

Olentangy Local School District Literature Selection Review

Teacher:	Klein	School:	OLMS
Book Title:	Green Glass Sea	Genre:	Historical Fiction, Mystery
Author:	Ellen Klages	Pages:	368
Publisher:	Puffin	Copyright:	2008

In a brief rationale, please provide the following information relative to the book you would like added to the school's book collection for classroom use. You may attach additional pages as needed.

Book Summary and summary citation: (suggested resources include book flap summaries, review summaries from publisher, book vendors, etc.)

Age Level: 9 and up | Grade Level: 4 and up

Ellen Klages's award-winning debut novel is now in paperback!

It is 1943, and eleven-year-old Dewey Kerrigan is en route to New Mexico, to live with her mathematician father. Soon she arrives at a town that, officially, doesn't exist. It is called Los Alamos, and it is abuzz with activity, as scientists and mathematicians from all over America and Europe work on the biggest secret of all—"the gadget." None of them—not J. Robert Oppenheimer, the director of the Manhattan Project; not the mathematicians and scientists; and least of all, Dewey—know how much "the gadget" is about to change their lives.

Provide an instructional rationale for the use of this title, including specific reference to the OLSD curriculum map(s): (Curriculum maps may be referenced by grade/course and indicator number or curriculum maps with indicators highlighted may be attached to this form)

Indicators: 1. Explain interactions and conflicts (e.g., character vs. self, nature or society) between main and minor characters in literary text and how the interactions affect the plot. 2. Analyze the features of the setting and their importance in a text.

3. Identify the main and _____ Benchmarks: A. Determine a purpose for reading and use a range of reading comprehension strategies to better understand text. B. Apply effective reading comprehension strategies, including summarizing and making predictions, and comparisons using information in text, between text and across subject areas. C. Make meaning through asking and responding to a variety of questions related to text. D. Apply self-monitoring strategies to clarify confusion about text and to monitor comprehension. _____

Indicators: 1. Establish and adjust purposes for reading including to find out, to understand, to interpret, to enjoy and to solve problems. 2. Predict or hypothesize as appropriate from information in the text, substantiating with specific references to textual examples that may be in widely separated sections of text. 3. Make critical comparisons across texts, noting author's style as well as literal and implied content of text. 4. Summarize the information in texts, using key ideas, supporting details and referencing gaps or contradictions. 5. Select, create and use graphic organizers to interpret textual information.

6. Answer literal, inferential, evaluative questions.

Include two professional reviews of this title: (a suggested list of resources for identifying professional reviews is shown below. Reviews may be “cut and pasted” (with citation) into the form or printed reviews may be attached to the form)

Review #1

From School Library Journal

Grade 5-8—Two girls spend a year in Los Alamos as their parents work on the secret gadget that will end World War II. Dewey is a mechanically minded 10-year-old who gets along fine with the scientists at the site, but is teased by girls her own age. When her mathematician father is called away, she moves in with Suze, who initially detests her new roommate. The two draw closer, though, and their growing friendship is neatly set against the tenseness of the Los Alamos compound as the project nears completion. Clear prose brings readers right into the unusual atmosphere of the secretive scientific community, seen through the eyes of the kids and their families. Dewey is an especially engaging character, plunging on with her mechanical projects and ignoring any questions about gender roles. Occasional shifts into first person highlight the protagonist's most emotional moments, including her journey to the site and her reaction to her father's unexpected death. After the atomic bomb test succeeds, ethical concerns of both youngsters and adults intensify as the characters learn how it is ultimately used. Many readers will know as little about the true nature of the project as the girls do, so the gradual revelation of facts is especially effective, while those who already know about Los Alamos's historical significance will experience the story in a different, but equally powerful, way.—Steven Engelfried, Beaverton City Library, OR

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Review #2

From Booklist

In November 1943, 10-year-old budding inventor Dewey Kerrigan sets off on a cross-country train ride to be with her father, who is engaged in "war work." She is busy designing a radio when a fellow passenger named Dick Feynman offers to help her. Feynman's presence in this finely wrought first novel is the first clue that Dewey is headed for Los Alamos. The mystery and tension surrounding "war work" and what Dewey knows only as "the gadget" trickles down to the kids living in the Los Alamos compound, who often do without adult supervision. Although disliked by her girl classmates, "Screwy Dewey" enjoys Los Alamos. There are lots of people to talk with about radios (including "Oppie"), and she has the wonderful opportunity to dig through the nearby dump for discarded science stuff. However, when Dewey's father leaves for Washington, she is left to fend off the biggest bully in Los Alamos. The novel occasionally gets mired down in detail, but the characters are exceptionally well drawn, and the compelling, unusual setting makes a great tie-in for history classes. John Green

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What alternate text(s) could also fulfill the instructional requirements?

Title: **Travels of Thelonious** Author: **Susan Schade**

Title: **Hiroshima; The story of the First Atom Bomb** Author: **Clive Lawton**

Title: Author:

Title: Author:

Title: Author:

Title:

Author:

Document any potentially controversial content:

In the novel there is alcohol abuse, mild profanity and bullying situations

Keeping in mind the age, academic level, and maturity of the intended reader, what is the suggested classroom use: (check all that apply)

Gifted/Accelerated Regular At Risk

GRADE LEVEL(S): 6 7 8 9 10 11 12

Reading level of this title (if applicable): 9+

Date Submitted to Department Chair: 1/17/12

Suggested Professional Literary Review Sources:

School Library Journal

Horn Book

Bulletin of the Center for Children's Books

VOYA (Voice of Youth Advocates)

Library Journal

Book Links

Publisher's Weekly

Booklist

Kirkus Review

Wilson Library Catalog

English Journal (and other resources of the National Council of Teachers of English)

The Reading Teacher (International Reading Association)

Literature for Today's Young Adults