



Overall Rating:
☆ ☆ ☆ ☆ ☆

Did you complete the book?
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Almost

What was your overall opinion of the books?

What was your favorite part of the books?

What did you not like?

Your favorite quotes:

01. One way that towns like Southlake historically kept out lower-income families was by prohibiting the construction of multi-family housing and smaller houses. How do you see these kinds of restrictions playing out today, including through arguments about keeping neighborhood “density” low?

02. In America, income is often a proxy for race. But in Southlake, many Black families that moved in were wealthy athletes and business owners. How did that shape the conflicts over diversity and racism that have occurred in the schools there?

03. Much of the book focuses on Southlake, but the author also cites many other cities and school districts that have faced similar conflicts over the past several years. Do you see any issues that came up in Southlake as unique to Texas or are they all more universal?

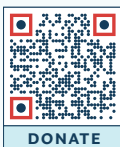
04. In the Trump era, academic terms like “implicit bias,” “micro-aggressions,” and “critical race theory” entered the vocabularies of both conservatives and progressives. In what way did each side frame these concepts and use them in their messaging?

05. One complaint from conservative parents related to teaching about racism in the schools is that they don’t want younger school-aged children introduced to the concept. Does this argument make sense in our current culture?

06. The author weaves in the stories of students, parents, and teachers who were caught in the middle of the upheaval in Southlake. How does sharing these stories illuminate the troubles that were occurring? Which characters did you find the most sympathetic? Which ones were the least sympathetic?

07. Opponents to school programs that recognize and celebrate diversity have identified terms like “equity” and “social emotional learning” as being code words for critical race theory. Does attacking such concepts negatively impact education, and if so, how?

08. Banning of certain books in libraries and classrooms is one way that members of school boards have sought to control what their children—and other people’s children—are learning. How might teaching that certain books are “wrong” or “bad” impact children’s learning? Who should get to decide what children read?



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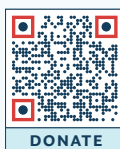
QUOTES

“ In the years after the civil rights movement of the 1960s, the conflict between economic growth and the desire to prevent too many people—or, perhaps, the wrong people—from moving to town shaped suburban development across the country. In an era when cities and neighborhoods could no longer explicitly keep residents out based on their race, the debate in places like Southlake was usually framed around a coded set of phrases.

“ Southlake was just one of countless majority-white suburbs charting a new course on diversity and inclusion in 2019. Nearly three years after Trump’s election emboldened white nationalists and ushered in an era of renewed national awareness about racism, xenophobia, anti-LGBTQ bigotry, and sexism, communities across the country had begun taking action to make their schools more welcoming.

“ In 2010, Texas, whose massive population gives the state outsized influence over what gets published in textbooks nationally, adopted new social studies standards that framed slavery as a secondary cause of the Civil War, while failing to make even a single mention of Jim Crow, the Ku Klux Klan, or school segregation.

“ The free speech advocacy group PEN America documented more than 2,532 instances of individual books being banned from schools nationally between July 2021 and June 2022. Nearly half of the removed titles featured LGBTQ characters or themes; one in five directly addressed issues of race or racism. Unsurprisingly, Texas topped PEN America’s list, accounting for nearly a third of the bans.



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