<table>
<thead>
<tr>
<th>Grade and M</th>
<th>Book Title</th>
<th>Author Name</th>
<th>Assignment Grade</th>
<th>Recommended Grade</th>
<th>Text is appropriate</th>
<th>Specific topics/content of concern</th>
<th>Image(s) will be provided?</th>
<th>Lexile Levels</th>
<th>Lexile within Range</th>
<th>Range it should be in</th>
<th>Concerns</th>
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<tbody>
<tr>
<td>K M1</td>
<td>My Five Senses</td>
<td>Alice</td>
<td>K</td>
<td>Kindergarten</td>
<td>Yes</td>
<td>n/a</td>
<td>No</td>
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<td>Rap a Tap Tap: Here's Bo</td>
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<td>Chicka Chicka Boom Boom</td>
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<td>Yes</td>
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<td>Last Stop on Market Street</td>
<td>Matt de la Peña</td>
<td>K</td>
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<td>The year at Maple Hill Farm</td>
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<td>The Three Billy Goats Gruff</td>
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<td>The Little Red Hen</td>
<td>Jerry Pinkney</td>
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<td>No</td>
<td>Baby - Years</td>
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<td>Cynthia Rylant</td>
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<td>Nick Crane</td>
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<td>Munro Leaf</td>
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<td>Why do Mosquitoes Buzz in Peoples Ears</td>
<td>Vera Aardema</td>
<td>K</td>
<td>Third</td>
<td>No</td>
<td>Chain of events concept where the results was the death of an animal</td>
<td>Yes</td>
<td>730</td>
<td>No</td>
<td>2nd-3rd</td>
<td>This is dark material for kindergarten. All of the animals look sad and angry throughout the book. The monkey jumps on a tree branch that breaks and kills a baby owl. The Mom Owl is so sad that she can't hoot and so the sun won't rise. There is an illustration of her holding the dead baby owl. Chain of event concept can be better illustrated with less morbid events</td>
</tr>
</tbody>
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### 1st Grade

<table>
<thead>
<tr>
<th>M1</th>
<th>Museum ABC</th>
<th>The Metropolitan Museum of Art</th>
<th>1</th>
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<tr>
<td>M1</td>
<td>My Librarian is a Camel</td>
<td>Margriet Ruurs</td>
<td>1</td>
<td>7-10 years</td>
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<td>n/a</td>
<td>No</td>
<td>3-blues</td>
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<td>M1</td>
<td>Tomes and the Library Lady</td>
<td>Pat More and Real Cotten</td>
<td>1</td>
<td>3-7 years</td>
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<td>n/a</td>
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<td>970</td>
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<td>M1</td>
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<td>Monica Brown and John Parra</td>
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<td>That Book Woman</td>
<td>Heather Henson and David Small</td>
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<td>4-8 years</td>
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<td>n/a</td>
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<td>580</td>
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<td>Green Eggs and Ham</td>
<td>Dr. Seuss</td>
<td>1</td>
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<td>n/a</td>
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<td>920</td>
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<td>Me… Jane</td>
<td>Patrick McDonnell</td>
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<td>Never Smile at a Monkey</td>
<td>Steve Jenkins</td>
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<td>Seahorse: The Street Fish in the Sea</td>
<td>Chris Butterworth</td>
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<td>Grade and M</td>
<td>Book title</td>
<td>Author Name</td>
<td>Assigned Grade</td>
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<td>Concerns</td>
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<td>Sea Horse: Shytail Fish in the Sea</td>
<td>Chris Butlerworth</td>
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<td>“While a child is stuck in a snowstorm, she writes in to the snow and contemplates suicide.“</td>
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<td>What Do You Do With a Fast-</td>
<td>Steve Jenkins</td>
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<td>Bells and the Wind</td>
<td>Marie Hall-Ernest</td>
<td>1</td>
<td>2-5 years</td>
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<td>“While a child is stuck in a snowstorm, she writes in to the snow and contemplates suicide.“</td>
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<td>The Boy Who Harnessed the Wind</td>
<td>William Kamkwamba</td>
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<td>“While a child is stuck in a snowstorm, she writes in to the snow and contemplates suicide.“</td>
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<td>Feel the Wind</td>
<td>Arthur Dorros</td>
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<td>“While a child is stuck in a snowstorm, she writes in to the snow and contemplates suicide.“</td>
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<td>Hurricane</td>
<td>Jessica Rudolph</td>
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<td>9</td>
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<td>pictures of hurricane devastation to homes</td>
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<td>“While a child is stuck in a snowstorm, she writes in to the snow and contemplates suicide.“</td>
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<td>Cinderella</td>
<td>Marcia Brown</td>
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<td>many French Creole words used</td>
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<td>The Rough-Face Girl</td>
<td>Rafe Martin</td>
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<td>4-6</td>
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<td>Bigfoot Cinderella</td>
<td>Tony Johnston</td>
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<td>Paul Fleischman</td>
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<td>How Do You Know It’s Fall?</td>
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<td>Why Do Leaves Change Color</td>
<td>Beddy Mazzech</td>
<td>2</td>
<td>4-6 years</td>
<td>yes</td>
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<td>Carmen Berger</td>
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<td>A color of his own</td>
<td>Leo Lionni</td>
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<tr>
<td>2 M2</td>
<td>Journey of a Pioneer</td>
<td>Patricia J. Murphy</td>
<td>2</td>
<td>6-8 years</td>
<td>Yes</td>
<td>The story for the most part is wonderful and a great lesson, however, the middle of the book, for no reason and no context, there are two pages of divisiveness where it talks about Native Americans hating white men. After those two pages, it goes back to the main part of the story: Ruby just didn’t fit and is racially divisive.</td>
<td>Yes</td>
<td>670</td>
<td>Yes</td>
<td>2nd-3rd</td>
</tr>
</tbody>
</table>
| 2 M2 | Fists Nations of North America Plains Indians | Andrew Santella | 2 | 8-10 years | No | Not historically accurate, divisive and dark. | Yes | 110-3rd | Yes | 2nd-3rd | Not historically accurate and divisive. The book makes reference to Tall Grass Prairie Preserve and even the story on their website is drastically different than what is presented in this book. I also am not naive that there were some not good things the government did do during this time. However, it’s not appropriate to discuss with 7 and 8 year olds about war and breaking treaties. 
| 2 M2 | The Buffalo are Back | Jean Craighead George | 2 | 2nd grade | No | The true history is that the railroad was being built and therefore a lot of the buffalo were pushed out and died. This story implies that the government hated Native Americans and killed all the buffalo, so they had nothing to eat. The book makes reference to Tall Grass Prairie Preserve and even the story on their website is drastically different than what is presented in this book. I also am not naive that there were some not good things the government did do during this time. However, it’s not appropriate to discuss with 7 and 8 year olds about war and breaking treaties. 
| 2 M2 | John Henry | Julius Lester & Jerry Pinkney | 2 | 4-8 year olds | Yes | Story is sad and dark | Yes | 660 | Yes | 2nd-3rd | Story is sad and dark. 
| 2 M2 | John Henry - An American Legend | Edie Jack-Keesa | 2 | 2nd Grade | Yes | Story is sad and dark | Yes | 660 | Yes | 2nd-3rd | Story is sad and dark. 
| 2 M2 | The Legend of the BadBonnet | Valerie DePace | 2 | 4-8 year olds | Yes | No | Depressing poem | Yes | 920 | No | 4th-5th | Depressing poem 
| 2 M2 | The Story of Johnny Applesseed | Ariki | 2 | 2nd Grade | No | The story for the most part is wonderful and a great lesson, however, the middle of the book, for no reason and no context, there are two pages of divisiveness where it talks about Native Americans hating white men. After those two pages, it goes back to the main part of the story: Ruby just didn’t fit and is racially divisive. | Yes | 670 | Yes | 2nd-3rd | Highly inflammatory racist remarks on images that are not age appropriate. Shows division along racial lines. Author's name is reducing people down to their race. Shows the oppression of people of color, and demonizes whites. Causes shame for young impressionable white children to read this dark history without the maturity or knowledge of U.S. History and World History. Shows the N-word. 
| 3 M2 | Ruby Bridges Goes to School | Ruby Bridges | 2 | High School | No | Racial remarks, N-word | Yes | 590 | Yes | 2nd-3rd | Themes of segregation and racism are not appropriate for this age group or grade level in 7-8 year-olds do not have the maturity or capacity to think critically. Imagery is highly inflammatory and divisive, and characterizes white people as mean, hateful, and oppressive. It instills fear, paranoia, shame and resentment for children of color, and instills shame in white children, "Angry white people gathered." "People wanted to hurt her." "The state police did not help Ruby." The crowd seemed ready to kill her. 
| 3 M2 | The Story of Ruby Bridges | Robert Coles | 2 | High school | No | Racist remarks. N-word | Yes | 1010 | No | 6th-8th | Characterizes white children and adults as mean, and Mexican children as victims of oppression. Hyper-focused on racial differences. Images are degrading. Test sterile and perpetuates stereotypes about Mexicans. Shows racist behavior, reducing children down to their race. Says Mexicans are "inferior to whites in personal hygiene," "scholastically sublimate, etc. Racist character in story says, "White students are superior to Mexicans." 
| 3 M2 | Separate is Never Equal | Duncan Tomah | 2 | 6-9 years | No | Negative view of Firemen and police | Yes | 800 | No | 4th-5th | Negative view of Firemen and police 
| 3 M2 | When Peace Met Power (article) | Laura Helwegs | 2 | no | Negative view of Firemen and police | yes | 800 | No | 4th-5th | Negative view of Firemen and police 
| 3 M2 | The Digestive System | Christine Taylor-Butler | 2 | 8-10 years | yes | No | No | 870 | No | 4th-5th | 
| 3 M2 | The Digestive System | Jennifer Prior | 2 | 7-11 years | yes | No | No | 750 | No | 4th-5th | 
| 3 M2 | Good Enough To Eat | Lance Rockefeller | 2 | 4-8 years | yes | No | No | 700 | Yes | 2nd-3rd | 
| 3 M2 | The Vegetables We Eat | Get Gobina | 2 | 4-8 years | yes | No | No | 660 | Yes | 2nd-3rd | 
| 3 M2 | Bone Bully Borecht | Ambrose Camacho | 2 | 4-8 years | yes | No | No | 740 | Yes | 2nd-3rd | 
| 3 M2 | Stevia Soup | Maria Striner | 2 | 4-8 years | yes | No | No | 660 | Yes | 2nd-3rd | 
| 3 M1 | The Fantastic Undersea Life of Jacques Cousteau | Jean Yaccarrino | 3 | 8-9 years | Yes | No | Several graphic illustrations with real-life stories that can be scary | yes | 830 | No | 4th-5th | Several illustrations of people being attacked by sharks. The real-life stories that go with it are kind of scary. 
| 3 M1 | Shark Attack! | Cathy East Dubowski | 3 | 7-9 years | no | Several graphic illustrations with real-life stories that can be scary | yes | 830 | No | 4th-5th | 

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| 3 M1       | Amos and Boris                      | William Steig   | 3              | 5-6             | No                  | Suicidal ideation and rage       | Yes                           | 910            | No                  | 4th-5th                | Towards the beginning of the story the mouse contemplates suicide. In the middle, the mouse gets angry that they whale accidentally throws him off, so the book states, "Crazy with rage, Amos screamed and punched at Boris until he remembered he owed his life to the whale and quietly climbed on his back." Finally, the whale beached and knows he can't live without water so the book states, "He was sure he would die. And just as he was preparing to die, Amos came racing back."  
Galileo was afraid. He knew that people had suffered terrible torture and punishment for not following tradition. It could happen to him." pg.24  
Overall, the issue is the focus on ONLY the negative aspect of the Catholic Church. The question is BALANCE . . . Where is the HERO of the church?" to contrast with their mistakes? There are so many opportunities to teach children the truth of our history as a nation. The Church has a huge and lasting influence on American culture. Both good and bad should be represented. The Christian church is responsible for the genesis of Hospitals, Orphanages, Social Work, Charity, to name a few. Where are the books leading our curriculum focusing on the accurate context of The church and its influence? |
| 3 M2       | Starry Messenger Galileo Galilei    | Peter Sis       | 3              | 8-9             | Yes                 | Anti church                     | Yes                           | 830            | No                  | 4th-5th                | The version that tried is the 10th anniversary edition, which is supposedly the version that WCS uses. I didn't find any topics of concern. However, it's important to note that according to the Amazon reviews, the most recent 25th anniversary edition ends with a gay marriage. It's important to know which version WCS ends up assigning in the classroom. |
| 3 M3       | The Keeping Quilt - 10th Anniversary Edition (note this is NOT the most recent 25th anniversary edition) | Patricia Polacco | 3              | 4-8 years according to publisher | Yes                 |                                   | No                           | 830            | No                  | 4th-5th                | As noted above, the earlier versions of this book are fine. However, according to reviews, the newer 25th anniversary edition ends with a gay marriage so it's important to know which version the schools are using. |
| 3 M3       | Family Pictures                    | Carmen Lomas Garza | 3              | 6-11 days       | Yes                 |                                   | No                           | 660            | Yes                 | 2nd-3rd                | My main concern is that children are reading about difficult subjects such as slavery and Indian conflicts without having been taught any actual U.S. history. This is very confusing to young children and the curriculum needs to better address history before discussing some of these subjects. |
| 3 M3       | Coming to America                  | Betsy Maestro   | 3              | 4-8 years according to publisher | No                  |                                   | Yes                           | 890            | No                  | 4th-5th                | induction.  The Church locked Galileo in his house for the rest of his life but his ideas lived on." The version that tried is the 10th anniversary edition, which is supposedly the version that WCS uses. I didn't find any topics of concern. However, it's important to note that according to the Amazon reviews, the most recent 25th anniversary edition ends with a gay marriage. It's important to know which version WCS ends up assigning in the classroom. |
| 3 M4       | Emma's Rug                         | Jen Bryant      | 3              | 7+ years        | Yes                 |                                   | No                           | 820            | No                  | 4th-5th                | “...the Church locked Galileo in his house for the rest of his life but his ideas lived on.” The question is BALANCE . . . Where is the HERO of the church?" to contrast with their mistakes? There are so many opportunities to teach children the truth of our history as a nation. The Church has a huge and lasting influence on American culture. Both good and bad should be represented. The Christian church is responsible for the genesis of Hospitals, Orphanages, Social Work, Charity, to name a few. Where are the books leading our curriculum focusing on the accurate context of The church and its influence? |

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<tr>
<td>3 M</td>
<td>When Marian Sang</td>
<td>Pam Munoz Ryan</td>
<td>3</td>
<td>7-10 years</td>
<td>Yes</td>
<td>Overall, this book is fine and shares the true story of Marian Anderson and her experiences during segregation. There are specific points that really emphasize how she was treated during segregation. My biggest issue is that these books introduce topics to children without any context. The book ends without giving children any information on how things have changed in our country since the early 1900s, which causes confusion and resentment.</td>
<td>yes</td>
<td>920</td>
<td>No</td>
<td>4th-6th</td>
<td>Books that emphasize the negative aspects of our nation's past are never balanced with books that show all the positive strides our country has made, and the invisible opportunities that people have today. These books that solely emphasize racial division with no follow up about how our culture has changed and improved cause confusion and resentment.</td>
</tr>
<tr>
<td>4 M1</td>
<td>Love that dog</td>
<td>Sharon Creech</td>
<td>4</td>
<td>8-12</td>
<td>Yes</td>
<td>Death, childhood insecurity, suicide attempt</td>
<td>Yes</td>
<td>1010</td>
<td>No</td>
<td>6th-8th</td>
<td>The poems at the rear of this book themselves are fine. But the content of this book itself is very concerning. I had my 13 year old read it and he was horrified and confused.</td>
</tr>
<tr>
<td>4 M2</td>
<td>Hatchet</td>
<td>Gary Paulsen</td>
<td>4</td>
<td>10-14</td>
<td>Yes</td>
<td>Influenza, death, suicide attempt, graphic depictions of war (including the &quot;bayoneting&quot; of pregnant women, children, and infants), death, parents gurned down in front of their child, mutilation, descriptions of非Scarring wounds, the smell of death</td>
<td>Yes</td>
<td>1020</td>
<td>No</td>
<td>6th-8th</td>
<td>The story starts with a 10 year old boy who is dealing with his parents’ divorce. He is holding on to the secret that he caught his mother having an affair (pg 64). Too much detail given here. The boy goes on a plane with a pilot who dies in front of him and the plane crashes. He attempts suicide (pg 115). Most of the book is about his survival after the plane crash; all alone on deserted land, he is eventually rescued and goes back to living with divorced parents.</td>
</tr>
<tr>
<td>4 M2</td>
<td>SAS SURVIVAL HANDBOOK</td>
<td>John Lely Waumen</td>
<td>4</td>
<td>Undecided</td>
<td>Yes</td>
<td>Undreaseworthy could have opted for another book to fill the need for information</td>
<td>Yes</td>
<td>Recommendable 6 to 7-12</td>
<td>No</td>
<td>4th-6th</td>
<td>Pg 113 talks about inducing vomiting if ingested food upset some stomach in a hostile environment with uncertainly about food safety. This book is used along side &quot;Hatchet&quot;</td>
</tr>
<tr>
<td>4 M3</td>
<td>Woods Runner</td>
<td>Gary Paulsen</td>
<td>4</td>
<td>12+ (Common Sense Media)</td>
<td>No</td>
<td>Graphic depictions of war (including the &quot;bayoneting&quot; of pregnant women, children, and infants), death, parents gurned down in front of their child, mutilation, descriptions of non-scarring wounds, the smell of death</td>
<td>Yes</td>
<td>870</td>
<td>Yes</td>
<td>4th-6th</td>
<td>This is by far not all of the concerning comments, but some selections are: Page 26: &quot;But as the search loop widened, he began to come across bodies - his neighbors, shot down and hacked where they’d fallen&quot;. Page 29: Most had been mutilated so badly (was hard to tell who they had once been). Page 30: &quot;There were nine bodies to be burned before the coyotes, wolves, and bears came...&quot;. &quot;The dog's shallow grave next to each one, knowing that it might not be enough to protect them, that scavengers might dig them up, but so pressed for time he had no choice&quot;... &quot;These were children and did not take as long, and though it was hard to tell exactly who they were in the dark and with the condition of the bodies, he remembered the children laughing and playing in front of the Olafsen's cabin, two boys and a little girl&quot;... Page 77: &quot;We could imagine the terror of the people in the settlement - the war cries of the attackers mixed with the screams of the victims and the smell of blood and fear and death.&quot;... Page 78: &quot;While they were relatively effective as combat soldiers, they brought with them such savage, atrocious behavior, and committed war crimes for so out of civilized behavior - bayoneting unarmed captive soldiers who had surrendered, burns, women (including pregnant women), children, and event infants - that they became known as little more than beasts and were treated in kind&quot;.</td>
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<tr>
<td>4 M3</td>
<td>The Scarlet Stockings Spy</td>
<td>Trinka Helene Noble</td>
<td>4</td>
<td>6-9</td>
<td>Yes</td>
<td>Mentions &quot;he could be hanged&quot;, brother dies</td>
<td>No</td>
<td>1020</td>
<td>No</td>
<td>6th-8th</td>
<td>Mentions &quot;he could be hanged&quot;, pg. 18, also the main character’s brother dies...</td>
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<tr>
<td>4 M3</td>
<td>George vs. George: The American Revolution as seen from Both Sides</td>
<td>Rosalyn Schanzer</td>
<td>4</td>
<td>9-12</td>
<td>No</td>
<td>Hanging, burning houses and towns, murder, rape, torture, scurvy, cannibalism, wearing leggings made from the skin of the dead</td>
<td>Yes</td>
<td>1120</td>
<td>No</td>
<td>6th-8th</td>
<td>Hanging - described and picture of straw dummy being hanged (pg 19), burned houses, drove naked women into the streets, butchered old men and infants, scurvy, and cutting off ears (pg 26), must fight or kill themselves (pg 39), rape, murder, torture, and killing of whole families, burned the dead, cannibalized, robbed, burned villages and towns, locked or wised people’s houses, rape, murder, set fire to crops and timberland, locked prisoners in filthy prisons where they died like flies, starvation, heat, cold, and disease, tortured and killed whole families, scared the dead, cannibalized, collected scenarios, wearing leggings made from the skin of the dead (pg 48)- the pictures on this page are concerning as well (ex. a young child alive and in a house where a soldier can see him/her and is about to set the house on fire).</td>
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<td>4 M4</td>
<td>Walk Two Moons</td>
<td>Sharon Creech</td>
<td>4</td>
<td>10-Sep</td>
<td>No</td>
<td>Dark, depressing subjects for tender age</td>
<td>Yes</td>
<td>770</td>
<td>Yes</td>
<td>4th-5th</td>
<td></td>
</tr>
<tr>
<td>4 M4</td>
<td>Walk Two Moons</td>
<td>Sharon Creech</td>
<td>4</td>
<td>High School</td>
<td>No</td>
<td>Controversial; many explicit details not relevant to the story, dark, storyline from an author processing her own grief as an adult is age inappropriate for the depth of material.</td>
<td>No</td>
<td>770</td>
<td>Yes</td>
<td>4th-5th</td>
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<tr>
<td>4 M4</td>
<td>Pushing Up the Sky (Seven Native American Plays for Children)</td>
<td>Joseph Bruchac</td>
<td>4</td>
<td>9-10</td>
<td>No</td>
<td>Native American Parables (i.e. The reason for seasons; how the possum got its tail and plays dead; the origin of the mosquito etc.) - Includes &quot;The Cannibal Monster&quot; - which is somewhat scary and turns in to the explanation of mosquitoes.</td>
<td>yes</td>
<td>NP</td>
<td>Unknown</td>
<td>5th - 8th</td>
<td></td>
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<tr>
<td>4 M4</td>
<td>Understanding Greek Myths</td>
<td>Natalie Hyde</td>
<td>4</td>
<td>8-12</td>
<td>No</td>
<td>Controversial, many explicit details not relevant to the story, dark, storyline from an author processing her own grief as an adult is age inappropriate for the depth of material.</td>
<td>yes</td>
<td>970</td>
<td>Yes</td>
<td>4th-5th</td>
<td></td>
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<td>4 M4</td>
<td>Gifts from the Gods: Ancient Greek &amp; Roman Mythology</td>
<td>Liz Lunge-Larsen</td>
<td>4</td>
<td>10-12</td>
<td>no</td>
<td>Controversial, many explicit details not relevant to the story, dark, storyline from an author processing her own grief as an adult is age inappropriate for the depth of material.</td>
<td>yes</td>
<td>900-999</td>
<td>Unknown</td>
<td></td>
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<tr>
<td>5 M1</td>
<td>Thunder Rolling In The Mountains</td>
<td>Scott O'Dell and Elizabeth Hall</td>
<td>5</td>
<td>10-11</td>
<td>No</td>
<td>Controversial; many explicit details not relevant to the story, dark, storyline from an author processing her own grief as an adult is age inappropriate for the depth of material.</td>
<td>yes</td>
<td>680</td>
<td>Yes</td>
<td>4th-5th</td>
<td></td>
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<tr>
<td>5 M2</td>
<td>The Phantom Tollbooth</td>
<td>Norton Juster</td>
<td>5</td>
<td>81 years</td>
<td>Not reviewed</td>
<td>This book was extremely dark and not age appropriate. Topics include death, illness, violence, family issues, race, war, love, hate, death, and war.</td>
<td>Not reviewed</td>
<td>Not reviewed</td>
<td>Not reviewed</td>
<td>1000</td>
<td>8-9th-12</td>
</tr>
<tr>
<td>5 M3</td>
<td>The River Between Us</td>
<td>Richard Peck</td>
<td>5</td>
<td>10-11</td>
<td>No</td>
<td>This book was extremely dark and not age appropriate. Topics include death, mission, war, love, hate, death, and war.</td>
<td>yes</td>
<td>740</td>
<td>Yes</td>
<td>4th-5th</td>
<td></td>
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<tr>
<td>5 M4</td>
<td>The Boys' War</td>
<td>Jim Murphy</td>
<td>5</td>
<td>10-12 years</td>
<td>7</td>
<td>Photos of dead boys</td>
<td>yes</td>
<td>1080</td>
<td>No</td>
<td>8-9th and 12th</td>
<td></td>
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<tr>
<td>5 M4</td>
<td>We are the Ship: The Story of the Negro League Baseball</td>
<td>Kadir Nelson</td>
<td>5</td>
<td>8-12</td>
<td>Undecided</td>
<td>Talk about being hanged by white people; talks about receiving a cake with the word &quot;N&quot; on it</td>
<td>yes</td>
<td>900</td>
<td>Yes</td>
<td>4th-5th</td>
<td></td>
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