

**Resolution:** *The prohibition of curriculum and teacher training such as “Action Civics”, “Civic Engagement”, “Project-based Civics”, “Critical Race Theory”, “The 1619 Project” and the prevention of the Federal “Civics Secures Democracy Act” from being taught or implemented in Wisconsin classrooms.*

**Create:** The creation of legislation that would prohibit curriculum and teacher training such as “Action Civics”, “Civic Engagement”, “Project-based Civics”, “Critical Race Theory”, “The 1619 Project”, and Critical Race Theory concepts”, from being taught in Wisconsin classrooms. The creation of legislation that would prohibit the Federal “Civics Secures Democracy Act” from being taught or implemented in Wisconsin classrooms.

**Rationale:** Critical race theory (CRT) is an academic discipline that holds that the United States is a nation founded on white supremacy, patriarchy, and oppression and that these forces are still at the root of our society. CRT believes that the existing state of inequitable distribution is the product of institutionalized white supremacy and economic exploitation. CRT’s key analytical and rhetorical framework is to portray every instance of racial disparity as evidence of racial discrimination.<sup>1</sup> CRT results in people looking for “power imbalance, bigotry, and biases that it assumes must be present”, which reduces everything to prejudice, “as understood under the power dynamics asserted by Theory”.<sup>2</sup>

The Civics Secures Democracy Act is meant to politicize students by teaching them to turn away from equality and individual liberty for the allure of identity politics and the redistribution of everything. The bill also looks to rejuvenate a national test that would be used as a backdoor for a national curriculum on all the States. Thus, forcing national curriculum standards on states and local municipalities would yield potential disastrous financial implications as scores would be tied to the awarding of federal grants. The bill would increase and regularize national assessments in history and civics, facilitate state-by-state comparisons, and condition grants on the willingness of a state to participate in the history and civics portions of the test on a regular basis. State-by-State comparisons or rankings would have a significant impact on parental satisfaction with schools.

CRT curriculum distracts both educators and students from rigorous learning content, while also teaching ideas that undermine the value of individual liberty and America’s founding ideals and further embed the concept of systemic racism in the public conscious. These distractions come at a time when state and school officials do not require enough civics-related instruction in school, and there are wide learning gaps in core subjects like reading and math between children from different ethnicities- all subjects that need more, not less, attention. We must teach a robust curriculum that enforces critical thinking skills free of bias and teaches ALL American history. American history is OUR history no matter your race, color, religion (creed), gender, gender expression, age, national origin (ancestry), disability, marital status, sexual orientation, or military status, in any of its activities or operations.

**THEREFORE, BE IT RESOLVED** that the **BURLINGTON AREA SCHOOL DISTRICT** requests the following:

- I. **Create Curriculum Transparency - Public school officials should make public K-12 curricular materials available to taxpayers and families. Parents and taxpayers should be able to view course syllabi, the titles of assigned books and articles, homework questions, and in-class assignments online.**<sup>5</sup>

- II. **There is adequate evidence to support that K-12 civics instruction within the United States needs improvement. Any reform to instruction should emphasize the national character of the United States as well the appropriate roles for different levels of Government.**
- III. **America must be celebrated – this must be taught throughout varied instructional outcomes. While American history does have failures where we as a nation have failed to live up to our expectation of freedom and opportunity for all, it certainly should not tarnish American youth from learning how we as a nation overcame those failures to become a better nation.**
- IV. **Grant power to the States to reallocate current taxpayer spending from unsuccessful State and Federal programs to State and Local programs focused on civic learning.**
- V. **Ensure civic instruction is a State and Local responsibility – not Federal. Reject all funding from the Federal Government tied to the Civics Secures Democracy Act.**
- VI. **Ensure increased student proficiency in civic concepts, not “actions civics.” Actions civics is a dangerous concept when instruction fails to teach students to be proud of the nation they live within.**

***IN WITNESS WHEREOF***, that execution of this Resolution is conclusive evidence of the Board of Education’s approval of this action and the authority granted herein at a duly noticed meeting of the Board held on \_\_\_\_\_.

Dated this \_\_\_\_\_ day of \_\_\_\_\_, 2021.

## EXAMPLES OF CRT'S USE IN K-12 SCHOOLS:

- In Cupertino, CA, an elementary school forced first-graders to deconstruct their racial and sexual identities and rank themselves according to their “power and privilege.”<sup>4</sup>
- In Springfield, MO, a middle school forced teachers to locate themselves on an “oppression matrix,” based on the idea that straight, white, English-speaking, Christian males are members of the oppressor class and must atone for their privilege and “covert white supremacy.”<sup>4</sup>
- In Philadelphia, PA, an elementary school forced fifth graders to celebrate “Black communism” and simulate a Black Power rally to free 1960s radical Angela Davis from prison, where she had once been held on charges of murder.<sup>4</sup>
- In December 2020, the Illinois State Board of Education adopted new “Culturally Responsive Teaching and Learning Standards” that are focused on identity politics, teaching students on how to resist “systems of oppression” in which they allegedly live. Teachers are to recognize how their own “identity (race/ethnicity, national origin, language, sex and gender, gender identity, sexual orientation, physical/developmental/emotional ability, socioeconomic class, religion, etc.) affects their perspectives and beliefs about pedagogy and students.”<sup>5</sup>
- In Buffalo, NY, the director of the Office of Culturally and Linguistically Responsive Initiatives, created a new curriculum promoting Black Lives Matter in the classroom and an “antiracist” training program for teachers. According to one veteran teacher, the training programs pushed “radical politics” and, in practice, become a series of “scolding’s, guilt-trips, and demands to demean oneself simply to make another feel ‘empowered’”. Teachers must submit to these “manipulative mind games” and express support for the director’s left-wing politics, or risk professional retaliation. During one all-hands training session, the director claimed that America “is built on racism” and that all Americans are guilty of “implicit racial bias.” The director argued that “America’s sickness” leads some whites to believe that blacks are “not human,” which makes it “easier to shoot someone in the back seven times if you feel like it.” The director said that the solution is to “be woke, which is basically critically conscious,” citing a pedagogical concept developed by Marxist theoretician Paolo Freire holding that students must be trained to identify and eventually overthrow their oppressors. After the director’s presentation, one teacher reaffirmed this political imperative, declaring that students must become “activists for antiracism” and public-school teachers should begin “preparing them at four years old.”<sup>6</sup>
- In Buffalo, NY, kindergarten students were asked to compare their skin color with an arrangement of crayons and watch a video that dramatized dead black children speaking to them from beyond the grave about the dangers of being killed by “racist police and state-sanctioned violence.” By fifth grade, students were taught that America has created a “school-to-grave pipeline” for black children and that, as adults, “one million Black people are locked in cages.”<sup>6</sup>
- In New York City, NY, a principal showed a graphic outlining eight stages of white identity development—from the lowest form, “white supremacist,” to the intermediate forms of “white confessional” and “white traitor,” to the highest form, “white abolitionist.” The goal of this process, according to the graphic’s creator, is to challenge the “regime of whiteness” and eventually to “subvert white authority” and “not [allow] whiteness to reassert itself.”<sup>7</sup>
- Bettina Love, a critical race theorist, writes that public schools are guilty of “the spirit murdering of Black and Brown children,” which she defines as “a death that is built on racism and intended to reduce, humiliate, and destroy people of color.” During a presentation in San Diego, Love added that supporting Black Lives Matter is a “cheap symbolic” gesture that will not stop the spirit murder of minority children in schools. Love told the teachers that whites are directly responsible for the plight of “dark children.” In a slide labeled “Teacher Education Gap,” Love

argued that “Whiteness reproduces poverty, failing schools, high unemployment, school closings, and trauma for people of color.” She insisted that “white educators must take responsibility” because they created and derive privileges from “white supremacy culture.” Declaring that “reform will not work,” Love argues for “abolitionist teaching,” a pedagogy designed to “remove oppression from its roots.” Whites, according to Love, must make a special effort. During the presentation in San Diego, as part of a list of “abolitionist teacher’s demands,” Love told white attendees that they must undergo “antiracist therapy for White educators” in order to overcome their racism, ignorance, and history of harm. Once they have proven themselves, they can become “co-conspirators” in the campaign for “abolition.”<sup>8</sup>

- In Seattle, WA, the central message of a training session was white teachers must recognize that they “are assigned considerable power and privilege in our society” because of their “possession of white skin.” Consequently, to atone for their collective guilt, white teachers must be willing to “bankrupt [their] privilege in acknowledgement of [their] thieved inheritance.” They must self-consciously reject their “whiteness” and become dedicated “anti-racist educator[s].” In the most disturbing portion of the training, the teachers held a discussion about “spirit murder,” which, according to Bettina Love, is the concept that Americans schools “murder the souls of Black children every day through systemic, institutionalized, anti-Black, state-sanctioned violence.” In the words of Love, who originated the concept, the education system is “built on White supremacy” and “invested in murdering the souls of Black children,” even in the most ostensibly progressive institutions. At the conclusion of the training, teachers must explain how they will practice “anti-racist pedagogy,” address the “current social justice movements taking place,” and become “anti-racist outside the classroom.” They are told to divide the world into “enemies, allies, and accomplices,” and work towards the “abolition” of whiteness. They must, in other words, abandon the illusion of neutral teaching standards and get in the trenches of race-based activism.<sup>9</sup>

## WEBSITES:

- New Discourses
  - Extensive list of resources (articles, videos and audio) that are valuable for understanding CRT and its negative impact on schools, organizations, businesses, government and society.
  - Majority of James Lindsay’s work can be found here.
  - NewDiscourses.com
- CriticalRace.Org
  - Resource for parents and students to examine the impact and scope of CRT on higher education institutions.
  - Website includes links to resources concerning CRT in K-12 schools with links to Manhattan Institute, Discovery Institute, Heritage Foundation, and National Association of Scholars.
  - Website provides students and parents with ability to submit information about ongoing critical race theory training and curriculum they come across on campus.
  - CriticalRace.org
- Parents Defending Education
  - National grassroots organization working to reclaim our schools from activists promoting harmful agendas. Through network and coalition building, investigative reporting, litigation, and engagement on local, state and national policies, we are fighting indoctrination in the classroom- and for restoration of a healthy, non-political education for our kids.

- DefendingEd.org
- No Left Turn In Education
  - Grassroots movement of parents, families and citizens who believe K-12 education should be free from indoctrination and politicization. Their mission is to revive in American K-12 education the fundamental discipline of critical and active thinking which is based on facts, investigation, logic and sound reasoning.
  - NoLeftTurn.us
- Foundation for Individual Rights in Education (FIRE)
  - Mission is to defend and sustain the individual rights of students and faculty members at America's colleges, universities and K-12 schools. These rights include freedom of speech, freedom of association, due process, legal equality, religious liberty, and sanctity of conscience—the essential qualities of liberty. FIRE educates students, faculty, alumni, trustees, and the public about threats to these rights, and provides the means to preserve them.
  - TheFire.org
- Foundation Against Intolerance and Racism (FAIR)
  - Nonpartisan organization dedicated to advancing civil rights and liberties for all Americans, and promoting a common culture based on fairness, understanding and humanity.
  - Developed to defend civil liberties and rights guaranteed to everyone, including freedom of speech and expression, equal protection under the law, and the right to personal privacy.
  - Advocate for individuals who are threatened or persecuted for speech, or who are held to a different set of rules for language or conduct based on their skin color, ancestry, or other immutable characteristics.
  - FairForAll.org
- SchoolhouseRights.org
  - Mission is to defend and support the individual rights of students, parents and faculty members in public K-12 education. Freedom of speech and association, due process, legal equality, religious liberty, sanctity of conscience, and the right of parents to guide and direct the upbringing of their children are rights essential to liberty and a free society. Schoolhouse Rights defends these rights through litigation and advocacy on behalf of students, parents, and teachers in public education. Schoolhouse rights is not a think tank, but an organization devoted to serving the practical legal needs of students, parents and teachers in public schools.
  - Schoolhouserights.org

#### YOUTUBE VIDEOS:

- *The Parent-Led Challenge to Critical Race Theory*. Manhattan Institute. Hughes, C., Rufo, C. F., & Yoo, J. (2021, February 18). <https://www.youtube.com/watch?v=mKah3ngmieQ>
- *Christopher Rufo: Critical Race Theory's Impact on Schools*. Chalkboard Review. Kinnett, T., & Rufo, C. (2021, March 2). <https://www.youtube.com/watch?v=lg-FHh41PQU>
- *Critical Race Theory War: James Lindsay, Allie Stuckey, Christopher Rufo*. The Rubin Report. Rubin, D., Lindsay, J., Stuckey, A., & Rufo, C. F. (2021, February 19). [https://www.youtube.com/watch?v=q-z\\_ZrxP9hl](https://www.youtube.com/watch?v=q-z_ZrxP9hl)

- *The Battle for our Future: America vs. Critical Race Theory*, Guest: Christopher Rufo. Relatable with Allie Beth Stuckey. Stuckey, A.B., & Rufo, C. (2020, October 2). <https://www.youtube.com/watch?v=ZfMUGkfHeU4>
- *Breaking Down Critical Social Justice Theory in K-12 Education*. New Discourses. Lindsay, J. (2020, March 3). <https://newdiscourses.com/2020/03/critical-social-justice-k-12-education/>
- *Waking Up To "Woke": Combatting Critical Race Theory*. Texas Public Policy Foundation. Roberts, K., Rufo, C. F., & Miller, W. (2021, April 12). <https://www.youtube.com/watch?v=dHt4HFLCaM>
- *Activist Parent Reveals the Poison of Critical Race Theory Education*. Conversations with Dr. Carol Swain. Swain, C.M. (2021, February 4). <https://www.youtube.com/watch?v=vzZ26aXYw64>
- *Critical Race Theory: On The New Ideology of Race*. Manhattan Institute. Riley, J.L., Banks, R.R., Kennedy, R., McWhorter, J.H., & Rufo, C.F. (2020, December 16). <https://www.youtube.com/watch?v=ZuvhrXM3v7U>
- *What You Need To Know About Critical Race Theory*. The Rubin Report. Rubin, D., & Rufo, C.F. (2020, September 23). <https://www.youtube.com/watch?v=fbCmbLsW0r8>
- *From Zimbabwe to America*. Conversations with Dr. Carol Swain. Swain, C.M. (2021, April 29). <https://www.youtube.com/watch?v=Iz-EFA9CT9U>

#### PODCASTS:

- The Rubin Report
  - Critical Race Theory War: James Lindsay, Allie Stuckey, Christopher Rufo. Air date: 2021, February 19.
  - What Schools Have Been Hiding About Anti-Racism Lessons- Paul Rossi Interview. Air date: 2021, April 29.
- Relatable with Allie Beth Stuckey
  - Episode 308: The Battle For Our Future: America vs. Critical Race Theory. Air date: 2020, October 2.
  - Episode 327: The Truth About Critical Race Theory. Air date: 2020, November 16.
  - Episode 353: Our Kids Are Learning What? Guest: Christopher Rufo. Air date: 2021, January 18.
  - Episode 400: Is Critical Race Theory Creeping into Christian Schools? Guest: Isabel Brown. Air date: 2021, April 8.
- The Megyn Kelly Show
  - Episode 59: Race and Schools, with Jodi Shaw and Christopher Rufo. Air date: 2021, February 3.
  - Episode 93: A Teacher Speaks Out: Paul Rossi on Critical Race Theory and Anti-Racist Teachings "Demonizing" Kids at his School. Air date: 2021, April 23.
  - Episode 99: A Parent Fights Back: Andrew Gutmann on Critical Race Theory and "Anti-Racism" Indoctrination at His Daughter's School. Air date: 2021, May 7.
- New Discourses
  - No! Critical Race Theory Does NOT Continue the Civil Rights Movement. Air date: 2021, February 15.
  - Saying No to Critical Race Theory. Air date: 2020, July 20.
  - The Truth About Critical Methods. Air date: 2020, March 19.

- Be The People with Dr. Carol Swain
- Journey Out of Critical Race Theory. Air date: 2020, March 11.
- The Ben Domenech Podcast
- Shelby Steele and the Consequences of Courage. Air date: 2021, March 8.

#### ADDITIONAL ARTICLES:

- Davidson, J. (2021, April 13). Teacher Rejects Critical Race Theory In His School: It's 'Self-Evidently Racist'. The Federalist. Retrieved from <https://thefederalist.com/2021/04/13/teacher-rejects-critical-race-theory-indoctrination-in-his-progressive-school-its-self-evidently-racist/>
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- Kaminsky, G. (2021, April 29). Idaho Bans Teachers From Making Students "Affirm" Critical Race Theory In Government Schools. The Federalist. Retrieved from Eden, M. (2020, September 18). Critical Race Theory in American Classrooms. Retrieved from <https://www.city-journal.org/critical-race-theory-in-american-classrooms>
- Pullmann, J. (2021, April 27). Parents Revolt After Texas' No. 1 School District Tries to Institutionalize Racism. The Federalist. Retrieved from <https://thefederalist.com/2021/04/27/parents-revolt-after-texas-no-1-school-district-tries-to-institutionalize-racism/>
- Rufo, C. (2021, April 21). Standing Against Critical Race Theory. The American Mind. Retrieved from <https://americanmind.org/salvo/standing-against-critical-race-theory/>
- Rufo, C. (2021, March). Critical Race Theory: What It Is and How to Fight It. *Imprimis*, 50(3). Retrieved from <https://imprimis.hillsdale.edu/critical-race-theory-fight/>
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- Swain, C. (2021, January 15). Critical Race Theory's Toxic, Destructive Impact on America. Retrieved from <https://1776unites.com/essays/critical-race-theorys-toxic-destructive-impact-on-america/>
- Kurtz, Stanley. "The Greatest Education Battle of Our Lifetimes." *National Review*, National Review, 15 Mar. 2021, [www.nationalreview.com/corner/the-greatest-education-battle-of-our-lifetimes/](http://www.nationalreview.com/corner/the-greatest-education-battle-of-our-lifetimes/).

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2. Butcher, J., & Gonzalez, M. (2020, December 7). Critical Race Theory, the New Intolerance, and Its Grip on America. The Heritage Foundation. Retrieved from <https://www.heritage.org/civil-rights/report/critical-race-theory-the-new-intolerance-and-its-grip-america>

3. Lindsay, J. (2020, June 12). Eight Big Reasons Critical Race Theory is Terrible for Dealing with Racism. New Discourses. Retrieved from <https://newdiscourses.com/2020/06/reasons-critical-race-theory-terrible-dealing-racism/>
4. Rufo, C. F. (2021, April 19). How To Fight Critical Race Theory. ChristopherRufo.com. Retrieved from <https://christopherrufo.com/how-to-fight-critical-race-theory/>
5. Butcher, J., & Burke, L. M. (2021, March 22). Seven Steps to Combatting "Critical Theory" in the Classroom. The Heritage Foundation. Retrieved from <https://www.heritage.org/education/report/seven-steps-combatting-critical-theory-the-classroom>
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