

TEXT ADOPTION REQUEST

2020F3

Instructional Materials Committee

Text Title *The Underground Railroad* Author Colson Whitehead

Publisher Anchor Books

Copyright Date 2016

Course Title and Grade Level AP Literature for 12th grade

This text is: New XXXX Replacing (Title)

Number of Copies Needed 20 Unit Price \$12.39 (paperback)

This text is intended for use during 2020-21

I have taken the following steps to determine the suitability of the above text:

(Yes) 1. I have read it and found that it meets the criteria of the district Instructional Materials Committee, including criteria for the elimination of sex bias. This is a mandatory step.

(Yes) 2. I have compared it with these other available texts: The Poisonwood Bible, Things Fall Apart, Their Eyes Were Watching God, and The Grapes of Wrath

(Yes) 3. I have compared review of it with review of these other available texts: See above.

(Yes) 4. I have evaluated the reading level and found it averages about grade : 12th grade/college level

(Yes**) 5. I have used the text on a trial basis for about weeks, per district policy and the Curriculum Director's approval. ** The novel was used this spring in my AP Lit class (class had small enrollment).

() 6. Other

Text Selector Signature

Date:

Approval dates

Principal or Dept. Head Asha Riley



Date: 6/3/2020

Instructional Materials Committee

Date:

Limitations:

Board of Directors Approval

Date:

Instructional Materials Committee

Evaluation Form

Evaluated By: Heather Gordon

Date: 5/12/20

Department: English

School: High School

Subject Area: English

Author: Colton Whitehead

Title: *The Underground Railroad*

Publisher: Anchor Books

Copyright Date: 2016

Reading Level (Use Fry Readability Graph): 12th grade

Use extra sheet or back if necessary.

1. Will this material be the basic text or will it supplement the basic text? If it is supplementary, what is your basic text?

This book will be a basic text read by all students in AP Literature.

2. How did you become aware of this material? (Professional journals, salesman, publisher's catalog, know someone who has used it, used material before, etc.)

This book won the Pulitzer Prize in fiction in 2017 and the National Book Award in 2016. It received a lot of attention and was on a number of "Recommended Lists" in the last few years.

3. What other materials did you consider?

I considered *The Poisonwood Bible* by Barbara Kingsolver because the department already owned a few copies. I also considered other more classic texts like *Their Eyes Were Watching God*, *Things Fall Apart*, and *The Grapes of Wrath*. However, none of these were as relevant to students' needs/interests as this text. This book introduces them, on a visceral level, to the backdrop of current racial issues in the U.S..

4. In what ways is this material better than the other materials? (Text format, organization content, unbiased content concerning minorities and women, teacher's guide, workbooks, etc.)

This text is an in-depth look at the experience of slaves trying to escape to freedom in the south prior to the civil war. It is told from that perspective a young slave woman, Cora, who reluctantly decides to escape and then spends several years on the run trying to find full freedom. The

storytelling style is realistic-historical fiction combined with elements of magical realism, which is interesting for student readers. The other book choices are either too long or not as relevant.

5. How does this material fit the students learning objectives for the subject area?

Students in AP literature are supposed to build skills of literary analysis using texts that are complex, challenging, and considered to be of high literary merit. This book meets all of those criteria. The course already has students read a number of older classics (*Macbeth* by Shakespeare, *The Importance of Being Earnest* by Oscar Wilde, and *Frankenstein* by Mary Shelley), so I wanted their last major classic work to be more contemporary.

6. How does this material ensure continuity with the District's overall program?

This material meets the district's mission to provide a high quality educational experience for learners of all different needs and backgrounds. This text provides the rigor that our top students in 12th grade English need as they prepare for college studies. Further, the text's multi-cultural perspective ensures students are introduced to experiences and perspectives that are different from their own.

Instructional Materials Committee Evaluation Form cont.

7. Bias content checklist:

Bias Content	Excellent	Good	Fair	Poor	Non-App.
1. Presents more than one view of controversial issues.	XXXXX				
2. Presents minorities realistically.	XXXX				
3. Includes contributions of minority authors.	XXXXX (the author is African American)				
4. Presents non-stereotypic models	XXXX				
5. Facilitates the sharing of cultural differences.	XXXX				
6. Promotes the positive nature of differences		XXXX			
7. Includes the contributions, inventions, or discoveries of minorities.			XXXX	(good)	
8. Includes the contributions, inventions, or discoveries of women.				XXXX	
9. Presents minorities in a manner that promotes ethnic pride.			XXXX	(good)	
10. Facilitates an environment open to discovery and experimentation			XXXXX (excellent)		