

**PARK COUNTY SCHOOL DISTRICT #6
BOARD OF EDUCATION POLICY**

#1

CODE: KEC

PUBLIC CONCERNS/COMPLAINTS ABOUT INSTRUCTIONAL RESOURCES

**PUBLIC REQUEST FORM FOR RE-EVALUATION OF
SPECIFIC INSTRUCTIONAL MATERIALS**

AUTHOR: n/a (11th Grade anthology) TITLE: The American Experience

PUBLISHER/PRODUCER: Pearson-Prentice Hall

TYPE OF MATERIAL

TEXTBOOK X SOFTWARE _____

LIBRARY BOOK _____ AUDIO/VISUAL _____

OTHER _____ (PLEASE SPECIFY)

TELEPHONE: 307-250-4684 ADDRESS: PO Box 191, Wapiti, WY 82450

PERSON REPRESENTS:

X SELF _____ ORGANIZATION Marjorie Tallen (NAME)

(Please answer the following questions)

1. To what in the material do you object? Please be specific - cite pages if possible.

P.1288: Historical timeline entry: "2001: Hijacked planes crash into the World Trade Center in New York, the Pentagon in Washington, D.C., and a field in Pennsylvania on the same day. Thousands of lives are lost." The perpetrators of these events are known, so why are their identities, affiliation and purpose unstated? This is representative of a pattern in recent instructional materials, of not identifying the perpetrators or the ideology (radical Islam) that motivated them, and avoiding discussion of Islamic terrorism.

2. What do you feel might be the result of reading, viewing, listening to, or using this material?

A failure to understand that these events were perpetrated by members of Al Qaeda, a Muslim extremist organization pursuing *jihad* – religious war – against American and the West; and that these attacks were the proximate cause of the "War on Terror" which has been ongoing since 9/11/2001.

3. Did you read, view, listen to or use the material in its entirety? X Yes No

4. What would you like to have done about this material?

 Withdraw it from the schools.

X Other: Supplement or replace this entry with a brief but accurate summation of the nature of the 9/11 attacks and their consequences, that does not shirk from defining them as terrorism or from properly attributing them to a radical Islamic terrorist organization.

Adopted: 11/16/93



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TYPE OF MATERIAL

TEXTBOOK X SOFTWARE _____

LIBRARY BOOK _____ AUDIO/VISUAL _____

OTHER _____ (PLEASE SPECIFY)

TELEPHONE: 505-352-4863 ADDRESS: PO Box 191, Wapiti, WY 82450

PERSON REPRESENTS:

X SELF _____ ORGANIZATION Bill Tallen (NAME)

(Please answer the following questions)

1. To what in the material do you object? Please be specific - cite pages if possible.

p.968: "fears of communism fueled the 'witch hunts' of the 1950s, unleashing investigations and accusations by Senator Joseph McCarthy that ruined the careers and reputations of many Americans." This is a shallow, one-sided discussion of the topic that is neither balanced nor objective. No context is provided to describe the threat of communist aggression and subversion during the early years of the Cold War, the number of actual communists that the House Un-American Activities Committee (HUAC) discovered in sensitive positions, or a comparison of HUAC's worst excesses to the gulag system in the USSR or suppression of dissent elsewhere in the world.

2. What do you feel might be the result of reading, viewing, listening to, or using this material?

Students will be led to believe that McCarthy's and anyone else's opposition to communism in that period was entirely unfounded and exaggerated.

3. Did you read, view, listen to or use the material in its entirety? X Yes No

4. What would you like to have done about this material?

 Withdraw it from the schools.

X Other: Either do not adopt this book, or supplement this passage with a more even-handed approach to the topic, presenting the testimony of Whittaker Chambers and other defectors from the communist movement, describing the activities of HUAC in more objective terms, and portraying the ideological struggle and strategies at play in the Cold War.

Adopted: 11/16/93



#3

**PARK COUNTY SCHOOL DISTRICT #6
BOARD OF EDUCATION POLICY**

CODE: KEC

PUBLIC CONCERNS/COMPLAINTS ABOUT INSTRUCTIONAL RESOURCES

**PUBLIC REQUEST FORM FOR RE-EVALUATION OF
SPECIFIC INSTRUCTIONAL MATERIALS**

AUTHOR: n/a (11th Grade anthology) TITLE: The American Experience

PUBLISHER/PRODUCER: Pearson-Prentice Hall

TYPE OF MATERIAL

TEXTBOOK X SOFTWARE _____

LIBRARY BOOK _____ AUDIO/VISUAL _____

OTHER _____ (PLEASE SPECIFY)

TELEPHONE: 505-352-4863 ADDRESS: PO Box 191, Wapiti, WY 82450

PERSON REPRESENTS:

X SELF _____ ORGANIZATION Bill Tallen (NAME)

(Please answer the following questions)

1. To what in the material do you object? Please be specific - cite pages if possible.

p.1240: The selection from George Clooney's screenplay "Good Night and Good Luck" targets Senator Joseph McCarthy and the activities of the HUAC with the same one-sided approach as the discussion on p. 968, addressed in a separate complaint. This unbalanced approach is very common in leftwing circles but does not tell the whole story.

2. What do you feel might be the result of reading, viewing, listening to, or using this material?

Students will be further encouraged to believe that McCarthy's and anyone else's opposition to communism in that period was entirely unfounded and exaggerated - a very significant misconception.

3. Did you read, view, listen to or use the material in its entirety? X Yes No

4. What would you like to have done about this material?

 Withdraw it from the schools.

X Other: Either do not adopt this book, or supplement this passage (and that on p.968) with a counterpoint showing the subversive activities of domestic communist groups and their foreign sponsors, resulting in a more even-handed approach to the topic

Adopted: 11/16/93



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TYPE OF MATERIAL

TEXTBOOK X SOFTWARE _____

LIBRARY BOOK _____ AUDIO/VISUAL _____

OTHER _____ (PLEASE SPECIFY)

TELEPHONE: 505-352-4863 ADDRESS: PO Box 191, Wapiti, WY 82450

PERSON REPRESENTS:

X SELF _____ ORGANIZATION Bill Tallen (NAME)

(Please answer the following questions)

1. To what in the material do you object? Please be specific - cite pages if possible.

p.976, timeline: "1967: Israel: Israel gains territory from Arab states in Six-Day War" a statement that implies that Israel was the aggressor, seeking territorial gain. In fact, Israel faced imminent attack from Egypt, Syria, and Jordan, all three of which were committed to Israel's destruction. A pre-emptive attack, the only viable military option Israel had, countered the overwhelming numerical superiority of the Arab states. Territory was seized in the course of combat, and was held when the Arab states refused to accept defeat and acknowledge Israel's right to exist, in order to establish defensible borders and avoid the risk of destruction should the Arabs renew their attack. The territory seized was later returned to the one state (Egypt) that signed a peace treaty with Israel. The short statement in the text is inaccurate, incomplete, and misleading, and expresses anti-Israel sentiment that is neither balanced nor objective.

2. What do you feel might be the result of reading, viewing, listening to, or using this material?

Students will be encouraged to believe, inaccurately, that Israel was the aggressor in 1967, and intended to seize territory from its neighbors, an inversion of historical fact.

3. Did you read, view, listen to or use the material in its entirety? X Yes No

4. What would you like to have done about this material?

 Withdraw it from the schools.

X Other: Either do not adopt this book, or replace this statement with, e.g., "Threatened with destruction by an Arab alliance, Israel prevails in the Six Day War."

Adopted: 11/16/93



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TYPE OF MATERIAL

TEXTBOOK X SOFTWARE _____

LIBRARY BOOK _____ AUDIO/VISUAL _____

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TELEPHONE: 505-352-4863 ADDRESS: PO Box 191, Wapiti, WY 82450

PERSON REPRESENTS:

X SELF _____ ORGANIZATION Bill Tallen (NAME)

(Please answer the following questions)

1. To what in the material do you object? Please be specific - cite pages if possible.

p.1279: The discussion of the environmental movement from 1970 to the present is very one-sided, praising Al Gore, the IPCC, the Kyoto Protocol, and other champions, organizations, and efforts without any acknowledgement of the considerable controversy surrounding all of them. There is also no acknowledgement of the progress made on environmental issues in the US and other developed nations, or of the terrible record of China, Russia, and much of the developing world on these same issues.

2. What do you feel might be the result of reading, viewing, listening to, or using this material?

Students will be led to believe that the proponents of extreme environmentalism and anthropogenic global warming represent an unopposed consensus and an inarguable position on these issues; and that their own nation and culture have a consistently poor record of responding to these challenges. Both assumptions are biased and inaccurate.

3. Did you read, view, listen to or use the material in its entirety? X Yes No

4. What would you like to have done about this material?

 Withdraw it from the schools.

X Other: Either do not adopt this book, or supplement this passage with a more even-handed approach to the topic, presenting opposing viewpoints on climate change, the IPCC, Kyoto, etc.

Adopted: 11/16/93



**PARK COUNTY SCHOOL DISTRICT #6
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CODE: KEC

PUBLIC CONCERNS/COMPLAINTS ABOUT INSTRUCTIONAL RESOURCES

**PUBLIC REQUEST FORM FOR RE-EVALUATION OF
SPECIFIC INSTRUCTIONAL MATERIALS**

AUTHOR: n/a (4th Grade reader) TITLE: Journeys 4PUBLISHER/PRODUCER: Houghton Mifflin Harcourt

TYPE OF MATERIAL

TEXTBOOK X SOFTWARE _____

LIBRARY BOOK _____ AUDIO/VISUAL _____

OTHER _____ (PLEASE SPECIFY)

TELEPHONE: 505-352-4863 ADDRESS: PO Box 191, Wapiti, WY 82450

PERSON REPRESENTS:

X SELF _____ ORGANIZATION Bill Tallen (NAME)

(Please answer the following questions)

1. To what in the material do you object? Please be specific - cite pages if possible.

p. 671: "The Constitution sets up the United States as a democracy." This statement manages to be both simplistic and wrong. The Constitution established a republic, with only members of the U.S. House of Representatives directly elected by the people. The founders understood the hazards of direct democracy, which (as in ancient Athens and elsewhere) can lead to a "tyranny of the majority." They established a system of checks and balances and representational government that protects against democratic excess. This is a very fundamental point that can and should be explained clearly and correctly even at this grade level.

2. What do you feel might be the result of reading, viewing, listening to, or using this material?

Students will be taught to think of America as a democracy, which it is not, and by implication to value direct democracy more highly than the nuanced mechanisms of a representational system, with checks and balances, which our Constitution established.

3. Did you read, view, listen to or use the material in its entirety? X Yes No

4. What would you like to have done about this material?

 Withdraw it from the schools.

X Other: Either do not adopt this book, or replace the quoted statement with "The Constitution established a republic," followed by a short explanation of what a republic is and how it differs from a democracy.

Adopted: 11/16/93



#7

**PARK COUNTY SCHOOL DISTRICT #6
BOARD OF EDUCATION POLICY**

CODE: KEC

PUBLIC CONCERNS/COMPLAINTS ABOUT INSTRUCTIONAL RESOURCES

**PUBLIC REQUEST FORM FOR RE-EVALUATION OF
SPECIFIC INSTRUCTIONAL MATERIALS**

AUTHOR: n/a (4th Grade reader) TITLE: Journeys 4

PUBLISHER/PRODUCER: Houghton Mifflin Harcourt

TYPE OF MATERIAL

TEXTBOOK X SOFTWARE _____

LIBRARY BOOK _____ AUDIO/VISUAL _____

OTHER _____ (PLEASE SPECIFY)

TELEPHONE: 505-352-4863 ADDRESS: PO Box 191, Wapiti, WY 82450

PERSON REPRESENTS:

X SELF _____ ORGANIZATION Bill Tallen (NAME)

(Please answer the following questions)

1. To what in the material do you object? Please be specific - cite pages if possible.

p. 653: "Citizens' rights are the things that people are allowed to do according to the law." This is egregiously wrong. The rights of American citizens are clearly described by the Declaration of Independence and the U.S. Constitution as being unalienable rights granted by the Creator; and far from being delineated by law, in fact they comprise all rights and authorities not explicitly granted to the federal government or to the states by the Constitution

2. What do you feel might be the result of reading, viewing, listening to, or using this material?

Students will develop a mistaken idea as to the origin of their rights, and believe that they can be granted or abridged by law - a fundamental misunderstanding of real potential consequence.

3. Did you read, view, listen to or use the material in its entirety? X Yes ___ No

4. What would you like to have done about this material?

____ Withdraw it from the schools.

X Other: Either do not adopt this book, or replace the quoted sentence with a more accurate statement of the nature and origin of the rights of U.S. citizens.

Adopted: 11/16/93



#8

**PARK COUNTY SCHOOL DISTRICT #6
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CODE: KEC

PUBLIC CONCERNS/COMPLAINTS ABOUT INSTRUCTIONAL RESOURCES

**PUBLIC REQUEST FORM FOR RE-EVALUATION OF
SPECIFIC INSTRUCTIONAL MATERIALS**

AUTHOR: n/a (4th Grade reader) TITLE: Journeys 4

PUBLISHER/PRODUCER: Houghton Mifflin Harcourt

TYPE OF MATERIAL

TEXTBOOK X SOFTWARE _____

LIBRARY BOOK _____ AUDIO/VISUAL _____

OTHER _____ (PLEASE SPECIFY)

TELEPHONE: 505-352-4863 ADDRESS: PO Box 191, Wapiti, WY 82450

PERSON REPRESENTS:

X SELF _____ ORGANIZATION Bill Tallen (NAME)

(Please answer the following questions)

1. To what in the material do you object? Please be specific - cite pages if possible.

A substantial majority of the lessons in this reader (lessons 2, 3, 4, 5, 6, 8, 10, 12, 18, 20) that have human subjects or protagonists – including folk tales and myths - are based upon persons belonging to racial or ethnic minorities, or from foreign nations and cultures. The diversity of the American population (which is 64% non-Hispanic white, according to the 2010 Census) is misrepresented by the exaggerated focus on minorities – and the Celtic, Germanic, Norse, Slavic, and Mediterranean cultures that are the heritage of a majority of Americans are slighted by this over-emphasis on minorities and foreign cultures.

2. What do you feel might be the result of reading, viewing, listening to, or using this material?

Students will be indoctrinated in the “politically correct” intellectual focus on minority racial and ethnic groups while the ethnic background of the majority of them is ignored or demeaned.

3. Did you read, view, listen to or use the material in its entirety? X Yes No

4. What would you like to have done about this material?

 Withdraw it from the schools.

X Other: Either do not adopt this book, or provide supplementary materials celebrating the cultures, histories, folk tales, and myths of Americans' ancestors in a proportion closer to their actual representation in the population at large.

Adopted: 11/16/93



PARK COUNTY SCHOOL DISTRICT #6
BOARD OF EDUCATION POLICY

#9

CODE: KEC

PUBLIC CONCERNS/COMPLAINTS ABOUT INSTRUCTIONAL RESOURCES

PUBLIC REQUEST FORM FOR RE-EVALUATION OF
SPECIFIC INSTRUCTIONAL MATERIALS

AUTHOR: n/a (3rd Grade reader) TITLE: Journeys 3.2

PUBLISHER/PRODUCER: Houghton Mifflin Harcourt

TYPE OF MATERIAL

TEXTBOOK X SOFTWARE _____

LIBRARY BOOK _____ AUDIO/VISUAL _____

OTHER _____ (PLEASE SPECIFY)

TELEPHONE: 505-352-4863 ADDRESS: PO Box 191, Wapiti, WY 82450

PERSON REPRESENTS:

X SELF _____ ORGANIZATION Bill Tallen (NAME)

(Please answer the following questions)

1. To what in the material do you object? Please be specific - cite pages if possible.

p. 360-361, in an otherwise well-written selection about climbing in the Himalayas, it is stated that "Global Warming is another problem," as if that were simple fact instead of a controversial and poorly supported theory.

2. What do you feel might be the result of reading, viewing, listening to, or using this material?

Students will be encouraged to believe, inaccurately, that the Himalayas are being impacted by global warming, an assertion that is contested by many reliable scientific sources.

3. Did you read, view, listen to or use the material in its entirety? X Yes ___ No

4. What would you like to have done about this material?

____ Withdraw it from the schools.

X Other: Either do not adopt this book, or strike out this sentence, or replace it by a statement to the effect that "some people believe that global warming is a problem, while others disagree..."

Adopted: 11/16/93



**PARK COUNTY SCHOOL DISTRICT #6
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CODE: KEC

PUBLIC CONCERNS/COMPLAINTS ABOUT INSTRUCTIONAL RESOURCES

**PUBLIC REQUEST FORM FOR RE-EVALUATION OF
SPECIFIC INSTRUCTIONAL MATERIALS**

AUTHOR: n/a (3rd Grade reader) TITLE: Journeys 3.2PUBLISHER/PRODUCER: Houghton Mifflin Harcourt

TYPE OF MATERIAL

TEXTBOOK X SOFTWARE _____

LIBRARY BOOK _____ AUDIO/VISUAL _____

OTHER _____ (PLEASE SPECIFY)

TELEPHONE: 505-352-4863 ADDRESS: PO Box 191, Wapiti, WY 82450

PERSON REPRESENTS:

X SELF _____ ORGANIZATION Bill Tallen (NAME)

(Please answer the following questions)

1. To what in the material do you object? Please be specific - cite pages if possible.

p. 336. After a long lesson discussing Hawaii, during which Hawaii's status as a state of the USA is never acknowledged, there is a statement that "People from China, Japan, Samoa, the Philippines and other countries live in Hawaii today." One might conclude that there are no white, black, or other Americans from the US mainland living in Hawaii today. This is a bizarre example of extreme devotion to the notion of diversity. Diversity counts - except when it comes to acknowledging mainstream American culture.

2. What do you feel might be the result of reading, viewing, listening to, or using this material?

Students will be encouraged to believe, inaccurately, that Hawaii is inhabited by the descendants of Polynesians (discussed elsewhere in the lesson) and by the various named Asian and Pacific nationalities, but not by American citizens originating from the mainland.

3. Did you read, view, listen to or use the material in its entirety? X Yes ___ No

4. What would you like to have done about this material?

___ Withdraw it from the schools.

X Other: Either do not adopt this book, or supplement this lesson with an inclusive discussion of the actual diversity of the Hawaiian population; an acknowledgement that it is the 50th state to join the USA; and if space and time allow, a discussion of how it came under US influence in the 19th century.

Adopted: 11/16/93



PARK COUNTY SCHOOL DISTRICT #6
BOARD OF EDUCATION POLICY

#11

PUBLIC REQUEST FORM FOR RE-EVALUATION OF
SPECIFIC INSTRUCTIONAL MATERIALS

AUTHOR: Naomi Shihab Nye TITLE: Allied with Green

PUBLISHER/PRODUCER: Houghton Mifflin Harcourt Collections
Grade 7

TYPE OF MATERIAL

TEXTBOOK X (Grade 7) SOFTWARE _____

LIBRARY BOOK _____ AUDIO/VISUAL _____

OTHER _____ (PLEASE SPECIFY)

TELEPHONE: 3072508288 ADDRESS: 1231 Cedar Lane Cody, WY

PERSON REPRESENTS:

X SELF _____ ORGANIZATION Jennifer Wilkerson (NAME)

(Please answer the following questions)

1. To what in the material do you object? Please be specific - cite pages if possible.

Pages 149 - 152 Object to Entire piece → page 152
states, "stroke it, devote yourself to it, pray to it,
organize crews for it, bow down to it." "say
a simple prayer for it = referring to Green.

2. What do you feel might be the result of reading, viewing, listening to, or using this material?

No piece of literature in any school
should ask you to pray, bow down
or say a prayer.

3. Did you read, view, listen to or use the material in its entirety?

✓ Yes

____ No

4. What would you like to have done about this material?

Remove this book!

✓ Withdraw it from the schools.

____ Other

Adopted: 11/16/93

PARK COUNTY SCHOOL DISTRICT #6
BOARD OF EDUCATION POLICY
PUBLIC REQUEST FORM FOR RE-EVALUATION OF
SPECIFIC INSTRUCTIONAL MATERIALS

#12

AUTHOR: Numerous TITLE: Numerous

PUBLISHER/PRODUCER: Houghton Mifflin Harcourt Collections
Grade 7

TYPE OF MATERIAL

TEXTBOOK X (Grade 7) SOFTWARE _____

LIBRARY BOOK _____ AUDIO/VISUAL _____

OTHER _____ (PLEASE SPECIFY)

TELEPHONE: 3072508288 ADDRESS: 1231 Cedar Lane Coaly

PERSON REPRESENTS:

_____ SELF _____ ORGANIZATION Jennifer Wilkerson (NAME)

(Please answer the following questions)

1. To what in the material do you object? Please be specific - cite pages if possible.

Page 249 - short story by Charles Yu ;
Poem Dump by X.J. Kennedy ; Information
Text by Thomas Hine called 'Always wanting More
from ~~that~~ I want that

2. What do you feel might be the result of reading, viewing, listening to, or using this material?

All of these pieces degrade humans
and push one sided political agendas.

3. Did you read, view, listen to or use the material in its entirety? X Yes _____ No

4. What would you like to have done about this material?

This entire 7th grade book should
be removed!

✓ Withdraw it from the schools.

_____ Other

Adopted: 11/16/93

PARK COUNTY SCHOOL DISTRICT #6
BOARD OF EDUCATION POLICY

AUTHOR: Davia Holahan TITLE: Moby Duck

PUBLISHER/PRODUCER: Houghton Mifflin Harcourt

TYPE OF MATERIAL

TEXTBOOK

Close reader
✓ Collections

SOFTWARE

LIBRARY BOOK

AUDIO/VISUAL

OTHER

(PLEASE SPECIFY)

TELEPHONE: 587-6192 A D D R E S S :

59 W. Circle Dr. Cody WY

PERSON REPRESENTS:

Carol J. Carmstrong

☒ SELF

ORGANIZATION

Carol Carmstrong (NAME)

(Please answer the following questions)

1. To what in the material do you object? Please be specific - cite pages if possible.

large words - monomaniacal - pg 37.
intractable - no definition disgorged, charismatic pg 38 etc.
plastic ducks - cast carelessly - symbol of our
collective, all concerning air - Corp. "lets not litter" pr-
is to "greenwash" their sizable systemic culpability.
rising tide of indistructable trash -

2. What do you feel might be the result of reading, viewing, listening to, or using this material?

distrust of corp - dislike -
a 6th grader cannot determine how to solve the
pollution problem that is presented here -

3. Did you read, view, listen to or use the material in its entirety? ☒ Yes ☐ No

4. What would you like to have done about this material?

all this material is
garbage

☒

Withdraw it from the schools.

☐

Other

Adopted: 11/16/93

REC'D

5/18 @ 2:57

PARK COUNTY SCHOOL DISTRICT #6
BOARD OF EDUCATION POLICY

POLICY KEC
#14

COLLECTION 5 -

AUTHOR: JEANNE E. ARNOLD, CHARLES YU TITLE: THE STUFF OF CONSUMER
ETAL CRATURE

PUBLISHER/PRODUCER: HOUGHTON MIFFLIN HARCOURT

TYPE OF MATERIAL

TEXTBOOK COLLECTIONS
7TH GRADE

SOFTWARE _____

LIBRARY BOOK _____

AUDIO/VISUAL _____

OTHER _____ (PLEASE SPECIFY)

TELEPHONE: 307-527-5965 A D D R E S S :

PERSON REPRESENTS:

☒ SELF _____ ORGANIZATION SHELLA LEACH (NAME)

(Please answer the following questions)

1. To what in the material do you object? Please be specific - cite pages if possible.

pp. 221 - 254 Student Edition. This is all critical, with no alternative, balancing point of view. Nowhere acknowledged is that many people actually are thoughtful and believe in good stewardship of the earth. Human beings are frowned upon as the problem. Antidotes to this pessimism might be the documentaries "Blue" by Jeffrey King and "Demographic Winter", but in a 7th grade English class?

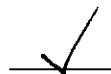
2. What do you feel might be the result of reading, viewing, listening to, or using this material?

Students are being led to a depressing, hopeless worldview in which humanity is viewed as the enemy of nature, whereas human ingenuity is actually the answer.

Sounds more like high school science discussion.

3. Did you read, view, listen to or use the material in its entirety? ☒ Yes ___ No

4. What would you like to have done about this material?



Withdraw it from the schools.

Other

Adopted: 11/16/93

REC'D

5/10/93 2:57

J.

PARK COUNTY SCHOOL DISTRICT #6
BOARD OF EDUCATION POLICY

#15

AUTHOR: AUDRE LORDE TITLE: HANGING FIREPUBLISHER/PRODUCER: HOUGHTON MIFFLIN HARCOURT

TYPE OF MATERIAL

TEXTBOOK COLLECTIONS
8TH GRADE

SOFTWARE _____

LIBRARY BOOK _____

AUDIO/VISUAL _____

OTHER _____ (PLEASE SPECIFY)

TELEPHONE: 301-521-5965 A D D R E S S :
11 MARQUETTE DRIVE, CODY

PERSON REPRESENTS:

☒ SELF _____ ORGANIZATION SHEILA LEACH (NAME)

(Please answer the following questions)

- To what in the material do you object? Please be specific - cite pages if possible.
P. 230 Teacher Edition. The poem "Hanging Fire" is disturbing and inappropriate for 8th graders, many/most of whom live in normal households. The writer hints repeatedly at having suicidal thoughts. The mother seems dysfunctional, maybe depressed, on drugs and/or engaging in questionable activities in her bedroom. There is no father in the picture.
- What do you feel might be the result of reading, viewing, listening to, or using this material?
Students, asked to discuss this scenario in pairs, should feel uncomfortable and out of their depth with this edgy and controversial subject matter.
- Did you read, view, listen to or use the material in its entirety? ☒ Yes ☐ No
- What would you like to have done about this material?

☒

Withdraw it from the schools.

Other

REC'D
5/10/93 2:57
2.

Adopted: 11/16/93

Along with its companion piece
"Teenagers" by Pat Mora, since
the two poems form a joint lesson.

PARK COUNTY SCHOOL DISTRICT #6
BOARD OF EDUCATION POLICY

#16

AUTHOR: Guy Trebay TITLE: "On the Titanic defered by what they wore"
 PUBLISHER/PRODUCER: Houghton Mifflin Harcourt

TYPE OF MATERIAL

Close reader
 TEXTBOOK Collections

SOFTWARE _____

LIBRARY BOOK _____

AUDIO/VISUAL _____

OTHER _____ (PLEASE SPECIFY)

TELEPHONE: 587 6192 A D D R E S S :
501 W. Circle Dr.
Carol J. Armstrong
 PERSON REPRESENTS:

☒ SELF _____ ORGANIZATION Carol J. Armstrong (NAME)

(Please answer the following questions)

1. To what in the material do you object? Please be specific - cite pages if possible.

gender: 3rd class passengers Mrs. Mearns - immigrant -
 class Ellis Island said home as vagrants or tramps - wretched
 doom. 1st class kept at gunpoint - ~~bottom~~ Bottom of the
 social scale - No mention of heroism by wealthy who
 helped others - "pulled from the Atlantic sorted by class by their
 clothes - need the other side - The band played & crew stayed on
 2. What do you feel might be the result of reading, viewing, listening to, or using this material? Some wealthy went down with the ship.

Bias against the wealthy - give examples of others who
 "Can't judge a book by its cover" - were wealthy & kind & brave.
 class envy - Being Blessed with wealth is not
 Bad on a sin. Character matters!

3. Did you read, view, listen to or use the material in its entirety? ☒ Yes ☐ No

4. What would you like to have done about this material?

☒ Withdraw it from the schools.

_____ Other

Adopted: 11/16/93

REC'D
 5/18 @ 2:57

J.

PARK COUNTY SCHOOL DISTRICT #6
BOARD OF EDUCATION POLICY

#17

AUTHOR: _____ TITLE: Journeys 3.1.PUBLISHER/PRODUCER: Houghton Mifflin Harcourt

TYPE OF MATERIAL

TEXTBOOK ☒

SOFTWARE _____

LIBRARY BOOK _____

AUDIO/VISUAL _____

OTHER _____ (PLEASE SPECIFY)

TELEPHONE: (307) 527-5242 A D D R E S S :
P.O. Box 486 Cody, WY 82414

PERSON REPRESENTS:

☒ SELF _____ ORGANIZATION _____ (NAME)

(Please answer the following questions)

1. To what in the material do you object? Please be specific - cite pages if possible.
p. 336 People from Japan, China, Samoa, the Philippines
and other countries live in Hawaii today -
What about mainland U.S. white & black people.
2. What do you feel might be the result of reading, viewing, listening to, or using this material? Misleading the 3rd grader -
3. Did you read, view, listen to or use the material in its entirety? ☒ Yes ☐ No
4. What would you like to have done about this material?

☒ Withdraw it from the schools.

____ Other

Adopted: 11/16/93

REC'D
5/18 @ 3:33

5.

PARK COUNTY SCHOOL DISTRICT #6
BOARD OF EDUCATION POLICY

#18

AUTHOR: Knute Edwards TITLE: The Return of the Yellowstone Grizzly

PUBLISHER/PRODUCER: Houghton Mifflin Harcourt

TYPE OF MATERIAL

TEXTBOOK _____ SOFTWARE _____

LIBRARY BOOK _____ AUDIO/VISUAL _____

☒ OTHER Informational Text (PLEASE SPECIFY)

TELEPHONE: (307) 527-5242 A D D R E S S :
P.O. Box 486 Cody, WY

PERSON REPRESENTS:

☒ SELF _____ ORGANIZATION Leslie Maslak (NAME)

(Please answer the following questions)

1. To what in the material do you object? Please be specific - cite pages if possible.
Mainly p. 14 Some experts argue that it's too soon to say that the Yellowstone Grizzlies are no longer threatened. We cannot be content.
2. What do you feel might be the result of reading, viewing, listening to, or using this material?
The children will be led to believe in one opinion! Environmentalism
3. Did you read, view, listen to or use the material in its entirety? ☒ Yes ___ No
4. What would you like to have done about this material?

☒ Withdraw it from the schools.
____ Other

Adopted: 11/16/93

REC'D
5/18 @ 3:50
S.

PARK COUNTY SCHOOL DISTRICT #6
BOARD OF EDUCATION POLICY

#19

AUTHOR: Patricia MacLachlan TITLE: Sarah, Plain and Tall - Journeys
3.2

PUBLISHER/PRODUCER: Houghton Mifflin Harcourt

TYPE OF MATERIAL

TEXTBOOK X SOFTWARE _____

LIBRARY BOOK _____ AUDIO/VISUAL _____

OTHER _____ (PLEASE SPECIFY)

TELEPHONE (307) 527-5242 A D D R E S S :
P.O. Box 486 Cody

PERSON REPRESENTS:

X SELF _____ ORGANIZATION Leslie Maslak (NAME)

(Please answer the following questions)

1. To what in the material do you object? Please be specific - cite pages if possible.
p. 206-221 Sarah, Plain and Tall - I object to the seriously deficient use of classic material - There are only 15 pgs. of this work which is a very good read. It is an insult to the author.
2. What do you feel might be the result of reading, viewing, listening to, or using this material?
They certainly would not have the whole story which is really quite shameful.
3. Did you read, view, listen to or use the material in its entirety? X Yes ___ No
4. What would you like to have done about this material?

_____ Withdraw it from the schools. Add the whole book.
_____ Other

Adopted: 11/16/93

REC'D
5/18 e 3:33
J

PARK COUNTY SCHOOL DISTRICT #6
BOARD OF EDUCATION POLICY

#20

AUTHOR: J.P. Adams TITLE: RodeoPUBLISHER/PRODUCER: Houghton Mifflin

TYPE OF MATERIAL

TEXTBOOK ☒

SOFTWARE _____

LIBRARY BOOK _____

AUDIO/VISUAL _____

OTHER _____ (PLEASE SPECIFY)

TELEPHONE: 587-6192 A D D R E S S :
501 W Circle Dr. Card garnishment

PERSON REPRESENTS:

☒ SELF _____ ORGANIZATION _____ (NAME)

(Please answer the following questions)

1. To what in the material do you object? Please be specific - cite pages if possible.
page 4 rider "catches" calves - fact "Rodeo"
pg. 10 a Steer is a young male Cow (female) raised for beef
2. What do you feel might be the result of reading, viewing, listening to, or using this material?
these small books are the size you would give a toddler
and facts should be truthful -
3. Did you read, view, listen to or use the material in its entirety? ☒ Yes ☐ No
4. What would you like to have done about this material? corrected

☒ Withdraw it from the schools.

Other _____

Adopted: 11/16/93

REC'D
5/10/93 3:34
5.

**PARK COUNTY SCHOOL DISTRICT #6
BOARD OF EDUCATION POLICY**

#21

AUTHOR: Rene Saldana, Jr. TITLE: From the jumping tree

PUBLISHER/PRODUCER: Houghton Mifflin Harcourt

TYPE OF MATERIAL 6th Grade Facing fear

TEXTBOOK Collections SOFTWARE _____

LIBRARY BOOK close reader AUDIO/VISUAL _____

OTHER _____ (PLEASE SPECIFY)

TELEPHONE: 587-6192 A D D R E S S :

501 W. Circle DR. Cody, WY

PERSON REPRESENTS: Carol G. Armstrong

✓ SELF _____ ORGANIZATION Carol G. Armstrong (NAME)

(Please answer the following questions)

1. To what in the material do you object? Please be specific - cite pages if possible. pg. 3-4-5-6-7-8
more info & comment on Mexican culture -
Spanish vocabulary explained - where English words ext like -
Mammoth, side, contract - etc. Mesquite, Kindling, then does
reference "My Mexican jumping Bean heart" - pg 6
2. What do you feel might be the result of reading, viewing, listening to, or using this material?
more about Mexican culture, customs, vocabulary
reference: "I am Mexican" - not American - pg 6 -
multicultural ~~emphasis~~ element -
We Americans are from many cultures but we are ~~American~~
Americans 1st
3. Did you read, view, listen to or use the material in its entirety? ✓ Yes No
4. What would you like to have done about this material?

✓ Withdraw it from the schools.

Other _____

So many classic examples of
fear - this seemed weak -
and uninteresting.
 Adopted: 11/16/98

REC'D
5/18 @ 2:51

5.

PARK COUNTY SCHOOL DISTRICT #6
BOARD OF EDUCATION POLICY

#22

AUTHOR: JOHN HERSEY TITLE: HIROSHIMAPUBLISHER/PRODUCER: PEARSON

TYPE OF MATERIAL

COMMON CORE LITERATURE
TEXTBOOK AMERICAN EXPERIENCE SOFTWARE _____

LIBRARY BOOK _____ AUDIO/VISUAL _____

OTHER _____ (PLEASE SPECIFY)

TELEPHONE: 301-521-5965 A D D R E S S :
SHEILA LEACH, TIMARQUETTE DRIVE, CODY

PERSON REPRESENTS:

☒ SELF _____ ORGANIZATION SHEILA LEACH (NAME)

(Please answer the following questions)

1. To what in the material do you object? Please be specific - cite pages if possible.

Pp. 984 - 995 (teacher edition)The story, while it might be interesting, gives a misleading, and potentially damaging, view of World War II. John Hersey wrote other accounts about Hitler's savagery in Poland, for instance. Why is that not

2. What do you feel might be the result of reading, viewing, listening to, or using this material?

Students could be left with the impression that the Allies, and particularly the United States, were the brutal aggressors in World War II and that the Japanese were innocent victims.

3. Did you read, view, listen to or use the material in its entirety?
- ☒
- Yes ___ No

4. What would you like to have done about this material?

☒

Withdraw it from the schools.

Other

Adopted: 11/16/93

REC'D
5/10 @ 2:57
5.

PARK COUNTY SCHOOL DISTRICT #6
BOARD OF EDUCATION POLICY

#23

AUTHOR: GEORGE CHONEY ^{GRANT HESLOV} TITLE: GOOD NIGHT AND
GOOD LUCKPUBLISHER/PRODUCER: PEARSON

TYPE OF MATERIAL

COMMON CORE LITERATURE
TEXTBOOK AMERICAN EXPERIENCE SOFTWARE _____

LIBRARY BOOK _____ AUDIO/VISUAL _____

OTHER _____ (PLEASE SPECIFY)

TELEPHONE: 301-521-5965 A D D R E S S :
SHEILA LEACH, 71 MARQUETTE DRIVE, CODY

PERSON REPRESENTS:

☒ SELF _____ ORGANIZATION SHEILA LEACH (NAME)

(Please answer the following questions)

1. To what in the material do you object? Please be specific - cite pages if possible.

pp. 1241-1247 (teacher edition)

This topic is controversial, but both sides are not presented. A revision to the longstanding and unquestioned condemnation of Senator Joe McCarthy is long overdue.

2. What do you feel might be the result of reading, viewing, listening to, or using this material?

The result of reading this material will predispose students to view Edward R. Murrow favorably and Senator Joe McCarthy with hostility. It will color their reading of "The Crucible", to which I have no objection. At that time, since McCarthy will no doubt be brought up, acknowledge that there are two sides to the story, and not just Arthur Miller's version.

3. Did you read, view, listen to or use the material in its entirety?
- ☒
- Yes
- ☐
- No

4. What would you like to have done about this material?

☒ Withdraw it from the schools.

____ Other

Adopted: 11/16/93

Miller's version.

REC'D
5/10/00 2:57
J.

Submitted per
Policy KEC *

PARK COUNTY SCHOOL DISTRICT #6
BOARD OF EDUCATION POLICY

#24

PUBLIC REQUEST FORM FOR RE-EVALUATION OF
SPECIFIC INSTRUCTIONAL MATERIALS

AUTHOR: Carl DeSoto TITLE: The Role of the Constitution

PUBLISHER/PRODUCER: Journeys Houghton Mifflin - Grade 4

TYPE OF MATERIAL

TEXTBOOK ☒ SOFTWARE _____

LIBRARY BOOK _____ AUDIO/VISUAL _____

OTHER _____ (PLEASE SPECIFY)

TELEPHONE: (307) 587-9255 ADDRESS: 1231 Cedar Lane, Cody, WY 82414

PERSON REPRESENTS:

☒ SELF _____ ORGANIZATION Woody Wilkerson (NAME)

(Please answer the following questions)

1. To what in the material do you object? Please be specific - cite pages if possible.

Page 671: "The Constitution sets up the United States as a democracy!"
This is wrong. The U.S. is a Republic. There are very distinct and important differences, including the existence of a constitution, the provisions of which cannot be taken away.

2. What do you feel might be the result of reading, viewing, listening to, or using this material?

The students will learn the wrong information regarding what form of government we have. This is a basic building block upon which our entire understanding of our rights, and the role of our government is based.

3. Did you read, view, listen to or use the material in its entirety? ☒ Yes ☐ No

4. What would you like to have done about this material? Teach the correct information, that our form of gov't is a Republic, and what that means.

____ Withdraw it from the schools.

☒ Other Fix it

Adopted: 11/16/93

PARK COUNTY SCHOOL DISTRICT #6
BOARD OF EDUCATION POLICY

#25

PUBLIC REQUEST FORM FOR RE-EVALUATION OF
SPECIFIC INSTRUCTIONAL MATERIALS

* submitted
per policy KEC!

AUTHOR: Journey's TITLE: Rights and Freedoms

PUBLISHER/PRODUCER: Journey's Houghton Mifflin - Grade 4

TYPE OF MATERIAL

TEXTBOOK

X

SOFTWARE

LIBRARY BOOK

AUDIO/VISUAL

OTHER (PLEASE SPECIFY)

TELEPHONE: 3072508288 ADDRESS: 1231 Cedar Lane Cody

PERSON REPRESENTS:

X SELF ORGANIZATION Jennifer Wilkerson (NAME)

(Please answer the following questions)

1. To what in the material do you object? Please be specific - cite pages if possible.

Page 673 → states "The Bill of Rights... lists the many rights and freedoms of American citizens." → This is Wrong!

2. What do you feel might be the result of reading, viewing, listening to, or using this material?

The result is teaching children inaccurate information!!

3. Did you read, view, listen to or use the material in its entirety? X Yes ___ No

4. What would you like to have done about this material? STATE The information correctly → Take out the inaccurate info and replace with the TRUTH!

___ Withdraw it from the schools.

X Other

Adopted: 11/16/93

The Bill of rights list the specific freedoms that government cannot threaten or take away!! → The Bill of rights limits the powers of the federal government of the United States.

* submitted
per policy
KEC

PARK COUNTY SCHOOL DISTRICT #6
BOARD OF EDUCATION POLICY
PUBLIC REQUEST FORM FOR RE-EVALUATION OF
SPECIFIC INSTRUCTIONAL MATERIALS

#26

AUTHOR: Journey's Grade 4 TITLE: Biographies

PUBLISHER/PRODUCER: Journey's Houghton Mifflin - Grade 4

TYPE OF MATERIAL

TEXTBOOK X SOFTWARE _____

LIBRARY BOOK _____ AUDIO/VISUAL _____

OTHER _____ (PLEASE SPECIFY)

TELEPHONE: 3672508288 ADDRESS: 1231 Cedar Lane, Cody

PERSON REPRESENTS:

X SELF _____ ORGANIZATION Jennifer Wilkerson (NAME)

(Please answer the following questions)

1. To what in the material do you object? Please be specific - cite pages if possible.
All biographies in grade 4 Textbook - Langston Hughes, Cesar Chavez, Sacagawea, Martin Luther King

2. What do you feel might be the result of reading, viewing, listening to, or using this material?
All biographies display a leftwing political bias and ignores hundreds of deserving Americans -

3. Did you read, view, listen to or use the material in its entirety? X Yes _____ No

4. What would you like to have done about this material?
Nothing Wrong with discussing these people BUT let's provide a fair sample of Americans!!
_____ Withdraw it from the schools.

X Other

Adopted: 11/16/93

*Also those biographies that are in the book are dishonest and incomplete; they fail to acknowledge controversies

PARK COUNTY SCHOOL DISTRICT #6

BOARD OF EDUCATION POLICY

#27

PUBLIC REQUEST FORM FOR RE-EVALUATION OF
SPECIFIC INSTRUCTIONAL MATERIALS

AUTHOR: Journey's TITLE: Citizens Rights

PUBLISHER/PRODUCER: Journey's Houghton Mifflin - Grade 4

TYPE OF MATERIAL

TEXTBOOK X

SOFTWARE _____

LIBRARY BOOK _____

AUDIO/VISUAL _____

OTHER _____ (PLEASE SPECIFY)

TELEPHONE: 3072508288 ADDRESS: 1231 Cedar Lane Cody

PERSON REPRESENTS:

X SELF _____ ORGANIZATION Jennifer Wilkerson (NAME)

(Please answer the following questions)

1. To what in the material do you object? Please be specific - cite pages if possible.

Page 653 states the following → "Citizens rights are the things that people are allowed to do according to the law." → THIS IS WRONG!!

2. What do you feel might be the result of reading, viewing, listening to, or using this material?

The result is teaching children inaccurate information!!

3. Did you read, view, listen to or use the material in its entirety? X Yes _____ No

4. What would you like to have done about this material? State the information correctly and teach the children the TRUTH! Take out the inaccurate information.

_____ Withdraw it from the schools.

X Other

Adopted: 11/16/93

All men are equal, since we are all human, We are born with certain inherent, natural and unalienable rights! Rights are not given to us by the government and they cannot take them away

PARK COUNTY SCHOOL DISTRICT #6

BOARD OF EDUCATION POLICY

#28

OTHER _____ (PLEASE SPECIFY)

TELEPHONE: 589-9743 ADDRESS:
45 DALE DRIVE, COPT

PERSON REPRESENTS:

X SELF _____ ORGANIZATION _____
(NAME) SHIRLEY WILKERSON

(Please answer the following questions)

1. To what in the material do you object? Please be specific - cite pages if possible.

p. 41 - How Humans Shape the Earth. "Humans also have an impact on the Earth and it is not ~~only~~ always a good one. They cite erosion, construction, mining, and drilling as bad. Biggest impact is on climate change & global warming. This is an example of an informative essay. But an example is included citing the good impact humans have.

2. What do you feel might be the result of reading, viewing, listening to, or using this material?

Students forming opinions based only on one set of "facts."

3. Did you read, view, listen to or use the material in its entirety? X Yes _____
No

4. What would you like to have done about this material? Withdraw or include opposing opinions.

PARK COUNTY SCHOOL DISTRICT #6
BOARD OF EDUCATION POLICY

#29

CODE: KEC

PUBLIC CONCERNS/COMPLAINTS ABOUT INSTRUCTIONAL RESOURCES

PUBLIC REQUEST FORM FOR RE-EVALUATION OF
SPECIFIC INSTRUCTIONAL MATERIALS

AUTHOR: n/a (11th Grade reader) TITLE: The American Experience

PUBLISHER/PRODUCER: Pearson-Prentice Hall

TYPE OF MATERIAL

TEXTBOOK X SOFTWARE _____

LIBRARY BOOK _____ AUDIO/VISUAL _____

OTHER _____ (PLEASE SPECIFY)

TELEPHONE: 505-352-4863 ADDRESS: PO Box 191, Wapiti, WY 82450

PERSON REPRESENTS:

X SELF _____ ORGANIZATION Bill Tallen (NAME)

(Please answer the following questions)

1. To what in the material do you object? Please be specific - cite pages if possible.

p. 992: Randall Jarrett poem, "The Death of the Ball Turret Gunner"

2. What do you feel might be the result of reading, viewing, listening to, or using this material?

Of the entire body of World War 2 literature, why is this graphic, gruesome, depressing antiwar piece the only other selection besides Hiroshima? It conveys to students a very negative and incomplete view of the actions and sacrifices of American fighting men, who deserve praise as well as sympathy; and ignores the labors and sacrifices of millions of people on the home front.

3. Did you read, view, listen to or use the material in its entirety? X Yes No

4. What would you like to have done about this material?

 Withdraw it from the schools.

X Other: Either do not adopt this book, or ensure this passage is supplemented by selections or discussions emphasizing the heroism and sacrifice of Americans in the war and at home. There are many such to choose from.



Adopted: 11/16/93

PARK COUNTY SCHOOL DISTRICT #6
BOARD OF EDUCATION POLICY

#30

CODE: KEC

PUBLIC CONCERNS/COMPLAINTS ABOUT INSTRUCTIONAL RESOURCES

PUBLIC REQUEST FORM FOR RE-EVALUATION OF
SPECIFIC INSTRUCTIONAL MATERIALS

AUTHOR: n/a (11th Grade anthology) TITLE: The American Experience

PUBLISHER/PRODUCER: Pearson-Prentice Hall

TYPE OF MATERIAL

TEXTBOOK ☒ SOFTWARE _____

LIBRARY BOOK _____ AUDIO/VISUAL _____

OTHER _____ (PLEASE SPECIFY)

TELEPHONE: 505-352-4863 ADDRESS: PO Box 191, Wapiti, WY 82450

PERSON REPRESENTS:

☒ SELF _____ ORGANIZATION Bill Tallen (NAME)

(Please answer the following questions)

1. To what in the material do you object? Please be specific - cite pages if possible.

p. 898: Langston Hughes' biography is inaccurate and incomplete.

2. What do you feel might be the result of reading, viewing, listening to, or using this material?

This glowing biography, while discussing Hughes' political beliefs and actions, omits significant facts, which would convey to students an oversimplified and inaccurate image of a complex man who made some very questionable decisions in his life.

3. Did you read, view, listen to or use the material in its entirety? ☒ Yes ☐ No

4. What would you like to have done about this material?

☐ Withdraw it from the schools.

☒ Other: Either do not adopt this book, or ensure this passage is supplemented by additional biographical information, e.g. "Hughes' passions and frustration over racial discrimination and segregation led him to some very controversial life decisions, such as travelling to the Soviet Union in 1932 to help the Soviet regime develop a campaign to destabilize American society; and publishing in Communist Party USA publications, and affiliating with a variety of Communist Party front organizations during the height of the Cold War between the US and the USSR." If his life story is to be told, tell it in full; if his politics are to be discussed, discuss them fully and in context.

Adopted: 11/16/93



PARK COUNTY SCHOOL DISTRICT #6
BOARD OF EDUCATION POLICY

#31

CODE: KEC

PUBLIC CONCERNS/COMPLAINTS ABOUT INSTRUCTIONAL RESOURCES

PUBLIC REQUEST FORM FOR RE-EVALUATION OF
SPECIFIC INSTRUCTIONAL MATERIALS

AUTHOR: n/a (11th Grade anthology) TITLE: The American Experience

PUBLISHER/PRODUCER: Pearson-Prentice Hall

TYPE OF MATERIAL

TEXTBOOK X SOFTWARE _____

LIBRARY BOOK _____ AUDIO/VISUAL _____

OTHER _____ (PLEASE SPECIFY)

TELEPHONE: 505-352-4863 ADDRESS: PO Box 191, Wapiti, WY 82450

PERSON REPRESENTS:

X SELF _____ ORGANIZATION Bill Tallen (NAME)

(Please answer the following questions)

1. To what in the material do you object? Please be specific - cite pages if possible.

p. 969 and 971 portray the 1960s counterculture as an altogether admirable movement. "... these Americans resisted the sameness and anonymity that seemed to be consuming the nation's personality." "...more and more Americans made strong assertions of their individuality. People resisted living with conformity and fear. This new spirit of independence energized the passions for justice and equality that swept the nation." This is very skewed and one-sided point of view. There were vast negatives associated with the counterculture movement as well, making this a clear example of a "controversial topic" that must be addressed in a more balanced fashion according to School Board policy.

2. What do you feel might be the result of reading, viewing, listening to, or using this material?

Students will be develop a shallow and mistaken view of the 1960s counterculture and its effect on American society.

3. Did you read, view, listen to or use the material in its entirety? X Yes _____ No

4. What would you like to have done about this material?

_____ Withdraw it from the schools.

X Other: Either do not adopt this book, or ensure this passage is supplemented by additional information representing other, balancing viewpoints on the 1960s counterculture.

Adopted: 11/16/93



PARK COUNTY SCHOOL DISTRICT #6
BOARD OF EDUCATION POLICY

#32

CODE: KEC

PUBLIC CONCERNS/COMPLAINTS ABOUT INSTRUCTIONAL RESOURCES

PUBLIC REQUEST FORM FOR RE-EVALUATION OF
SPECIFIC INSTRUCTIONAL MATERIALS

AUTHOR: n/a (11th Grade anthology) TITLE: The American Experience

PUBLISHER/PRODUCER: Pearson-Prentice Hall

TYPE OF MATERIAL

TEXTBOOK X SOFTWARE _____

LIBRARY BOOK _____ AUDIO/VISUAL _____

OTHER _____ (PLEASE SPECIFY)

TELEPHONE: 505-352-4863 ADDRESS: PO Box 191, Wapiti, WY 82450

PERSON REPRESENTS:

X SELF _____ ORGANIZATION Bill Tallen (NAME)

(Please answer the following questions)

1. To what in the material do you object? Please be specific - cite pages if possible.

p. 975: Historical timeline entry: "1964. South Africa. Anti-apartheid leader Nelson Mandela is sentenced to life imprisonment." This brief and misleading statement omits the important fact that he was convicted for aiding and abetting in a series of terrorists bombings that killed several people (actions he never disavowed), after cooperating with the South African Communist Party to establish a violent, extremist spin-off organization. A complex man who did controversial things is simplified and his record not accurately portrayed.

2. What do you feel might be the result of reading, viewing, listening to, or using this material?

Students will be taught to think of Mandela as a hero of the anti-apartheid movement, without appreciating the controversies surrounding him, his choice of tactics, and the human consequences.

3. Did you read, view, listen to or use the material in its entirety? X Yes No

4. What would you like to have done about this material?

 Withdraw it from the schools.

X Other: Either do not adopt this book, or ensure this passage is supplemented by an acknowledgement of Mandela's affiliations and support of violent revolutionaries in South Africa. Provide more context and greater accuracy if he is to be discussed at all.

Adopted: 11/16/93



PARK COUNTY SCHOOL DISTRICT #6
BOARD OF EDUCATION POLICY

#33

CODE: KEC

PUBLIC CONCERNS/COMPLAINTS ABOUT INSTRUCTIONAL RESOURCES

PUBLIC REQUEST FORM FOR RE-EVALUATION OF
SPECIFIC INSTRUCTIONAL MATERIALS

AUTHOR: n/a (11th Grade anthology) TITLE: The American Experience

PUBLISHER/PRODUCER: Pearson-Prentice Hall

TYPE OF MATERIAL

TEXTBOOK X SOFTWARE _____

LIBRARY BOOK _____ AUDIO/VISUAL _____

OTHER _____ (PLEASE SPECIFY)

TELEPHONE: 505-352-4863 ADDRESS: PO Box 191, Wapiti, WY 82450

PERSON REPRESENTS:

X SELF _____ ORGANIZATION Bill Tallen (NAME)

(Please answer the following questions)

1. To what in the material do you object? Please be specific - cite pages if possible.

p.1002 states that "World War II began in Europe in 1939, with the Axis powers of Germany, Italy, and Japan opposing the Allied powers of France, Great Britain, and the Soviet Union." This is wrong on two important counts. Japan did not sign the Tripartite pact, joining Germany and Italy, until Oct. 1940. The Soviet Union initially cooperated with Nazi Germany, invading Poland and splitting it with Germany, and adhering to a non-aggression pact that allowed to Germany to turn its full attention to the subjugation of western Europe, until Germany violated the pact by attacking the USSR in June, 1941. This is an egregious example of historical revisionism, whitewashing the record of the Soviet Union by portraying it as an Allied power from the beginning of the war.

2. What do you feel might be the result of reading, viewing, listening to, or using this material?

Students will be taught incorrect and misleading versions of history, and will form a false impression of the nature of the Soviet Union in this important historical period.

3. Did you read, view, listen to or use the material in its entirety? X Yes No

4. What would you like to have done about this material?

 Withdraw it from the schools.

X Other: Either do not adopt this book, or replace the quoted passage in its entirety with an accurate description of the roles of the major powers in Europe at the outset of the war.

Adopted: 11/16/93



PARK COUNTY SCHOOL DISTRICT #6
BOARD OF EDUCATION POLICY

#34

CODE: KEC

PUBLIC CONCERNS/COMPLAINTS ABOUT INSTRUCTIONAL RESOURCES

PUBLIC REQUEST FORM FOR RE-EVALUATION OF
SPECIFIC INSTRUCTIONAL MATERIALS

AUTHOR: n/a (11th Grade anthology) TITLE: The American Experience

PUBLISHER/PRODUCER: Pearson-Prentice Hall

TYPE OF MATERIAL

TEXTBOOK X SOFTWARE _____

LIBRARY BOOK _____ AUDIO/VISUAL _____

OTHER _____ (PLEASE SPECIFY)

TELEPHONE: 505-352-4863 ADDRESS: PO Box 191, Wapiti, WY 82450

PERSON REPRESENTS:

X SELF _____ ORGANIZATION Bill Tallen (NAME)

(Please answer the following questions)

1. To what in the material do you object? Please be specific - cite pages if possible.
p. 692: "Europeans and Americans had turned the world into a wasteland." -- entry in historical timeline for the World War 1 period.
2. What do you feel might be the result of reading, viewing, listening to, or using this material?
 - (a) A skewed and inaccurate impression of World War 1's impact -- "the world" was not "turned into a wasteland."
 - (b) A belief that "Americans" and "Europeans" were responsible for this terrible (and false) impact. This fits a pattern of blaming and shaming America and other Western cultures.
3. Did you read, view, listen to or use the material in its entirety? X Yes No
4. What would you like to have done about this material?

 Withdraw it from the schools.

X Other: Either do not adopt this book, or ensure this passage is struck out and supplemented with a brief but accurate summation of World War 1.

Adopted: 11/16/93



PARK COUNTY SCHOOL DISTRICT #6
BOARD OF EDUCATION POLICY

#35

CODE: KEC

PUBLIC CONCERNS/COMPLAINTS ABOUT INSTRUCTIONAL RESOURCES

PUBLIC REQUEST FORM FOR RE-EVALUATION OF
SPECIFIC INSTRUCTIONAL MATERIALS

AUTHOR: n/a (11th Grade anthology) TITLE: The American Experience

PUBLISHER/PRODUCER: Pearson-Prentice Hall

TYPE OF MATERIAL

TEXTBOOK X SOFTWARE _____

LIBRARY BOOK _____ AUDIO/VISUAL _____

OTHER _____ (PLEASE SPECIFY)

TELEPHONE: 505-352-4863 ADDRESS: PO Box 191, Wapiti, WY 82450

PERSON REPRESENTS:

X SELF _____ ORGANIZATION Bill Tallen (NAME)

(Please answer the following questions)

1. To what in the material do you object? Please be specific - cite pages if possible.

p. 701: "Germany: Dresden is hit by Allied firebombing raid. Firestorm virtually destroys city." - entry in historical timeline for 1945.

2. What do you feel might be the result of reading, viewing, listening to, or using this material?

Of all the significant events of 1945 - e.g., the surrender of Germany and Japan, ending World War 2 - only this, along with the atom bombs dropped on Japan, is considered worthy of mention; thus once again placing America in a bad light. On this and previous pages showing the historical timeline, there is no mention of the Holocaust, German expansionism and atrocities, Japanese militarism, aggression, and atrocities. In context, this gives students a very skewed impression of who the bad actors were in this very important conflict.

3. Did you read, view, listen to or use the material in its entirety? X Yes _____ No

4. What would you like to have done about this material?

_____ Withdraw it from the schools.

X Other: Either do not adopt this book, or ensure this passage is supplemented by entries on the 1939-1945 timeline accurately identifying key events, causes and outcomes of World War 2.



PARK COUNTY SCHOOL DISTRICT #6
BOARD OF EDUCATION POLICY

#36

CODE: KEC

PUBLIC CONCERNS/COMPLAINTS ABOUT INSTRUCTIONAL RESOURCES

PUBLIC REQUEST FORM FOR RE-EVALUATION OF
SPECIFIC INSTRUCTIONAL MATERIALS

AUTHOR: n/a (11th grade anthology) TITLE: The American Experience

PUBLISHER/PRODUCER: Pearson-Prentice Hall

TYPE OF MATERIAL

TEXTBOOK X SOFTWARE _____

LIBRARY BOOK _____ AUDIO/VISUAL _____

OTHER _____ (PLEASE SPECIFY)

TELEPHONE: 505-352-4863 ADDRESS: PO Box 191, Wapiti, WY 82450

PERSON REPRESENTS:

X SELF _____ ORGANIZATION Bill Tallen (NAME)

(Please answer the following questions)

1. To what in the material do you object? Please be specific - cite pages if possible.

p. 984: Selection from John Hersey's Hiroshima.

2. What do you feel might be the result of reading, viewing, listening to, or using this material?

This selection (and the accompanying graphic illustrations – one of only two in this volume from the vast body of literature on World War 2 – portrays the U.S. in the worst possible light, with no context regarding the nature of Japanese policies and actions (e.g. the Rape of Nanking, the Bataan Death March, torture and killing of prisoners) or the alternatives to use of the a-bomb (e.g. an invasion of Japan resulting in an estimated 1 million American and 5-10 million Japanese casualties). This is yet another example of America-bashing and selective presentation of historical events, conveying an inaccurate and misleading impression to students.

3. Did you read, view, listen to or use the material in its entirety? X Yes No

4. What would you like to have done about this material?

 Withdraw it from the schools.

X Other: Either do not adopt this book, or ensure this passage is supplemented by selections or discussion describing the nature of the war to date, the choices faced by America in 1945 and the rationale for use of the atomic bomb.

Adopted: 11/16/93



**PARK COUNTY SCHOOL DISTRICT #6
BOARD OF EDUCATION POLICY**

#37

CODE: KEC

PUBLIC CONCERNS/COMPLAINTS ABOUT INSTRUCTIONAL RESOURCES

**PUBLIC REQUEST FORM FOR RE-EVALUATION OF
SPECIFIC INSTRUCTIONAL MATERIALS**

AUTHOR: n/a (11th Grade anthology) TITLE: The American Experience

PUBLISHER/PRODUCER: Pearson-Prentice Hall

TYPE OF MATERIAL

TEXTBOOK X SOFTWARE _____

LIBRARY BOOK _____ AUDIO/VISUAL _____

OTHER _____ (PLEASE SPECIFY)

TELEPHONE: 505-352-4863 ADDRESS: PO Box 191, Wapiti, WY 82450

PERSON REPRESENTS:

X SELF _____ ORGANIZATION Bill Tallen (NAME)

(Please answer the following questions)

1. To what in the material do you object? Please be specific - cite pages if possible.

p. 701: "Japan: Atomic bombs dropped on Hiroshima and Nagasaki." - entry in historical timeline for 1945.

2. What do you feel might be the result of reading, viewing, listening to, or using this material?

Of all the significant events of 1945 - e.g., the surrender of Germany and Japan, ending World War 2 - only this, along with the firebombing of Dresden, is considered worthy of mention; thus once again placing America in a bad light. On this and previous pages showing the historical timeline, there is no mention of the Holocaust, German expansionism and atrocities, Japanese militarism, aggression, and atrocities. In context, this gives students a very skewed impression of who the bad actors were in this very important conflict.

3. Did you read, view, listen to or use the material in its entirety? X Yes No

4. What would you like to have done about this material?

 Withdraw it from the schools.

X Other: Either do not adopt this book, or ensure this passage is supplemented by entries on the 1939-1945 timeline accurately identifying key events, causes and outcomes of World War 2.

Adopted: 11/16/93



PARK COUNTY SCHOOL DISTRICT #6

#38

BOARD OF EDUCATION POLICY

The challenge committee will evaluate the questioned material and review the challenge. The committee may meet with both adoption requester and challenger. In addition, the committee may request information from those who have facts pertinent to the challenge. When the committee deliberations are completed, the committee will forward its report, in writing, to the Board of Trustees through the superintendent. The report will include one or more of the following recommendations:

1. Adoption.
2. No adoption.
3. Retention on adopted list.
4. Removal from adopted list; or Prescribed usage--such as determined by nature of the instructional material and its unique application to the learning situation.

PUBLIC REQUEST FORM FOR RE-EVALUATION OF
SPECIFIC INSTRUCTIONAL MATERIALS

AUTHOR: Elspeth Leacock TITLE: Mangrove Swamp

PUBLISHER/PRODUCER: Houghton Mifflin

TYPE OF MATERIAL

TEXTBOOK _____

SOFTWARE _____

LIBRARY BOOK _____

AUDIO/VISUAL _____

PARK COUNTY SCHOOL DISTRICT #6

BOARD OF EDUCATION POLICY

OTHER ☒ (PLEASE SPECIFY) Vocabulary Reader

TELEPHONE: 307-272-7536 ADDRESS:

130 Cooper Ln W, Cody

PERSON REPRESENTS:

☒ SELF _____ ORGANIZATION _____

(NAME) Sherni Richardson

(Please answer the following questions)

1. To what in the material do you object? Please be specific - cite pages if possible.

After discussing the importance of the mangrove swamps, the story proceeds to state: "Be a consumer who takes responsibility. Buy things that have not hurt plants or animals". I find this to be exceptionally biased and directly contradicts things many people believe.

2. What do you feel might be the result of reading, viewing, listening to, or using this material?

Children may be led to believe hunting is wrong, eating meat, wearing leather, cutting down firewood etc etc etc. This message is in direct opposition to what many believe are basic fundamental aspects of living.

3. Did you read, view, listen to or use the material in its entirety? ☒ Yes _____
No

4. What would you like to have done about this material?

PARK COUNTY SCHOOL DISTRICT #6
BOARD OF EDUCATION POLICY

☒ Withdraw it from the schools.

☒ Other

Adopted: 11/16/93

The rest of the text is
fine in my opinion. It is the
first part of story that I
find objectionable. Maybe mark
this for the teacher to explain
it more clearly.

PARK COUNTY SCHOOL DISTRICT #6

#39

BOARD OF EDUCATION POLICY

The challenge committee will evaluate the questioned material and review the challenge. The committee may meet with both adoption requester and challenger. In addition, the committee may request information from those who have facts pertinent to the challenge. When the committee deliberations are completed, the committee will forward its report, in writing, to the Board of Trustees through the superintendent. The report will include one or more of the following recommendations:

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2. No adoption.
3. Retention on adopted list.
4. Removal from adopted list; or Prescribed usage--such as determined by nature of the instructional material and its unique application to the learning situation.

PUBLIC REQUEST FORM FOR RE-EVALUATION OF
SPECIFIC INSTRUCTIONAL MATERIALS

AUTHOR: Megan McDonald TITLE: Judy Moody Saves
The World.

PUBLISHER/PRODUCER: Houghton Mifflin Harcourt

TYPE OF MATERIAL

TEXTBOOK

✓

SOFTWARE

LIBRARY BOOK

AUDIO/VISUAL

Story located in Journeys Book 3.2

PARK COUNTY SCHOOL DISTRICT #6

BOARD OF EDUCATION POLICY

OTHER _____ (PLEASE SPECIFY)

TELEPHONE: 307-272-7536 ADDRESS:

130 Cooper Ln. W. Cody

PERSON REPRESENTS:

☒ SELF ☐ ORGANIZATION _____

(NAME) Sheri Richardson

(Please answer the following questions)

1. To what in the material do you object? Please be specific - cite pages if possible.

Specifically pg 35 - Judy is upset at her mother because she used a paper bag "They cut down trees to make paper bags. Trees give shade. They help control global warming". I understand the story is showing extremes for conservation (and at times using humor) but do not like global warming stated as fact as this is still a debated issue.

2. What do you feel might be the result of reading, viewing, listening to, or using this material?

By using products we are destroying the earth - global warming is a fact + we cause destruction. Once again humans painted as the villain, a common undertone throughout many of the texts.

3. Did you read, view, listen to or use the material in its entirety? ☒ Yes ☐ No

4. What would you like to have done about this material?

PARK COUNTY SCHOOL DISTRICT #6
BOARD OF EDUCATION POLICY

☒

Withdraw it from the schools.

☐

Other

Adopted: 11/16/93

PARK COUNTY SCHOOL DISTRICT #6

BOARD OF EDUCATION POLICY

#40

The challenge committee will evaluate the questioned material and review the challenge. The committee may meet with both adoption requester and challenger. In addition, the committee may request information from those who have facts pertinent to the challenge. When the committee deliberations are completed, the committee will forward its report, in writing, to the Board of Trustees through the superintendent. The report will include one or more of the following recommendations:

1. Adoption.
2. No adoption.
3. Retention on adopted list.
4. Removal from adopted list; or Prescribed usage--such as determined by nature of the instructional material and its unique application to the learning situation.

PUBLIC REQUEST FORM FOR RE-EVALUATION OF
SPECIFIC INSTRUCTIONAL MATERIALS

AUTHOR: Revised by David Holahan (Donovan Hohn's narrative)
TITLE: Moby Dick
_____ located in Collections Close Reader 6
PUBLISHER/PRODUCER: Houghton Mifflin Harcourt

TYPE OF MATERIAL

TEXTBOOK



SOFTWARE

LIBRARY BOOK

AUDIO/VISUAL

PARK COUNTY SCHOOL DISTRICT #6

BOARD OF EDUCATION POLICY

OTHER _____ (PLEASE SPECIFY)

TELEPHONE: 307-272-7536 ADDRESS:

130 Cooper Ln W Cody

PERSON REPRESENTS:

☒ SELF _____ ORGANIZATION _____
(NAME) Sherril Richardson

(Please answer the following questions)

1. To what in the material do you object? Please be specific - cite pages if possible:
Pg 42 - "... in which we Americans would trade conspicuous consumption for cradle to cradle manufacturing practices ... to the American gospel of perpetual economic growth." The entire article perpetuates the sentiment of human destruction and anti-capitalism, anti-consumerism prevalent throughout much of the curriculum. Author calls our consumerism "our collective, all-consuming sin". Where exactly is the unbiased, balanced text our materials are supposed to be?
2. What do you feel might be the result of reading, viewing, listening to, or using this material?
Very negative portrayal of Americans - not an unbiased balanced viewpoint. Paints the picture of doom - the future is bleak, no point in trying to clean up the beaches, more garbage will follow.
3. Did you read, view, listen to or use the material in its entirety? ☒ Yes _____
No
4. What would you like to have done about this material?

PARK COUNTY SCHOOL DISTRICT #6
BOARD OF EDUCATION POLICY

☒

Withdraw it from the schools.

☐

Other

Adopted: 11/16/93

The whole piece is incredibly one sided
and speaks to the underlying tone throughout
much of the reader that people are
bad, selfish beings pillaging the earth.

PARK COUNTY SCHOOL DISTRICT #6

BOARD OF EDUCATION POLICY

#41

The challenge committee will evaluate the questioned material and review the challenge. The committee may meet with both adoption requester and challenger. In addition, the committee may request information from those who have facts pertinent to the challenge. When the committee deliberations are completed, the committee will forward its report, in writing, to the Board of Trustees through the superintendent. The report will include one or more of the following recommendations:

1. Adoption.
2. No adoption.
3. Retention on adopted list.
4. Removal from adopted list; or Prescribed usage--such as determined by nature of the instructional material and its unique application to the learning situation.

PUBLIC REQUEST FORM FOR RE-EVALUATION OF
SPECIFIC INSTRUCTIONAL MATERIALS

AUTHOR: Elisabeth Rosenthal TITLE: Stinging Tentacles offer
Hint of Ocean's decline

PUBLISHER/PRODUCER: Houghton Mifflin Harcourt

TYPE OF MATERIAL Located in Close Reader 7

TEXTBOOK ✓

SOFTWARE _____

LIBRARY BOOK _____

AUDIO/VISUAL _____

PARK COUNTY SCHOOL DISTRICT #6

BOARD OF EDUCATION POLICY

OTHER _____ (PLEASE SPECIFY)

TELEPHONE: 307-272-7536 ADDRESS:

130 Cooper Ln. W Cody

PERSON REPRESENTS:

✓ SELF _____ ORGANIZATION _____

(NAME) Sheri Richardson

(Please answer the following questions)

1. To what in the material do you object? Please be specific - cite pages if possible.

- ① Author is not a Scientist yet this is a scientific article "
- ② Pg 69 - "Human Caused stresses, including global warming..."
Once again global warming stated as fact + caused by man - both of which are currently being debated in the scientific community.
- ③ In the teacher's guide pg 212g, dig deeper section - states "Students should understand climate change is caused by humans." Does not say - the author believes. Also find it troubling that same section says governments need to enact change - once again portraying the government as our rescuer.

2. What do you feel might be the result of reading, viewing, listening to, or using this material?

I think the facts stated - jellyfish numbers have dramatically increased and the results of that, ie more human stings etc. is fine. Also fine is for the author to state facts about what conditions need to be present for this to occur. Where I get uncomfortable is when the "blame game" is played - placed on human activities solely - again painting people as the villains, a common theme in this textbook.

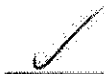
3. Did you read, view, listen to or use the material in its entirety? ✓ Yes _____
No _____

4. What would you like to have done about this material?

PARK COUNTY SCHOOL DISTRICT #6
BOARD OF EDUCATION POLICY



Withdraw it from the schools.



Other

Possibly use but omit the
dig deeper. Can instead research
jellyfish themselves + their interactions
with people + other marine life. Do not
turn this into a political message.

Adopted: 11/16/93

PARK COUNTY SCHOOL DISTRICT #6

#42

BOARD OF EDUCATION POLICY

The challenge committee will evaluate the questioned material and review the challenge. The committee may meet with both adoption requester and challenger. In addition, the committee may request information from those who have facts pertinent to the challenge. When the committee deliberations are completed, the committee will forward its report, in writing, to the Board of Trustees through the superintendent. The report will include one or more of the following recommendations:

1. Adoption.
2. No adoption.
3. Retention on adopted list.
4. Removal from adopted list; or Prescribed usage--such as determined by nature of the instructional material and its unique application to the learning situation.

PUBLIC REQUEST FORM FOR RE-EVALUATION OF
SPECIFIC INSTRUCTIONAL MATERIALS

AUTHOR: Various (Robert McGinness is one) TITLE: Views on Zoos
located in Collections Close Reader 6

PUBLISHER/PRODUCER: Houghton Mifflin Harcourt

TYPE OF MATERIAL

TEXTBOOK



SOFTWARE

LIBRARY BOOK

AUDIO/VISUAL

PARK COUNTY SCHOOL DISTRICT #6

BOARD OF EDUCATION POLICY

OTHER _____ (PLEASE SPECIFY)

TELEPHONE: 301-272-7536 ADDRESS:

130 Cooper Ln W Cody

PERSON REPRESENTS:

☒ SELF _____ ORGANIZATION _____
(NAME) Sheri Richardson

(Please answer the following questions)

1. To what in the material do you object? Please be specific - cite pages if possible.

Though I am not stating my position on zoos, I find the whole section extremely one sided. In a text that is supposed to be an example of claims and counter-arguments, this is another poor display. When they do show the opposing side, the text then disputes any valid argument hence proving there is only 1 true side to the debate. How can a text project and say that the signs in front of animals at zoos are purely looked at + people instead talk to their friends

2. What do you feel might be the result of reading, viewing, listening to, or using this material?

Obviously that zoos are bad and that the only real reason for them is pure entertainment for people, which of course is cited as absolutely terrible - once again humans are not good stewards of animals - The underlying theme throughout the textbook.

Instead of learning about the animals?

3. Did you read, view, listen to or use the material in its entirety? ☒ Yes _____
No _____

4. What would you like to have done about this material?

PARK COUNTY SCHOOL DISTRICT #6
BOARD OF EDUCATION POLICY

_____ Withdraw it from the schools.

✓ Other

Adopted: 11/16/93

at the minimum present
a more balanced side -
I know my child has learned
tremendously from visiting zoos. Why
can we not be more unbiased in
the debate?