

**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.

FOR DISTRICT USE ONLY FINAL COMMITTEE RECOMMENDED APPROVAL GRADE LEVELS:	<b>11th &amp; 12;</b> permission required for 9th & 10th
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**Section I**

To be filled out by requesting educator:

**Ia. REQUESTOR AND REVIEW TEAM INFORMATION**

School	Rock Canyon High School	
Date	8/4/2021	
Requesting Educator	Karen Whitney	
Email address	kwhitney1@dcsdk12.org	
Phone number	303.881.1152	
<b>Proposal Review Team Member</b>	<b>Reviewer's Name</b>	<b>Contact Information - email</b>
District Coordinator	Jeff Mlsna	<a href="mailto:jeff.mlsna@dcsdk12.org">jeff.mlsna@dcsdk12.org</a>
Colleague	Andy Watkins	atwatkins@dcsdk12.org
Parent #1	Suzanne Gray	<a href="mailto:rusjgray@gmail.com">rusjgray@gmail.com</a>
Parent #2	Jennifer Chiu	<a href="mailto:jchiu1@dcsdk12.org">jchiu1@dcsdk12.org</a>

**Ib. BOOK INFORMATION**

Title of proposed book	The Sun Does Shine: How I Found Life and Freedom on Death Row
Author (s)	Anthony Ray Hinton
Publisher	St. Martin's Press (March 27, 2018)
Edition	1
ISBN number	ISBN-10 : 1250124719 ISBN-13 : 978-1250124715

Copyright date	March 27, 2018
Course and/or subject area in which work will be used	AP Language and Composition
Grade level(s)	11th (Could be taught 10 - 12)
Dates the book information was displayed at the school and posted on the school's website (2 week min.)	February 1, 2022 through February 25, 2022
Date the book was communicated to the School Accountability Committee?	February 9, 2022

**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.

*The Sun Does Shine* is the story of Anthony Ray Hinton. He was charged with murder in 1985 when he was 29 years old. With no credible evidence, he was sentenced to death and spent 27 years on death row, seeing inmate after inmate put to death just feet from his cell. This is the story of his resolve to prove his innocence and ultimately be set free. At times desperate and defeated and at times resolute and hopeful, Hinton never gives up in his fight to tell his story and prove that he is innocent. This story is mingled with descriptions of other inmates, death row, and the justice system as a whole. Hinton shares his story of redemption and hope within a system that offers little of either.

**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).*

**Standard 2. Reading for All Purposes**

4. Read a wide range of informational texts to build knowledge and to better understand the human experience.

Grade Level Expectation:

2. Interpret and evaluate complex informational texts using various critical reading strategies.

5. 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.

Grade Level Expectation:

3. Understand how language influences the comprehension of narrative, argumentative, and informational texts.

**Analysis and Writing:** Students will analyze the arguments made by Hinton about his particular case, death row and the justice system as a whole. What evidence supports his claims? What strategies does he employ to convince his audience? Are any arguments left out?

**Essential Questions:** How can we understand his experience and the experience of others? How do systems influence behavior and outcomes? What outcomes can we expect from making no changes to our system? What outcomes can we expect if changes are made? Who benefits from change? Who benefits from no change? What changes are reasonable?

### 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 (February 1, 2018 (Vol. 114, No. 11))*

In 2015, Hinton was released after serving nearly 30 years—half of his life—on Alabama’s death row for crimes he didn’t commit. His memoir, collaboratively written with Hardin, is a troubling, moving, and ultimately exalting journey through the decades Hinton lived under the threat of death while an unjust system that refused to acknowledge mistakes failed him repeatedly. After barely speaking during his first years on the row, Hinton’s natural friendliness and compassion compelled him to connect with his fellow inmates and start a book club. As he experienced the executions of these new friends, Hinton learned to rely on his imagination—which took him from his five-by-seven cell to places he’d never been—and never take for granted the unconditional love of his mother and best friend, who never missed a visiting day. Hope eventually appeared in the form of “God’s best lawyer,” Bryan Stevenson, founder of the Equal Justice Initiative and author of *Just Mercy* (2014). It would take Stevenson and his team, working tirelessly, another 15 years to win Hinton back his freedom. Even more powerful than the crushing terror of serving a death sentence while innocent are Hinton’s refusal to be diminished by it and his unwavering commitment to forgiveness. Lighting unfathomable places, Hinton’s gripping story asks readers to do the same. **HIGH-DEMAND BACKSTORY:** With a huge print run, Hinton’s incredible story and social-justice star Stevenson, who wrote the foreword, will draw major attention.

#### Review #2

*Kirkus Reviews (January 1, 2018)*

An urgent, emotional memoir from one of the longest-serving condemned death row inmates to be found innocent in America. One night in July 1985, Hinton was locked in a secure warehouse of a supermarket for his overnight shift when, 15 miles away, the assistant manager of a local restaurant was kidnapped at gunpoint, robbed, and shot in the head. Less than a week later, police showed up at Hinton’s house to arrest him for that crime and the murders of two other local Alabama restaurant managers. Hinton was black, 29, living at home with his mother, and innocent of all charges. At his trial, his lawyer presented an incompetent defense that failed

to refute the state's distorted evidence and several witnesses' false claims. Hinton was found guilty of two counts of capital murder and sentenced to death by electric chair. For the next three decades, he maintained his innocence in solitary confinement on Alabama's death row, where he watched more than 50 men led past his cell to the execution chamber just 30 feet away. The truth of Hinton's innocence and his unshakable faith in God helped him cope with prison life and several failed repeal attempts until Bryan Stevenson, founder and executive director of the Equal Justice Initiative, eventually took up his case and brought it all the way to the Supreme Court. After nearly 30 years, all charges against Hinton were dropped, and he was released from prison in 2015. Woven into vivid descriptions of life behind bars are flashbacks to the author's childhood, court transcripts, police documents, news clippings, and correspondence that reveal the roles racism, poverty, and fear played in creating a deeply biased criminal justice system that punishes the poor and people of color. Stevenson (*Just Mercy*, 2014) provides a powerful foreword. A heart-wrenching yet ultimately hopeful story about truth, justice, and the need for criminal justice reform.

### Review #3

*Publishers Weekly Annex (February 26, 2018)*

In this intense memoir, Hinton recounts his three-decade nightmare: awaiting execution for crimes he didn't commit. In 1985, Hinton, then 29, was charged with a series of violent robberies as well as the murders of two restaurant managers in Birmingham, Ala. Hinton passed a polygraph test and was in a locked warehouse during one robbery, but that didn't prevent an all-white jury from finding him guilty after only two hours (the death penalty recommendation took another 45 minutes). Hinton here provides a convincing description of continued segregation and injustice in the deep South that cages the underclass as effectively as prison walls. His depictions of prison life are wrenching, as when he recalls the 1987 electric chair execution of Wayne Ritter and how the smell of Ritter's burning flesh "burned my nose and stung my throat." Forced to hone his mind to withstand overwhelming isolation, Hinton read voraciously and studied his case. With the unwavering support of his mother and his best friend, Hinton created a fulfilling life for himself, which included running a book club for death row inmates. After many years, his dogged pursuit of justice led civil rights attorney Bryan Stephenson to adopt his cause. Hinton was freed from prison in 2015, and now works as a motivational speaker. Hinton's life is one of inspiration, which he wonderfully relays here in bitingly honest prose. (Mar.) © Copyright PWxyz, LLC. All rights reserved.

**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) Karen Whitney**

The proposed novel...	Y/N	Examples/Justification Please be specific and give examples when applicable
is appropriate for the <a href="#">following</a> grade level(s)	Y	Although there is some language and detail about criminal behavior, this is appropriate for junior/senior level students.
requires parent permission for students to read the book?	N	As stated above, juniors and seniors have the maturity for this text
allows students to create meaning and make relevant connections to other knowledge and experience	Y	Students can build empathy by hearing stories of individuals and groups that have vastly different experiences than their own. Understanding and empathy create a catalyst for change.
actively engages students through the text	Y	Students are very interested in the justice system and how it impacts people. They generally want to better understand the nature of injustice and how to build equitable systems for all people.
facilitates learning that has long-term significance	Y	Lessons learned from this book open students up to further understanding about the justice system as well as all systems within society and their impact on behavior and outcomes.
<b>Recommend novel for adoption</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

**Iib. EVALUATION of Book (to be completed by District Coordinator) Jeff Mlsna**

The proposed novel...	Y/N	Examples/Justification Please be specific and give examples when applicable
is appropriate for the <a href="#">following</a> grade level(s)	Y	This novel is developmentally appropriate for 11th and 12th graders. While there is some language and discussion around race is appropriate and not graphic in nature.
requires parent permission for students to read the book?	N	As stated above, juniors and seniors have the maturity for this text.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	The first hand account in the novel provide students with a great “window” for learning about racism, the justice system, and empathy.
actively engages students through the text	Y	The first hand nature of this novel creates a very engaging story that provides ample opportunity for audience connection. Additionally, the shared experiences that come with reading this novel provide an excellent opportunity for students to see real examples of perseverance, kindness, and justice.
facilitates learning that has long-term significance	Y	Experiences shared in this novel provide students with a springboard to further their understanding of the justice system. The shared experiences from this novel also provide a great connection to help students develop their ability to deal with adversity and see how others persevere through challenging times. .
aligns with <a href="#">proposed connections</a> to DCSD curriculum (Colorado Academic Standards, Essential Skills)	Y	<p>This novel representat a great opportunity to support the following key component of the Reading, Writing, and Communicating Standards at the 11th-12th grade level.</p> <p><b>Standard 2. Reading for All Purposes</b></p> <p>4. Read a wide range of informational texts to build knowledge and to better understand the human experience.</p> <p>Grade Level Expectation:</p> <p>2. Interpret and evaluate complex informational texts using various critical reading strategies.</p> <p>5. Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and</p>

		make effective choices for meaning or style when writing and speaking.
<b>Recommend novel for adoption</b>		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

**Iic. EVALUATION of Book (to be completed by a colleague) Andy Watkins**

The proposed novel...	Y/N	Examples/Justification Please be specific and give examples when applicable
is appropriate for the <a href="#">following</a> grade level(s)	Y	The text is appropriate for the proposed audience. The messages of hope and compassion are also uplifting.
requires parent permission for students to read the book?	N	Eleventh and twelfth grade students are mature enough to address the themes and questions presented in the text; the imagery is in no way explicit.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	This text is a perfect bridge from the critical thinking required in such texts as <i>Just Mercy</i> (district approved) and <i>To Kill a Mockingbird</i> (district approved). The text also provides a point-of-view needed to engage students who have not experienced the effects of our judicial system.
actively engages students through the text	Y	The text provides avenues for critical thinking, one of the most important skills required for students entering the next phase of their lives including higher levels of education as well as students entering the job force.
facilitates learning that has long-term significance	Y	This novel acknowledges the real-world implications of defining and supporting our democratic and social institutions. Most importantly, though, it conveys the importance of compassion and hope so needed in our society today.
aligns with <a href="#">proposed connections</a> to DCSD curriculum (Colorado Academic Standards, Essential Skills)	Y	It sure does - especially the idea that students will “Understand how language influences the comprehension of narrative, argumentative, and informational text.”
<b>Recommend novel for adoption</b>	<b>X Yes - YES!</b>	



**IId. EVALUATION of Book (to be completed by Parent #1): Suzanne Gray**

The proposed novel...	Y/N	Examples/Justification Please be specific and give examples when applicable
is appropriate for the <a href="#">following</a> grade level(s)	Y	This novel is appropriate for 11/12th grade. The references to murder, death on death row, violence are not graphic in nature and are used to support the story of the book. It is mostly about the author's legal fight for freedom and some of the relationships and perspectives he gains while imprisoned.
requires parent permission for students to read the book?	N	The content of the book does not rise to a need for parental permission, it mostly chronicles the legal fight for freedom. Overall the tone is hopeful.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	Absolutely. Students will make connections with teachings in ethics class, events in the media and community. Students will build empathy and have insights into perhaps a different perspective than they have.
actively engages students through the text	Y	Yes the writing is engaging.
facilitates learning that has long-term significance	Y	This novel will help provide one perspective on the ethical issue of the death penalty. Also students will make connections between ethics, morality and the legal system.
<b>Recommend novel for adoption</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

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

The proposed novel...	Y/N	Examples/Justification Please be specific and give examples when applicable
is appropriate for the <a href="#">following</a> grade level(s)	Y	This book is appropriate for grades 11 and 12. It focuses on the legal system in Alabama and the need to make changes to the system. Many messages of hope, understanding, forgiveness and compassion for others are greatly discussed in the books; as well.
requires parent permission for students to read the book?	N	Students in grades 11 and 12 are mature enough to understand and emotionally process the content of this book without needing parent permission. The descriptions of murder and life and death on death row are not graphic in nature and relate to the story told in the book. Much of the content is about the legal battle he goes through and finding hope in an extremely difficult situation for almost 30 years.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	This book allows for students to make relevant connections by discussing laws, ethics, the legal process/system, empathy for others, forgiveness, and having hope.
actively engages students through the text	Y	This book was engaging to read, easy to follow along with the storyline through his first person retelling. The text makes it easy to visualize the story; as well.
facilitates learning that has long-term significance	Y	This book definitely facilitates long term learning significance by giving a different perspective than possibly one's own, helping to understand how to forgive and have hope through difficult situations, learning about the legal system and the death penalty, correspondence through written letters, and being a morally and ethically good person.
<b>Recommend novel for adoption</b>	<b>YES</b>	

**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			JM/KW
1			JM/KW
2			JM/KW
3			JM/KW
4			JM/KW
5			JM/KW
6			JM/KW
7			JM/KW
8			JM/KW
9		JM/KW	
10		JM/KW	
11	KW/JM		
12	KW/JM		

**IIIb. CIA PROCESS REVIEW**

	District Coordinator
Sections I & II are complete.	tking
Building administrator has reviewed the proposal.	tking
The novel was on display at the school for two weeks.	tking
Information about the novel was available on the district's and school's website for two weeks prior to being submitted to the district coordinator.	tking
Information about the novel was shared with the School Advisory Council.	tking

**SECTION IV: District Level Process Review**

**IV. DISTRICT LEVEL REVIEW** (to be completed by the Director CIA)

	CIA Director Initials
The novel adoption process has been followed.	EM
The novel was displayed in the school that is making the request.	EM
The novel was displayed on the district website prior to approval.	EM
Notice was provided and the novel was available in the district office for two weeks prior to approval.	EM
Does the District Coordinator and review team support adoption of this book?	EM

**SECTION V: Signatures/Approvals**

**Va.**

Does the evaluating <b>Educator</b> recommend adoption of this book?	YES	NO
Date <u>Mar 14 2022</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Evaluating Educator Signature <u>Karen Whitney</u>		

**Vb.**

Does the evaluating <b>Colleague</b> recommend adoption of this book?	YES	NO
Date <u>Mar 19 2022</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Evaluating Colleague Signature <u>Andy Watkins</u>		

**Vc.**

Does the evaluating <b>Parent #1</b> recommend adoption of this book?	YES	NO
Date <u>Mar 20 2022</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Evaluating Parent (#1) Signature <u>Suzanne Gray</u>		

**Vd.**

Does the evaluating <b>Parent (#2)</b> recommend adoption of this book?	YES	NO
Date <u>Mar 20 2022</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Evaluating Parent (#2) Signature <u>Jennifer Chiu</u>		

**Ve.**

Does the evaluating educator's <b>Administrator</b> recommend adoption of this book?	YES	NO
Date <u>Mar 23 2022</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Administrator Signature <u>Melissa Rosati</u>		

**Vf.**

Does the <b>District Coordinator</b> certify that the information on this form accurately reflects the process followed at the site.	YES	NO
Date _____	<input checked="" type="checkbox"/>	<input type="checkbox"/>
District Coordinator Signature _____		

**Vg.**

Does the <b>CIA Director</b> support adoption of this book?	YES	NO
Date <u>Mar 28 2022</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CIA Director Signature <u>Erica Mason</u>		

**SECTION VI: Superintendent's Approval**

**SUPERINTENDENT'S APPROVAL**

Does the Superintendent approve adoption of this book?	YES	NO
Date <u>Mar 29 2022</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Superintendent Signature <u>Danille Hiatt</u>		

**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		

## Document Details

<b>Title</b>	The Sun Does Shine Novel Adoption
<b>File Name</b>	Novel Adoption [The Sun Does Shine_ How I Found Life and Freedom on Death Row].pdf
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