

## Olentangy Local School District Literature Selection Review

Teacher:	Veronica Asbury	School:	OLMS
Book Title:	If I Should Die Before I Wake	Genre:	Historical Fiction/General Fiction
Author:	Han Nolan	Pages:	293
Publisher:	The Jewish Heritage Writing Project used by permission of Viking Penguin, a division of Penguin Books, USA, Inc.	Copyright:	1989

*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.)

As Hilary, a Neo-Nazi initiate, lies in a coma, she is transported to Poland at the onset of World War II, into the life of a Jewish teenager.

Lying near death in a Jewish hospital, Hilary finds herself bombarded by memories of a life in Poland. She becomes Chana, a girl whose family is forced from their home by the Nazis and marched to the Lodz ghetto, where starvation drives people to desperate acts and the streets are smeared with filth. Those who are strong enough to survive are shipped to Auschwitz. How can Chana endure such a life and how can Hilary?

**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)  
CCR Standard #7 - (these are the standards given at Diversity Training on Professional Development Day.

\* Students appreciate that the twenty-first century classroom and work place are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together.

\*Students actively seek to understand other perspectives and cultures through reading and listening, and are able to communicate effectively with people of varied backgrounds.

\*Students evaluate other points of view critically and constructively.

Through reading classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews, students can vicariously inhabit worlds and have experiences much different than their own.

\*Students compare and contrast and note similarities and differences.

\*Students respond to various types of literature (including historical fiction) and support their responses using textual evidence.

**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

"Brilliantly rendered. Without sensationalizing or blurring, Nolan evokes the physical and emotional crowding of shared living space, the desperate struggle for food each day, and the compromises required for survival." Ages 12 and up. - Booklist

Review #2

From Publishers Weekly

Few novels can match this effort for its stupefying lack of taste. Teenager Hilary, who has never recovered from the long-ago death of her father and from her Bible-thumping mother's temporary abandonment of her, lies in a coma, the victim of her own adventures with her neo-Nazi pals. Suddenly she "slips" into another life--that of a Jewish girl in Poland at the beginning of the Nazi occupation. It turns out that she is sharing the memories of her hospital roommate, whose telepathic communications eventually bring about Hilary's salvation. Gratuitously lurid subplots involve teenage American neo-Nazi depredations and the torture of Hilary's young Jewish neighbor; the Holocaust flashbacks feature a psychic grandmother. Passages about Nazi ghettos and concentration camps seem cobbled together from survivors' memoirs (noticeably, Kitty Hart's several autobiographies and Fania Fenelon's *Playing for Time* ), while the overall conceit owes a major debt to Jane Yolen's *The Devil's Arithmetic*. Any hope that the author will redeem this misbegotten first novel is quickly quashed by her unrelievedly airless prose. Ages 12-up.  
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**What alternate text(s) could also fulfill the instructional requirements?**

<u>Title:</u> <b>Number the Stars</b>	<u>Author:</u> <b>Lois Lowry</b>
<u>Title:</u> <b>The Boy in the Striped Pajamas</b>	<u>Author:</u> <b>John Boyne</b>
<u>Title:</u> <b>The Devil's Arithmetic</b>	<u>Author:</u> <b>Jane Yolen</b>
<u>Title:</u>	<u>Author:</u>
<u>Title:</u>	<u>Author:</u>
<u>Title:</u>	<u>Author:</u>

**Document any potentially controversial content:**

Some mild curse words within the novel, some sensitive situations that involve violence and references to the Holocaust.

**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):** 6.5; lexile level 840

**Date Submitted to Department Chair:** March 10th

**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