

**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:	8th and up
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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	2/16/23	
Requesting Educator Name	Skylar Vernell	
Requesting Educator Email	svernell@dcsdk12.org	
Novel Adoption School Process Manager Name	Jason Parker	
Novel Adoption School Process Manager Email	japarker@dcsdk12.org	
<b>Proposal Review Team Member</b>	<b>Reviewer's Name</b>	<b>Contact Information - email</b>
District Coordinator	Elyse Rhodes	evrhodes@dcsdk12.org
Colleague	Leah Thompson	lthomsen@dcsdk12.org
Parent #1	Keri Carland	kericarland@comcast.net
Parent #2	Polly Shanahan	pollyshan22@gmail.com

**Ib. BOOK INFORMATION**

Title of proposed book	March Book 1
Author (s)	John Lewis
Publisher	Top Shelf Productions/IDW Publishing
Edition	First

ISBN number	978-1603093002
Copyright date	2013
Course and/or subject area in which work will be used	English, Creative Writing
Grade level(s)	8-12
Lexil Level Score (If you are unsure, please visit <a href="https://hub.lexile.com/fina-a-boo k/search">https://hub.lexile.com/fina-a-boo k/search</a> )	760
Dates the book information was displayed at the school and posted on the school's website (2 week min.)	January 9, 2023 and January 10, 2023
Date the book was communicated to the School Accountability Committee?	February 16, 2023

**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.

*March* is about Congressman John Lewis as a child growing up during the civil rights movement. It talks about his experiences and how they influenced his career. Since it is a graphic novel it can show to readers how things actually looked like, as well as engage students who may have different opinions on reading.

*March* is similar to books like *Persepolis* and *Maus* where they deal with historical issues (told through the perspective of young people) while being engaging.

**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).*

- Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
  - (CCSS: RL.9-10.2)
- Analyze the influence of literary and/or historical context on a text and evaluate the

contribution to society made by works of literature that deal with similar topics and themes.

- (CCSS: RL.9-10.10)
- Analyze various accounts of a subject told in different mediums (for example: a person’s life story in both print and multimedia), determining which details are emphasized in each account.
  - (CCSS: RI.9-10.7)
- By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.
  - (CCSS: RI.9-10.10)
- Use context (for example: the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
  - (CCSS: L.9-10.4a)
- By using *March* to engage our readers with these standards, not only are students practicing literary comprehension skills, they are able to do that through a lens of historical significance in a high-interest book.

**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

From Publisher’s Weekly:

“The long-overdue move to chronicle American history in graphic novel form takes another great step forward with this first volume of a projected history of the civil rights struggle. Instead of taking an all-inclusive, Eyes on the Prize–style approach (an epic undertaking that hopefully is on another artist’s to-do list), *March* is told from the perspective of Georgia congressman John Lewis. Listed here as coauthor with Andrew Aydin, Lewis frames his story as a flashback told to a few inquisitive visitors in his Washington office as he is getting ready to attend the inauguration of President Barack Obama. It’s an occasionally creaky device that slips sometimes into hagiography, but Lewis’s tale is a resolutely dramatic one regardless. Highlighted by dark, neo-noirish art from Nate Powell (*The Silence of Our Friends*), *March* tracks Lewis from his hardscrabble childhood on a remote Georgia farm to his gradual awakening to the pernicious evil of segregation and his growing leadership role in Martin Luther King Jr.’s nonviolent resistance movement. If the book strays too far from Lewis himself at times, that’s because the momentousness of what’s happening around him cannot be ignored. Superbly told history.” (Aug.)

<https://www.publishersweekly.com/9781603093002>

Review #2

From Booklist:

“This first of three volumes of Lewis’ story brings him from boyhood on the farm, where he doted over the chickens and dreamed of being a preacher, through high school to college, when he met nonviolent activists who showed him a means of undermining segregation—to begin with, at the department-store lunch counters of Nashville. Powell is at his dazzling best throughout, changing angle-of-regard from panel to panel while lighting each with appropriate drama. The kineticism of his art rivals that of the most exuberant DC and Marvel adventure comics—and in black-and-white only, yet! Books Two and Three may not surpass Book One, but what a grand work they’ll complete.”

<https://www.booklistonline.com/March-Book-One-John-Lewis/pid=6009983>

Review #3

From Kirkus:

“Eisner winner Powell’s dramatic black-and-white graphic art ratchets up the intensity in this autobiographical opener by a major figure in the civil rights movement.

In this first of a projected trilogy, Lewis, one of the original Freedom Riders and currently in his 13th term as a U.S. Representative, recalls his early years—from raising (and preaching to) chickens on an Alabama farm to meeting Martin Luther King Jr. and joining lunch-counter sit-ins in Nashville in 1960. The account flashes back and forth between a conversation with two young visitors in Lewis’ congressional office just prior to Barack Obama’s 2009 inauguration and events five or more decades ago. His education in nonviolence forms the central theme, and both in his frank, self-effacing accounts of rising tides of protest being met with increasingly violent responses and in Powell’s dark, cinematically angled and sequenced panels, the heroism of those who sat and marched and bore the abuse comes through with vivid, inspiring clarity. The volume closes with the founding of the Student Nonviolent Coordinating Committee (which Lewis went on to chair), and its publication is scheduled to commemorate the 50th anniversary of the March on Washington, at which Lewis preceded Dr. King on the podium: “Of everyone who spoke at the march, I’m the only one who’s still around.”

A powerful tale of courage and principle igniting sweeping social change, told by a strong-minded, uniquely qualified eyewitness”. (*Graphic memoir. 11-15*)

<https://www.kirkusreviews.com/book-reviews/john-lewis/march-book-one/>

**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)**

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	Similar to <i>Persepolis</i> and <i>Maus</i> . It is appropriate for students 9-12 grade
requires parent permission for students to read the book?	N	This graphic novel does not need parent permission
allows students to create meaning and make relevant connections to other knowledge and experience	Y	Using their background knowledge of the civil rights movement, <i>March</i> can add to their understanding. This novel shows the perspective of a high school/college-age boy dealing with the civil rights movement. Connecting not only their experience as a teen, history classes, and English classes.
actively engages students through the text	Y	Many students have not read a graphic novel before which may engage students who are averse to reading. As well as showing a new perspective on the Civil Rights Movement.
Gives an opportunity for all students to access	Y	Since graphic novels have images to support comprehension this helps students who need the support at lower reading levels. As well as having students at higher reading levels slow down to analyze.
Is in alignment with <a href="#">Board File ADB on Education Equity</a> , AND contributes to an inclusive culture for all students?	Y	While this novel covers most all of the ADB policy it really leans into “Diversity”, “Accessibility”, “Identity” and “Representation”. Stories from the civil rights movement are all around, however, most are not in a graphic novel format which can help connect this story to readers.
<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) Elyse Rhodes**

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 graphic novel is appropriate for grades 8-12.
requires parent permission for students to read the book?	N	This graphic novel does not require parent permission.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	Students will be able to make connections to social studies, US History, government, social justice, human rights, civil rights, Martin Luther King Jr., Rosa Parks, peaceful protesting, the Black Lives Matter movement, etc.
actively engages students through the text	Y	Using a graphic novel to teach students about the Civil Rights movement and US history is a unique and interesting way to get students to engage with the curriculum. The symbolic use of black and white imagery used in this text to explain the non-violent protests led by students and advocated by Martin Luther King Jr. is very powerful. This graphic novel will engage students on many levels.
Gives an opportunity for all students to access	Y	Graphic novels are inclusive in nature. They are accessible to struggling readers, ELL students, visual learners, etc. This book is available in various formats including digital.
Is in alignment with <a href="#">Board File ADB on Education Equity</a> , AND contributes to an inclusive culture for all students?	Y	This biographical graphic novel illustrates Congressman John Lewis’s experiences growing up in the American South and participating in the Civil Rights movement in the 1950s. Many DCSD students have faced, face, and/or will face prejudices, racism, and/or biases in their lifetimes. This text shares Congressman Lewis’s experiences with peaceful protests that resulted in changing laws in the US.
<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)**

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	Yes, the graphic Novel is appropriate for 9th-12th graders
requires parent permission for students to read the book?	N	The content in the book is appropriate for the age group, and therefore doesn't require parent permission
allows students to create meaning and make relevant connections to other knowledge and experience	Y	This book allows students to create connections to the content they are learning in US History and US Government. These are both graduation requirements at RCHS, and therefore guarantee that all students will have an opportunity to connect the knowledge from this book into another course.
actively engages students through the text	Y	With a growing popularity in graphic novels these past few years, I think this book would help our English curriculum adapt to current reading culture that many students are engaging in outside of school. On top of that, this story gives a personal narrative to the civil rights movement and can create greater empathy and understanding for a historical event they learn about in textbooks and lectures.
Gives an opportunity for all students to access	Y	A graphic Novel even gives a unique opportunity for students who are visual learners to engage more thoroughly with the text. Since the book is available in multiple formats, it should be accessible to all learners.
Is in alignment with <a href="#">Board File ADB on Education Equity</a> , AND contributes to an inclusive culture for all students?	Y	This graphic novel will support the Boards initiatives to ensure diversity and inclusion in our schools by including representation on black characters and authors, along with many of the white authors and characters that are already included in our English curriculum.
<b>Recommend novel for adoption</b>	<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
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		Please be specific and give examples when applicable
is appropriate for the <a href="#">following</a> grade level(s)	Y	The book is appropriate for 9th-12th grades. The comic book format, imagery, and the non-violent theme makes it appropriate for these ages.
requires parent permission for students to read the book?	N	This book simply restates the experiences of a gentleman who grew up during the civil rights movement. It has a focus on using non-violent methods to make change.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	This book provides specific examples of the author's experiences, allowing the reader to see the events through his eyes. The restaurants sit ins, driving through certain towns in the south and not being able to stop for gas, etc. We are all aware of MLK, but this gives the perspective of a non-famous (at the time) young man dealing with these issues in his everyday life.
actively engages students through the text	Y	The book gives several opportunities to ask...how do you think this made the author feel? What do you think he wanted to change? Do you think the civil rights movement accomplished its goals? What would you have done in that situation?
Gives an opportunity for all students to access	Y	Yes - this is a great book for all students of all backgrounds. There is no opinion/guidance in the book, just the accounting of an individual's experience.
<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)**

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 9-12.
requires parent permission for students to read the book?	N	Because of the historical context and non-violent perspectives in this book, it does not require parental permission.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	This book provides a personal account of the Civil Rights Movement which can help students understand the historical context of that time period. What they learn through this novel can easily help them connect to other historical events they've studied or will study and make connections to past events as well as present day issues.
actively engages students through the text	Y	Because this novel is told through Mr. Lewis's personal experience, an enhanced connection is made between the reader and the author which will help students better understand and imagine what living during those days was really like. The graphic novel format is engaging as the text and the illustrations together can help students visualize the experiences and emotions of the characters in the book. This approach is exciting as it has a greater range of appeal to students with different learning styles. Because of the format, text and illustrations, the story makes this subject more accessible to students who may struggle with traditional reading formats.
Gives an opportunity for all students to access	Y	This format supports accessibility to all students. Personal experience, simple language and the graphic novel format all contribute to this book's inclusivity.
<b>Recommend novel for adoption</b>	<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			ER SV
1			ER SV
2			ER SV
3			ER SV
4			ER SV
5			ER SV
6			ER SV
7			ER SV
8	ER SV		
9	ER SV		
10	ER SV		
11	ER SV		
12	ER SV		

**IIb. CIA PROCESS REVIEW**

	District Coordinator
Sections I & II are complete.	Yes
Building administrator has reviewed the proposal.	Yes
The novel was on display at the school for two weeks.	Yes
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.	Yes
Information about the novel was shared with the School Advisory Council.	Yes

**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 18 2023</u>	<input checked="" type="checkbox"/>	
Evaluating Educator Signature <u>Skylar Vernell</u>		

**Vb.**

Does the evaluating <b>Colleague</b> recommend adoption of this book?	YES	NO
Date <u>Mar 20 2023</u>	<input checked="" type="checkbox"/>	
Evaluating Colleague Signature <u>Leah Thomsen</u>		

**Vc.**

Does the evaluating <b>Parent #1</b> recommend adoption of this book?	YES	NO
Date <u>Mar 20 2023</u>	<input checked="" type="checkbox"/>	
Evaluating Parent (#1) Signature <u>Keri Carland</u>		

**Vd.**

Does the evaluating <b>Parent (#2)</b> recommend adoption of this book?	YES	NO
Date <u>Mar 20 2023</u>	<input checked="" type="checkbox"/>	
Evaluating Parent (#2) Signature <u>Pally Shanahan</u>		

**Ve.**

Does the evaluating educator's <b>Administrator</b> recommend adoption of this book?	YES	NO
Date <u>Mar 21 2023</u>	<input checked="" type="checkbox"/>	
Administrator Signature <u>Jeff Keary</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 <u>Mar 21 2023</u> District Coordinator Signature <u>Elyse Rhodes</u>	<input checked="" type="checkbox"/>	

**Vg.**

Does the <b>CIA Director</b> support adoption of this book?	YES	NO
Date <u>Mar 21 2023</u> CIA Director Signature <u>Erica Mason</u>	<input checked="" type="checkbox"/>	

**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		