



A  
COMPREHENSIVE  
GUIDE TO THE  
CONTROVERSIAL  
ACADEMIC  
CONCEPT

PROVIDED BY



# CRITICAL RACE THEORY

---

**T**his guide is meant for anyone of any knowledge and experience level who is concerned about what children are being taught and how they are being treated, with an emphasis on making the banning of Critical Race Theory (CRT) the central theme by which you reclaim your schools.

**Critical Race Theory (CRT)** is a branch of what we call *Critical Social Justice (CSJ)*. The fact is that proponents of this radical ideology will attempt to take over your cultural institutions, including all educational institutions, and in order to fight it you absolutely **MUST** understand it. There is no other way around it except straight through it.

However, once you understand how to identify and explain the problem, you will see right through many of the games and tactics your opposition will try to use, and you will know just how to defeat them.

We will further note that opposition to CRT is a bipartisan issue. We are all Americans who care about our children and their futures. Parents who find themselves aligned with either major political party in the United States can see that teaching children to disregard character and to measure people's relative worth on the basis of skin color, sex, or other immutable or variable characteristics is simply not an environment conducive to the healthy development of children into good citizens. Though some of the resources in this guide display strong partisan bias in some instances, they are linked to because they nevertheless have important resources or information that you might benefit from as you try to create a plan to stop CRT in your schools.

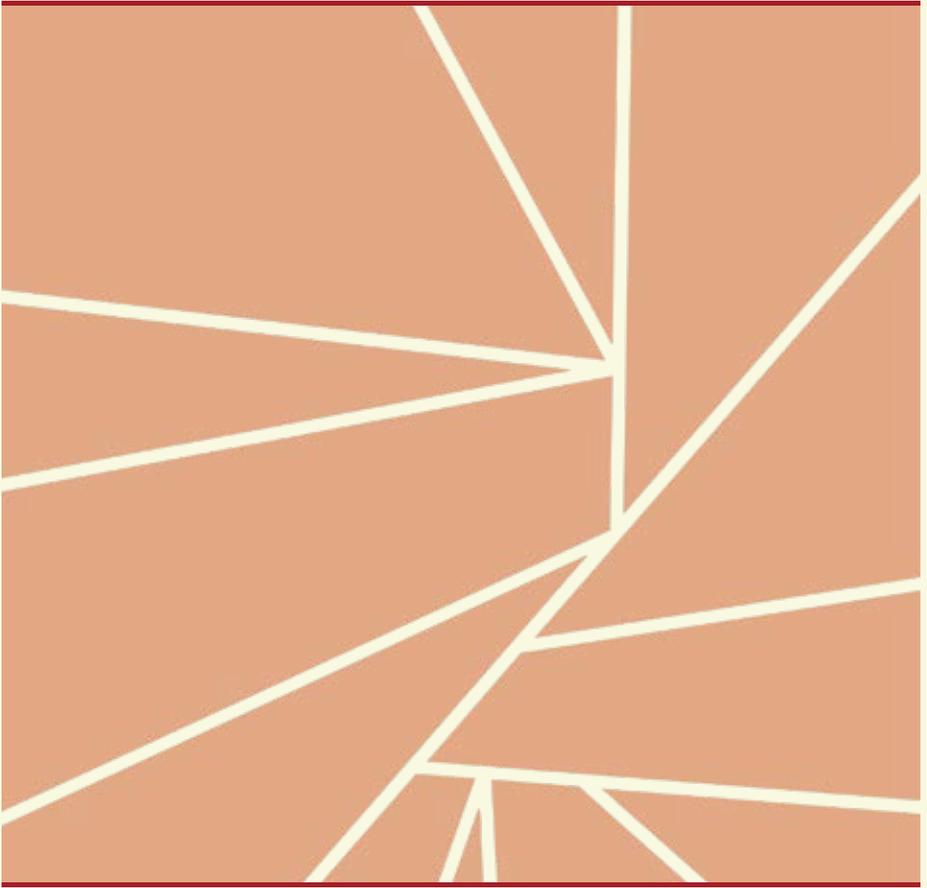
To help you move forward, the toolkit below includes a crash course on Critical Race Theory, which will be enough to get you caught up to the point that you will be able to actively participate in efforts to stop it.

**Section One** describes what CRT is, how to spot it, and how to identify the tactics being used against you by CRT proponents.

**Section Two** focuses on how to grow your network.

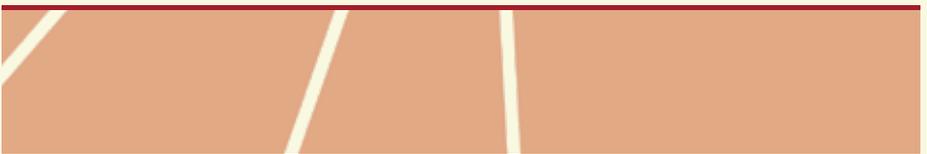
*When time permits, it is highly recommended that you come back and finish this guide to properly understand and frame the debate behind that model legislation.*

*For more information, please visit [www.amac.us](http://www.amac.us)*



SECTION ONE:

# KNOWING AND IDENTIFYING CRT



# What is Critical Race Theory?

In order to understand what Critical Race Theory is, we first need to understand where it comes from. **Critical Social Justice** says that all of society should be looked at and understood through the lens of **identity politics**. Critical Social Justice divides society up into groups based on race, ethnicity, sexual preference, religion, disability status, and gender, and then requires a view of society based on which groups it is divided into. According to Critical Social Justice, straight white people (especially men) are the oppressors, and have systematically rigged society for their own benefit: whether the education system, the economic system, or the transportation system, all of society is rigged for the benefit of straight white men. Recognizing the flaw of this philosophy is not to say that racism does not exist, that we should not teach that racism is wrong, or that we should not teach an honest assessment of our history (the good and the bad). It is to say, however, that CSJ will not do so in an appropriate manner, and that carried out, it will harm the intellectual and psychological development of children in our schools. Because our children are our society's future, this will have a devastating impact on our nation as well.

The goal of CSJ is to analyze society from the perspective of all groups that are not seen as privileged (in this framework, proponents usually primarily define that as straight white males) and then destroy all of the things (institutions, culture, ideas, etc.) that have had any kind of perceived part to play in augmenting that disparity.

This means that there is a branch for each kind of identity. The ideology of CSJ has many branches, in the same way that science has different branches (chemistry, astrophysics, biology, geology, geography, physics, etc). Critical Social Justice has different branches as well: one for race, one for sexuality, one for gender, one for women, one for transgender people, and on and on. Basically, CSJ makes up a theory for everything that makes a person different than a typical straight white male.



---

Critical Race Theory itself began as a legal theory using elements of what eventually became Critical Social Justice in order to criticize the American legal system. However, Critical Race Theory soon spread to other areas of the academy, and it is now becoming mainstream as it spreads as a part of Critical Social Justice.

### **In short:**

Everything that makes up American Society is racist. This includes Christianity, free markets, traditional marriage, rule of law, traditional family structures, and a representative form of government. (This is not to say that a healthy debate regarding the parameters of these issue areas is out of line in a free society, it is to point out that CRT inherently racializes all of these discussions to intentionally stifle any opinions deemed counter to their aims).

Straight white people, children included, are inherently and irredeemably racist, and benefit from—as well as systematically rig—all the social institutions, rules, laws, and norms that white people invented and keep in place for their own disproportionate success and in order to maintain their own stranglehold on power.

CRT holds that racism is not just a belief held by individuals; rather, it is a system of oppression that has been built into the very structure of our society. In the same way that all the roads in a city interlock to form a system of roads, Critical Social Justice believes that individual racism, cultural racism, and institutional racism overlap to form a system of racism that is present through all of society.

CSJ also says that members of each group share the same perspective with all the others. This means that women have a shared experience, men have a shared experience, persons of African descent have a shared experience, Asians have a shared experience, disabled people have a shared experience, and so on and so forth. Everyone has been programmed by society to think according to their skin color (or their gender, or their religions, etc.), and so that different people cannot see the world the same way. For example: white people can only see the world the way white people see it, and black people can only see the world the way black people see it. This is why proponents of CRT often start speaking by saying “as a white person,” or “as a gay person.”

---

Another term that has become very common in usage is “anti-racist,” and the label poses a rhetorical challenge for those opposed to CRT because of course it is otherwise commendable to be against racism. But “anti-racism” instead is part of a CRT effort to change the definition of racism in order to sanction racism.

*“If racial discrimination is defined as treating, considering, or making a distinction in favor or against an individual based on that person’s race, then racial discrimination is not inherently racist. The defining question is whether the discrimination is creating equity or inequity. If discrimination is creating equity, then it is antiracist.”<sup>1</sup>*

In other words, because people of color were discriminated against in the past, white people, including children in schools, need to be discriminated against now in order to make up for it and let African Americans catch up. Recognizing historical inequity and its lasting impacts presents a call to action for proponents of civil society to ensure all children have access to robust educational opportunities, not to stifle the opportunities of some children because of traits that they were born with.

Social Justice scholars think anti-racism is a “lifelong commitment to an ongoing process” of fighting systemic racism, requiring people to constantly reflect upon the ways in which we are all complicit in racism. The CRT idea of anti-racism expects people to do CRT activism in order to fight racism.

To recap: according to CRT proponents, everything in American society is racist. They would argue, without proper context or consideration of the complex opinions of the founders, that the Founding of America was very bad and that each successive generation of oppressors systematically organized everything so that all the things that exist in society give the oppressors an advantage, and that people of the same race are expected to think the same way about nearly everything.

You can see what the strategy is: they want to split people into groups, tell them that they are oppressed victims, and then get those groups to overthrow our society and replace it with their ideology. This is a Divide-and-Conquer play.

---

<sup>1</sup> *How to Be an Antiracist*, by Ibram Kendi, p.19.

With that in mind, it should be no surprise that CRT unfortunately rejects the methods, aims, and goals of the civil rights movement, and in fact calls into question the value of things like equality, rationalism, human rights, and neutral principles of law:

*“Unlike traditional approaches to civil rights, which favor incrementalism and step- by-step progress, critical race theory calls into question the very foundations of the liberal order, including equality theory, legal reasoning, Enlightenment rationalism, and the neutral principles of constitutional law.”<sup>2</sup>*

*“Crits [Critical Race Theorists] are highly suspicious of another liberal mainstay, namely, rights.”<sup>3</sup>*

CRT theorists reject the civil rights movement. The civil rights movement wanted to make sure there were equal rights in America for everyone. That means equal treatment of individuals regardless of race. CRT activists believe that everything in America is racist and all of society on every level unjustly produces “racist” outcomes that favor white people at the expense of everyone else, especially black people. Additionally, because racism is embedded in every single part of the system including anything from laws, to morality, to culture, to healthcare, and even science, racism is everywhere— no matter what anyone thinks. The way society operates is racist. In light of that, proponents of CRT would argue that our representative form of government and civil society need to be torn up, root and branch, and replaced with something else.

**And this is what they may already be teaching your children.**

To be abundantly clear, the above framework, as described, is communicated through the clear intentions of the radical CSJ and CRT movements within the United States.

---

<sup>2</sup> *Critical Race Theory: An Introduction, first edition (2001)*, by Richard Delgado and Jean Stefancic, p. 3.

<sup>3</sup> *Critical Race Theory: An Introduction, first edition (2001)*, by Richard Delgado and Jean Stefancic, p. 23.

- 1** The spectrum of victims of such a framework will eventually expand, through endless deconstructionism cycles, to harm most—if not all—children, regardless of their skin color, sex, or any identity that the Left tries to give them. Parents, regardless of the immutable or variable traits of their children, have clear cause—indeed urgency—to want to protect their children from such divisive and destructive ideology.
- 2** Ultimately, though exposing CRT is critical to stopping it, measures to make sure it stays out of schools will also be necessary. This may include opposition to or boycotts of institutions and entities pushing CRT, such as taking steps to ban entities that receive taxpayer dollars, grants, favorable tax carve outs, government contracts, etc., from engaging in the use of CRT, with the view of ensuring that our government institutions don't sanction overt racism in violation of long established laws and policies. Model legislation<sup>1</sup> is provided as an example addressing many of these concerns. Other pieces of legislation to review include Rep. Dan Bishop's bill HR 3179<sup>2</sup> in conjunction with the previous Executive Order 13950.<sup>3</sup>
- 3** *Additional primers on what CRT is can be found in the appendices of this handout.*<sup>4,5,6</sup>
- 4** *Critical Race Theory (CRT) is often not labeled as such. To try to determine if CRT is being implemented in your school or community, please review the list of euphemisms/buzzwords,<sup>7</sup> also presented in the appendices to this handout.*

# Where is CRT being implemented?

**C**RT and CSJ activists are trying to implement their ideology everywhere they can, including in K-12 education. Political and policy outcomes are a consequence of culture, the effects of which may not be seen for decades, and education is a powerful force in driving culture over the long term. We cannot surrender on the K-12 curriculum front.

Critical Race Theory (and all other branches of Critical Social Justice) is part of a take-over ideology with an end goal of completely controlling all institutions that are a part of American life. This includes everything from higher education, government, health care, military, law enforcement, and much of corporate America.

This view of society is paired with the doctrine of complicity, which states that we are all responsible for the racism that Critical Race Theory declares dominates our society. This means that even if we ourselves have not done anything racist, we are complicit in systemic racism because we participate in or enjoy the benefits of a society that continues to be racist. According to CSJ, the only way to avoid being complicit in racism is to spend all your available time fighting racism.

The result of this philosophy is that CRT activists believe every organization they enter, and every person involved with those organizations, needs to be inspected for beliefs, attitudes, prejudices, and ideas that might be racist. Further, Critical Race Theory activists think they will be complicit in racism if they do not persuade their entire organization and all people involved in it to believe the ideas of Critical Race Theory.

This means that once the Critical Race Theory activists show up, they will do everything in their power to take over your school, church, mosque, synagogue, club, business, government, police service, hospital, and any other institution you can think of. They will not always come as wolves in wolves' clothing. Often, they will come as sheep, pretending to be articulate, reasonable, and moderate thought leaders. But with just an ounce of power, they will move surreptitiously and artfully to implement destructive CRT dreams into reality. It is incumbent on parents to always be on their guard and not invest power or potential in those who could do their children harm.

**THEY WILL STOP AT NOTHING.**

# How will you be attacked?

**A**s previously discussed, the way CRT and CSJ operate is as take-over ideologies. CRT proponents do not care how they win as long as they win. They are not trying to win an academic debate, they are attempting to socially replace you. Read that line again: **they are not trying to win an academic debate, they are trying to socially replace you.**

As such, almost any action stemming from CRT activists is designed to shut you up, diminish your standing in the community, undercut your authority to speak on an issue, alienate you from whichever group you are a part of so that others ignore you, pretend like there really isn't any problem at all, or tear down your reputation so people don't listen to you. Anything that they can do to win they will do.

That's the bad news. The good news is that these tactics can be countered, and if you counter them effectively they will backfire on CRT activists. This is not like boxing—this is like social jiu-jitsu where you use their own tactics against them to expose them.

Here is a small sample of just some of the tactics they will use:

## **PHONY DEFLECTION BY SAYING THAT CRT IS NON-EXISTENT**

**Claim:** “This is a solution in search of a non-existent or made-up problem” or “We don't use CRT, so why remove it from the curriculum?” This is pretending that the problem does not exist.

**Response:** Supporters of CRT often hide behind this claim because CRT often, if not most of the time, isn't actually labeled as CRT. To properly identify CRT, you need to first understand how the framework is defined. That will help reveal whether it is in use. Often, those using it don't even realize that the materials they are using are based on the CRT framework because they got duped—or to be charitable, conditioned—into thinking it was just regular old diversity training that teaches tolerance. For instances in which a school system in fact does not yet use CRT, it will be easier to be proactive and make sure you set guidelines preventing CRT from getting into the school system. An ounce of prevention is worth a pound of cure because once it gets in, getting it out can be time-consuming.

## YOU DON'T UNDERSTAND IT

**Claim:** “You don’t understand what CRT is and you are inaccurately describing it.”

**Response:**

- America is about individual equality, not group equity.
- Equal opportunity is not equal outcome.
- CRT immorally pushes intergenerational guilt.

*Note: Time permitting, review the works of those who have written about and advanced the CRT framework. Use their own words against them. A list of these works (and appropriate links) can be found in the appendices to this handout.<sup>8,9,10</sup>*

## BY BANNING CRT, YOU'RE BANNING TEACHERS FROM TEACHING HISTORY

**Claim:** “Banning Critical Race Theory prevents teachers from teaching about racism, white supremacy, and aspects of U.S. history that you want to hide” or “You are violating the free speech of our teachers.”

**Response:** The vast majority of adults of a certain age in our country learned about racism, the slave trade, the KKK and white supremacist movements in society and government, the Trail of Tears, Jim Crow, Japanese internment during WWII, and more—all without Critical Race Theory. For that reason alone, the claim is wrong. If anything, banning CRT makes teachers do their jobs effectively by presenting the correct and whole history—not a slanted or tendentious version. It also stops teachers from discriminating against or asserting wrongful dominance over students in the teacher’s own presumptuous fiefdom.



## TEACHERS HAVE A RIGHT TO TEACH CRT IN THEIR CLASSROOMS

**Claim:** “Teachers have a First Amendment right to teach whatever they want in K-12 public school classrooms.”

**Response:** This is false. School boards have a duty to regulate classroom instruction and decide what the content of the curriculum will be. School Boards absolutely have the right to determine what is in the curriculum, and what is left out. Further, according to the Foundation for Individual Rights in Education:

*“You have different speech rights as a hired employee than you do as a private citizen. You are generally considered to speak for the school district when you are in your classroom. “Speech” extends to classroom decorations, signs, posters, and statement clothing (such as pins or buttons.) According to the ruling in Garcetti v. Ceballos (2006), K-12 teachers’ speech is regarded as the expression of a public employee pursuant to official duties. Hence, “curricular” speech is regarded as “hired speech,” not entitled to protection by the First Amendment.”*

Under those circumstances, teachers are not speaking as citizens for First Amendment purposes, and the Constitution does not insulate their communications from employer discipline.

Teachers absolutely do not have a First Amendment right to teach whatever they want in their classrooms.



# How did CRT get into education in the first place?

There are a number of reasons for this. The extremely short version is that CRT activists did something most of us did not do: they showed up in colleges, state assembly meetings, curriculum meetings, and school board meetings, and they agitated and worked to get their ideas into the school system. Many later started their own training and consulting companies to promote CRT, SEL (Social Emotional Learning), and DEI (Diversity, Equity, and Inclusion), and so on. CRT activists were working in the places that people usually don't go to in order to get their views into schools: they trained teachers in CRT at universities and colleges, attended school boards to weave CRT into curriculum, and pressured accreditation bodies to make them push for CRT as well. They did activism while no one else was watching. And they conscripted or recruited seemingly respectable, moderate-sounding professionals to do their bidding by teaching them, reaching out and messaging to them, and making a politically-correct version of CRT fashionable. This double-barreled approach then gave them the ability to infiltrate the highest echelons of business, government, and the military-industrial complex by getting woke corporations, law firms (already predisposed to CRT Wokeism), and even the military. This expansion of the CRT message and following has been alarming and will ruin our Nation permanently unless we stop it right away in our schools and colleges.

Many colleges tell teachers that they should implement CRT and Critical Social Justice of all types into their classroom activities regardless of what the curriculum says. They will tell their teachers to find ways to work CRT into the classroom even if the curriculum does not include CRT. This is another thing to watch out for.

Further, CRT activists have been active at the federal level trying to make CRT a condition of receiving grant money for education,<sup>11</sup> including from the "American Rescue Plan." Many school districts want to implement CRT to ensure they are able to apply for local, state, and federal grants. President Biden has already indicated<sup>12</sup> that he wants federal grants tied to CRT implementation, and the U.S. Department of Education has already proposed a rule to that end. The Biden Administration would even have taxpayer dollars going towards anti-racist "therapy" for white teachers.<sup>13</sup> Additionally, in Biden's "American Rescue Plan," a source is linked<sup>14</sup> that overtly develops the link between CRT and Social Emotional Learning (SEL).

---

As a reminder, many terms and phrases are used within the CRT framework, which may make the presence of CRT within your schools not initially obvious.

CRT-infused curriculum, like that of the 1619 Project, will be favored and promoted with incentives like grants, or other enticements. 1619 Project curriculum was used in over 3500 classrooms in 2020 alone.<sup>15</sup>

Many parents, teachers, school administrators, etc., are attracted to the window dressing of “anti-racism.” After all, racism is indeed a terrible thing, so why would anyone oppose teaching a curriculum that reinforces this point? They think that when CRT activists talk about “anti-racism” they are referring to the idea that we were all taught as children: racism is bad and we should work to end it. But as we have seen, “anti-racism” is a CRT term that is not equivalent with standing against prejudice or discrimination.

Finally, sometimes people will choose to allow CRT in because CRT activists will call those that oppose them racist and destroy their reputation—and people don’t want to have their reputation destroyed.

Many people advocate for, defend, or teach CRT materials out of fear. Some recognize that while the racist nature of CRT is self-evident and empirically obvious, they may lose their job if they speak out. Teachers who are against CRT are themselves on the front lines of this culture fight, and often face immense backlash if they are not seen as sufficiently “woke” or committed to the cause of “anti-racism.” Success in pushing back against the racism inherent in CRT will help insiders speak out without fear of losing their jobs or being falsely labeled as a racist.

We should also recognize that many will see dollar signs and opportunity in all of this upheaval. “Equity” companies and consultants stand to make a lot of money providing CRT materials, surveys, and training. Panorama Education is one such company.<sup>16</sup> Other organizations focus on accreditation<sup>17</sup> while pushing CRT. These entities, in conjunction with other stakeholders, will lobby all relevant elected officials and bureaucrats directly to support CRT. If targeted school systems are not already ideologically predisposed, pressure through public commentary via the modern emerging “Woke” movement will be used by third-party entities as leverage to convince those school systems to hire them to help assist in CRT implementation to placate the aforementioned movement.

---

# Is CRT being used in your schools?

If CRT is being used in your schools, there is no time to waste: it's time to get to work. If CRT is not being used in your schools, now would be a good time to get involved in your local school board and community before radical CRT activists take it over and you have a real mess on your hands.

If you are not sure exactly what CRT looks like, or if your schools are using it, here is some helpful information on where to look:

**First**, and most importantly, examine the materials your child is bringing home from school. CRT that directly and overtly targets your children will often be the most powerful example to motivate other parents and people in your community. You should also examine the materials teachers are using to prepare their lesson plans. BrainPop<sup>18</sup> is a politically-biased online resource with copious amounts of CRT propaganda, for example.

**Second**, examine school and school district websites. What types of materials, training, or departments and programs are publicly listed and might initially be worth a deeper dive? Do they have diversity, equity, and inclusion (DEI) materials or offices? If so, review them to see if they utilize a CRT framework. They often do. Search engine searches of key terms, in conjunction with the name of your state, state Department of Education, county, and city, often returns surprising or undiscovered material for review.

**Third**, much of what you seek may not be front-facing or otherwise readily available. Learn how to make public records requests<sup>19</sup> through either the Freedom of Information Act<sup>20</sup> for federal documents, or through the public information request process required by your local government entities and school boards,<sup>21</sup> regarding all training, curriculum, programs, materials, school system budgets, and emails promoting CRT, whether named explicitly or not (remember sometimes they hide it by using it without calling it that.) Depending on the volume of materials you receive, coordinate with others in your network to review those materials. To the extent possible, organize and catalog your findings so you can show other people in a way that is easy to understand.

---

If the powers that be drag their feet, attempt to charge excessive fees, and are otherwise not being responsive to information requests, this means two things:

- 1 You are on the right track, and they are likely hiding something.
- 2 It is time to look at legal options for getting access to information such as Freedom of Information requests.

Where it may apply, be sure that your school board adheres to “open meeting” laws to ensure that discussion of anything related to CRT can be documented.

Create an independent “Classroom Incident Report” resource for parents that protects confidentiality, if desired. Some of the best information you will gather about CRT in schools is from parents seeing or hearing something going on in their classrooms.

Perhaps most importantly, find and identify sympathetic teachers, perhaps provide them a completely confidential and anonymous reporting tool, or communicate by word of mouth. Depending on how radicalized the school system is, their careers could be in jeopardy by speaking out, so you have a duty to help protect their anonymity if they desire to remain unnamed as a source of information.

As a final note on chronicling data and school system resources/ curriculum materials: **archive it all**. Some school systems will fight dirty and pull it all down from the accessible fora and platforms, so that parents do not have the chance to review it. This poses a grave problem, but also an opportunity. If you have the materials archived, you can create a website for those materials to reside and then be the de facto resource for parents to see what is in your schools and in the process, recruit them to your side. Concerned voters in Reno, NV did just that<sup>22</sup> when their school board pulled down public access to resources.

It is important to note that whether CRT is currently in your school system is mostly irrelevant to the purpose of this document. Actions to prevent CRT from entering your schools are similar to those you would want to take to ban CRT that is already in use.

---

# Is CRT being taught in your school board district and/or in schools?

It is imperative that you get a “lay of the land” by ascertaining how your elected school board members view CRT. Who are your school board members?

As a standard method of accountability for any elected official:

- 1** Begin with following their social media accounts and reviewing their public commentary. You can search their social media yourself or set up Google Alerts for keywords, names, and phrases so that when commentary on CRT occurs, search engines highlight it for you.
- 2** Contact your school board members directly and ask them their position on CRT. A list of questions you can ask if they are being evasive can be found here.
- 3** Attending your local school board meetings and getting your elected officials on the record is helpful, and non-answers can be revealing. Regardless, it is good to understand the political dynamics at play within the school board itself.
- 4** There will often be a history of roll call votes (a recorded vote that shows their position clearly) or a unanimous consent/voice vote (less clear on vote position) on items that are directly or indirectly related to CRT curriculum or training.
- 5** You, and the network of people you organize, can go back through and chronicle how school board members positioned themselves. If you don’t know how to search for this, that’s fine, assuming that your local laws require transparency and records of this type to be kept. As your network grows, enlist someone to help take a look at this or train you how to find it.

If your school board is publicly on the record opposing CRT and after a review of school materials, there appears to be no sign of CRT in use yet, work with your school board to take charge of the curriculum so that teachers do not decide to teach CRT behind the back of the school board (which, as we discussed earlier, sometimes happens).

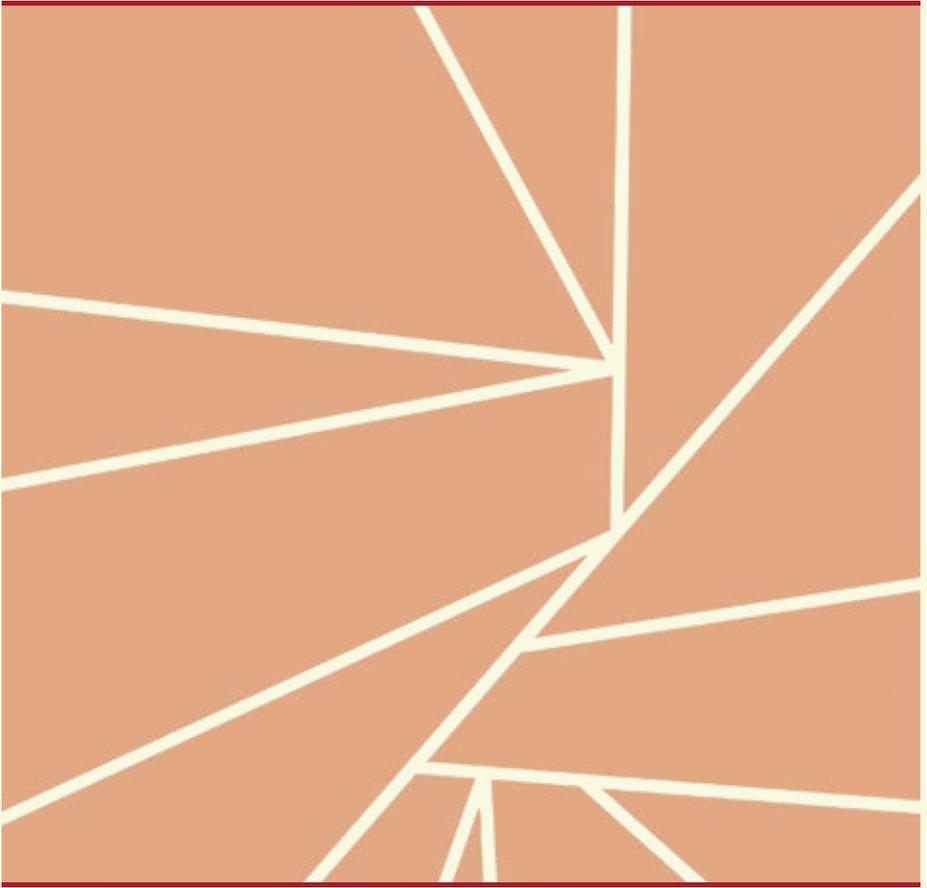
It may be that your school board is vocally committed to opposing CRT. If so, that's great; however, many school board members now know that CRT is bad but may not be aware that it is already in use in their schools because they have not been trained on what CRT is and how it often presents itself under the guise of other seemingly "feel-good" phrasings. Further, they may not realize that sometimes teachers will instruct through the lens of CRT even if CRT isn't called for in the curriculum.

## What is the goal?

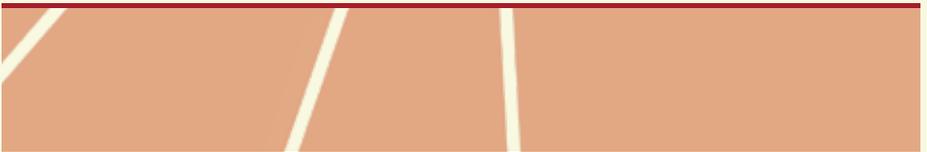
**T**he goal of the above subsections of Section I of this document is to bring you up to speed on what CRT and CSJ are, and to help you figure out exactly what the situation in your school district is. The goal is to ensure that:

- 1** The school board adopts a curriculum that is not taught through the lens of CRT and does not contain CRT as a required element. Indoctrination through CRT is removed (and the racism that comes with CRT) from all K-12 public school curricula.
- 2** Ensure that teachers are teaching the curriculum that has been put in place and not just choosing to continue to indoctrinate children into CRT, or using CRT as the lens through which they teach.

If your local elected school board members are vocal supporters of CRT, document their support. Experience shows that elected officials that are wrong on issues like this are rarely salvageable. It may be that with immense public exposure and pressure, they will bend to the political winds to satisfy you, but usually not because they are ideologically aligned with you and have seen the light. It is important in these instances to ascertain whether these specific school board members are generally with you and simply need to be educated, or whether they are saying whatever they have to say in order to get elected. If the latter instance is the case, they need to be replaced. If your school board members support CRT and refuse to remove it from the curriculum, or if they say they are opposed to CRT but refuse to implement a proper curriculum, then they need to be replaced. The rule here is that any school board member that refuses to implement a CRT-free curriculum that mandates teacher compliance needs to be replaced, and replaced as quickly as possible.



SECTION TWO:  
**GROW YOUR  
NETWORK**



# AMAC Action Network Mobilization

**We urge you to participate in AMAC Action advocacy to battle Critical Race Theory (CRT) by becoming either a volunteer AMAC Action Delegate, Chapter Leader, or Chapter Member if there is a Chapter in your area.**

By becoming involved in AMAC Action advocacy, you will have access to a network of support and materials to assist you in raising awareness of CRT to other AMAC members in your area. If there is not an AMAC Chapter in your area, we encourage you to help establish one by becoming a Chapter Leader. AMAC Action offers a turn-key program to assist you in contacting local AMAC members to build a Chapter and training on how to run meetings and generate attendance. Recent AMAC member polling indicates that the Critical Race Theory issue is of great concern and would be an ideal foundational issue for launching a new Chapter. At the end of the day, this is a human-rights issue, and we want to protect children from an abusive and harmful curriculum and as AMAC members stand up for the children in their community and protect them from overt racism.

Identify motivated people to assist you in organizing your AMAC Action Chapter. This would be a great complement to the proactive support you will receive from AMAC Action's advocacy support team.

AMAC Action has developed for you a resource list of articles, opinion-editorials, videos, and radio interviews that you can share at Chapter meetings to give attendees an idea of what people from across the country are doing and saying to voice their opposition to CRT and assist you in messaging. These resources may also be used to educate AMAC members who are just learning about CRT. Your goal should be to empower your Chapter members with knowledge to build the confidence they will need to effectively articulate opposition to CRT.

Frustrations with and criticisms of CRT expressed in Chapter meetings are important as personal statements by members that should be used in actions to fight and stop CRT in your community and state. As you build the Chapter's initial attendee base with AMAC members, your Chapter will grow by encouraging like-minded members of your community networks to attend meetings and join in the fight against CRT.

---

Strength and influence in politics usually boils down to how many people are for or against an issue. The more people who show up to make their voices heard, the more likely you are to succeed.

Based on recent anecdotal data from school board meetings and elections, as more people learn about CRT, bipartisan opposition to it is emerging across the nation. The more people you can convince of this, the better your odds are of achieving the goal of stopping CRT.

Neighbors, church groups, civic clubs, political clubs, and work colleagues should all be interested in learning about CRT. Every community is different, but the concept is simple: identify everyone that you know, including fellow AMAC members and friends, who may be concerned about stopping CRT in your schools and invite them to your Chapter meetings.

At the same time, beware of the proponents of CRT, particularly elected school board members and other officials, who will distort the issues in their attempt to frustrate your efforts to defeat CRT and use them for their own agenda. Some of these people may express an interest in leading the opposition to CRT, but then either are not serious about prioritizing it, or do not plan to put in the work to bring other elected officials to their side. Above all, identify the person(s) who will most successfully champion the issue.

In this connection, consider forming committees within the Chapter to help with research on school boards, keeping a calendar for school board meetings to attend, identifying like-minded groups to join your efforts, gathering CRT informational materials and resources, etc. Please share any educational materials you obtain with AMAC Action so we may disseminate with other Chapters.

Look for political or activist groups in your community that are ideologically aligned in opposing CRT. Work with vetted and legitimate organizations to supplement your efforts. If you have a question about a specific organization, reach out to AMAC Action advocacy support. Be mindful that bad information or partnering with improperly vetted fringe groups can delegitimize your efforts. If they are credible, invite them to speak at your AMAC Action Chapter meeting. The broader your coalition, the better. Politics can often lead to otherwise curious alliances. Do not discount the fact that some people who may not share your position on all issues may be just as opposed to the CRT curriculum as you are. This issue crosses party and ideological lines.

Be mindful that local media may hold or simply parrot the biased views of your opposition and help elevate attention to the pushback. Even if you do everything right, expect leftist media bias to occur the more successful your efforts become.

Stay on message. CRT is a racist construct, and you should not let up on the gas demanding to know why your opponents support such racism.

As previously mentioned, please share any materials on CRT with AMAC Action advocacy support. We are continuously developing CRT resources and welcome suggestions from our advocates. Please feel free to share success stories and best practices that we may share with other Chapters across the country.

**Please call or email AMAC Action to learn more about starting a Chapter, joining an existing one, or becoming an AMAC Action Delegate.**

**(855) 809-6976**

**info@amacaction.org**



---

## APPENDIX A: REFERENCE MATERIAL

1. Center for Renewing America - *Model School Board Language to Prohibit Critical Race Theory*  
<https://citizensrenewingamerica.com/issues/model-school-board-language-to-prohibit-critical-race-theory-2/>
2. Congress.gov - *H.R.3179 - Stop CRT Act*  
<https://www.congress.gov/bill/117th-congress/house-bill/3179>
3. Federal Register - *Combating Race and Sex Stereotyping*  
<https://www.federalregister.gov/documents/2020/09/28/2020-21534/combating-race-and-sex-stereotyping>
4. Center for Renewing America - *Primer: Ending State-Sanctioned Racism*  
<https://americarenewing.com/issues/one-pager-ending-state-sanctioned-racism/>
5. Center for Renewing America - *Policy Brief: A Comprehensive Overview of Critical Race Theory in America*  
<https://americarenewing.com/issues/policy-brief-a-comprehensive-overview-of-critical-race-theory-in-america/>
6. Hillsdale College / Imprimis - *Critical Race Theory: What It Is and How to Fight It*  
<https://imprimis.hillsdale.edu/critical-race-theory-fight/>
7. Center for Renewing America - List: Critical Race Theory Terms  
<https://americarenewing.com/issues/list-critical-race-theory-buzzwords/>
8. New Discourses - *Critical Race Theory*  
<https://newdiscourses.com/tftw-critical-race-theory/>
9. New Discourses - *Critical Race Theory: A Two-page Overview*  
<https://newdiscourses.com/2021/04/critical-race-theory-two-page-overview/>
10. New Discourses - *Eight Big Reasons Critical Race Theory Is Terrible for Dealing with Racism*  
<https://newdiscourses.com/2020/06/reasons-critical-race-theory-terrible-dealing-racism/>
11. City Journal.org - *Indoctrination As Intervention*  
<https://www.city-journal.org/biden-admin-funds-antiracist-therapy-for-white-educators>

12. Federal Register - *Advancing Racial Equity and Support for Underserved Communities Through the Federal Government*  
<https://www.federalregister.gov/documents/2021/01/25/2021-01753/advancing-racial-equity-and-support-for-underserved-communities-through-the-federal-government>
13. New York Post - *Team Biden wants white teachers to undergo anti-racist 'therapy'*  
<https://nypost.com/2021/05/26/team-biden-wants-white-teachers-to-undergo-anti-racist-therapy/>
14. Abolitionist Teaching Network - *Guide for Racial Justice & Abolitionist Social and Emotional Learning*  
<https://abolitionistteachingnetwork.org/guide>
15. Education Next - "The 1619 Project" Enters American Classrooms  
<https://www.educationnext.org/1619-project-enters-american-classrooms-adding-new-sizzle-slavery-significant-cost/>
16. Panorma Education - *Measure and understand social-emotional learning*  
<https://www.panoramaed.com/social-emotional-learning-sel>
17. Cognia - *Commitment to Diversity, Equity, and Inclusion*  
<https://www.cognia.org/the-cognia-difference/commitment-to-dei/>
18. BrainPOP  
<https://www.brainpop.com/>
19. Parents Defending Education - *Filing a FOIA*  
<https://defendinged.org/resources/filing-a-foia/>
20. FOIA.gov - *How do I make a FOIA Request?*  
<https://www.foia.gov/how-to.html>
21. Ballotpedia - *Requesting copies of public records*  
[https://ballotpedia.org/Requesting\\_copies\\_of\\_public\\_records#State\\_specific\\_requirements\\_and\\_recommendations\\_for\\_records\\_requests](https://ballotpedia.org/Requesting_copies_of_public_records#State_specific_requirements_and_recommendations_for_records_requests)
22. Nevada Family Alliance - *Critical Race Theory in Nevada's Schools*  
<https://www.reclaimingourschools.com/>

## APPENDIX B: EUPHEMISMS AND BUZZWORDS

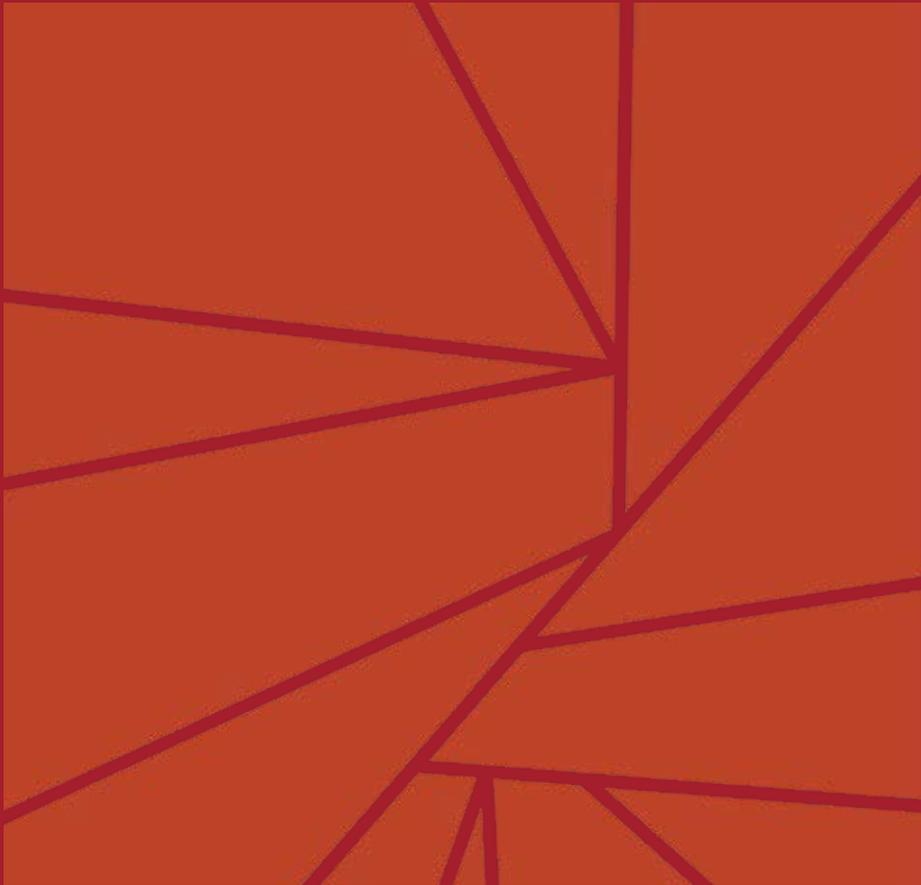
### Action Civics

### Social Emotional Learning (SEL)

### Diversity, Equity, and Inclusion (DEI)

### Culturally responsive teaching

Abolitionist teaching	Interrupting racism
Anti-racism	Intersection
Anti-bias training	Intersectionality
Anti-blackness	Intersectional identities
Anti-meritocracy	Intersectional studies
Obtuse meritocracy	Land acknowledgment
Centering or de-centering	Marginalized identities
Collective guilt	Marginalized communities
Colorism	Microaggressions
Conscious and unconscious bias	Minoritized communities
Critical ethnic studies	Multiculturalism
Critical pedagogy	Neo-segregation
Critical self-awareness	Normativity
Critical self-reflection	Oppressor vs. oppressed
Cultural appropriation	Patriarchy
Cultural awareness	Protect vulnerable identities
Cultural competence	Race essentialism
Cultural proficiency	Racial healing
Cultural relevance	Racialized identity
Cultural responsiveness	Racial justice
Culturally responsive practices	Racial prejudice
De-centering whiteness	Racial sensitivity training
Deconstruct knowledges	Racial supremacy
Diversity focused	Reflective exercises
Diversity training	Representation and inclusion
Dominant discourses	Restorative justice
Educational justice	Restorative practices
Equitable	Social justice
Equity	Spirit murdering
Examine “systems”	Structural bias
Free radical therapy	Structural inequity
Free radical self/collective care	Structural racism
Hegemony	Systemic bias
Identity deconstruction	Systemic oppression
Implicit/Explicit bias	Systemic racism
Inclusivity education	Systems of power and oppression
Institutional bias	Unconscious bias
Institutional oppression	Under-represented communities
Internalized racial superiority	White fragility
Internalized racism	White privilege
Internalized white supremacy	White social capital



Association of Mature American Citizens

*Better for You. Better for America.*

888-262-2006 | [www.amac.us](http://www.amac.us)

