white photographs range from everyday scenes of African-American boycotters meeting, waiting for carpools, and protesting to representations of more famous figures, such as Rosa Parks, Martin Luther King, Jr., etc. Extensive chapter notes, an annotated selected bibliography, and a thorough index round out the exemplary presentation. Pair this volume with Ann Bausum's *Freedom Riders* (National Geographic) and Nikki Giovanni's *Rosa* (Holt, both 2005) for a powerful introduction to the Civil Rights Movement.-Michael Santangelo, Brooklyn Public Library, NY Copyright 2006 Reed Business Information.

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 submission to the Curriculum, Instruction and Assessment Director.**

IIa. EVALUATION of Book (to be completed by requesting educator) - Cassidy Hirsch

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 book for students to learn about the effect of Jim Crow Laws. Short chapters that have great depth for students.
actively engages students through the text	Y	Pictures are great to give students a visual.
Gives an opportunity for all students to access	N	
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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

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.
actively engages students through the text	Y	
Gives an opportunity for all students to access	N	The book is not available in e-book and audiobook format from our vendor's
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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

IIc. EVALUATION of Book (to be completed by a colleague) Erin Isley

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 content is age appropriate and of high interest.
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 book allows students to discover theme and use evidence to support their ideas.
actively engages students through the text	Y	
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	
Recommend novel for adoption	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

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	
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	
actively engages students through the text	Y	The book has great pictures and I thought that made the history very engaging.
Gives an opportunity for all students to access	Y	
Recommend novel for adoption		<div style="text-align: center;"> Yes No </div>

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	
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	
actively engages students through the text	Y	I thought the book was well written and very engaging. It did a good job of accurately summarizing the events of the civil rights movement.
Gives an opportunity for all students to access	Y	
Recommend novel for adoption	<input checked="" 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,CH
1			tk,CH
2			tk,CH
3			tk,CH
4			tk,CH
5			tk,CH
6	tk,CH		
7	tk,CH		
8	tk,CH		
9	tk,CH		
10	tk,CH		
11	tk,CH		
12	tk,CH		

SECTION V: Signatures/Approvals

Va.

Does the evaluating <i>Educator</i> recommend adoption of this book?	YES	NO
Date <u>Feb 26 2024</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Evaluating Educator Signature <u>Cassidy Hirch</u>		

Vb.

Does the evaluating <i>Colleague</i> recommend adoption of this book?	YES	NO
Date <u>Feb 26 2024</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Evaluating Colleague Signature <u>Erin Isley</u>		

Vc.

Does the evaluating <i>Parent #1</i> recommend adoption of this book?	YES	NO
Date <u>Feb 27 2024</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Evaluating Parent (#1) Signature <u>Heather Burkhardt</u>		

Vd.

Does the evaluating <i>Parent (#2)</i> recommend adoption of this book?	YES	NO
Date <u>Feb 27 2024</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Evaluating Parent (#2) Signature <u>Lisa Glenn</u>		

Ve.

Does the evaluating educator's Administrator recommend adoption of this book?	YES	NO
Date <u>Feb 27 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>Feb 27 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>Feb 27 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>Feb 28 2024</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
DCSD Cabinet Member Signature <u>Matt Reynolds</u>		

SECTION VI: Superintendent's Approval

SUPERINTENDENT'S APPROVAL

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

SECTION VII: 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 CIA folder on District server		