

*Letter on Stamped: Racism Antiracism and You*

July 21, 2020

Dear High School Students,

We hope you are having a relaxing and fun start to your summer despite it looking and feeling quite differently this year, especially with all that is going on in our society and media. Please know Boston Collegiate continues to miss you and will support you, even if school is not in session.

While it's important to take breaks from the media, it is almost impossible to ignore the covert and overt racism that has permeated our TV screens, social media timelines, and for too many of us, social interactions in and outside of school. Now, more than ever, is the right time for our Boston Collegiate community to participate in a unified **antiracist** stance, where we educate ourselves through reading, writing, discussion and activism. This summer, students and staff will read *Stamped: Racism, Antiracism, and You* in order to prepare ourselves for the ongoing antiracist work we will engage in together as a community. (Yes, this is an additional book to your summer reading assignment--you'll be fine! And REALLY smart by the end of the summer.) This Young Adult book is *really* engaging and interesting, *especially* the audiobook. I promise. Learn more about *Stamped* and the author [here](#). **Books were mailed out over the past week**, so you should receive them soon if you haven't already.

Most of our work with this book will take place in advisory, which will consist of smaller groups and will meet daily (more details to come). Prior to this work, you will have developed a "brave space" in your advisory where conversations about race, racism and other difficult topics are grounded in mutual respect. Don't worry--we will not talk about this book every, single day, and there will certainly be many opportunities for "light" work and fun, but we cannot deny the importance of antiracism, especially as we prepare you for the real world beyond BCCS.

Assignment details are clearly outlined on the next page and **it is mandatory to your successful participation in advisory and will need to be sent to your advisor by Monday, August 31st**. Details on how to submit your summer work for *Stamped* will be shared at a later time. We will continue to read the rest of the book throughout the fall.

If you have any questions or concerns about the book, or assignment, please reach out to Ms. Monestime or Ms. Morland. We are continuing to offer spaces of reflection (virtual circles) throughout the summer, so please check your email for those opportunities and invites as well.

With much love,

Ms. Monestime  
High School Dean  
[nmonestime@bostoncollegiate.org](mailto:nmonestime@bostoncollegiate.org)

Ms. Morland  
High School Principal  
[smorland@bostoncollegiate.org](mailto:smorland@bostoncollegiate.org)

*Stamped: Racism, Antiracism, and You*  
Summer Reading Assignment

In order to prepare for the antiracism work we will commit to as a community, it is imperative that you complete this **mandatory** summer reading assignment. The work for this book will be submitted to your advisor for the coming school year (20-21). If you have any questions or concerns about the assignment, please contact [monestime@bostoncollegiate.org](mailto:monestime@bostoncollegiate.org) or [smorland@bostoncollegiate.org](mailto:smorland@bostoncollegiate.org).

**PART 1: Read**

- Introduction (do not skip this!)
- SECTION 1: 1415-1728
  - Chapters 1-4 (pgs 1-29)

*(Feel free to read more!)*

**PART 2: Reflect**

Choose one of the following questions to reflect on after you have completed reading. Your reflection can be written, or a 1-2 minute video or audio recording.

**Choose ONE question:**

- What are the consequences of continued omissions about the history of racism and antiracism in the US?
- Discuss each of the three positions: assimilationist, segregationist, antiracist. In what ways do people, past and present, demonstrate their imperfections by embodying ideas from one or more of these positions?
- In what ways is racism woven into the fabric of American institutions? Where do you see evidence of this today?
- Why do words such as *race* and *privilege* seem to require, as Reynolds suggests, a “breath break” (p. 21) Why do you think the definition of “White” shifts and changes as the institution of slavery is founded, and has continued to, even up to today?

**Choose ONE way to reflect:**

- 1-page written reflection (about 250-300 words)
- 1-2 minute audio recording
- 1-2 minute video recording

*(Will need to be emailed to your advisor. Details on this will be sent in August.)*

