

**Olentangy Local School District
Literature Selection Review**

Teacher:	OLHS English	School:	Liberty High School
Book Title:	Naughts and Crosses	Genre:	Thriller- AYA
Author:	Malorie Blackman	Pages:	385
Publisher:	Simon & Schuster	Copyright:	2001

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.)

Callum is a naught, a second-class citizen in a society run by the ruling Crosses. Sephy is a Cross, and daughter of the man slated to become prime minister. In their world, white naughts and black Crosses simply don't mix -- and they certainly don't fall in love. But that's exactly what they've done.

When they were younger, they played together. Now Callum and Sephy meet in secret and make excuses. But excuses no longer cut it when Sephy and her mother are nearly caught in a terrorist bombing planned by the Liberation Militia, with which Callum's family is linked. Callum's father is the prime suspect...and Sephy's father will stop at nothing to see him hanged. The blood hunt that ensues will threaten not only Callum and Sephy's love for each other, but their very lives.

In this shocking thriller, UK sensation Malorie Blackman turns the world inside out. What's white is black, what's black is white, and only one thing is clear: Assumptions can be deadly.

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)

Targets:

(All previous targets will continue to be applied.)

1. I can use genre-relevant literary devices to makes sense of a text and as justification of my ideas and their evidence.
2. I can identify an IDEA in a text through close analysis of a text and forward thinking. (I can take an intellectual risk and think outside the box.)
3. I can synthesize an IDEA based in and supported by multiple texts.

4. I can write analytically and persuasively (Toulmin model) about an idea based in text.

5. I can use logical organization and clear transitions (especially introductory phrases, commas, and rhetorical questions) in my writing.

6. I can evaluate a source.

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 8-10—Excited by the idea that her best friend, Callum McGregor, will be going to her school, 13-year-old Persephone Hadley, daughter of a racist politician, is too young and too privileged to realize that friendships between naughts, like Callum, the son of her mother's former maid, and Crosses, like herself, are impossible in her segregated society. In this alternate world, recognizably English but with a twist, conditions for the pale-skinned naughts have improved little since the days of slavery; the dark-skinned Crosses have the money and power. Caught up in the hostility surrounding the school's integration, Sephy attempts to be a public friend and makes things worse. Readers familiar with racial issues in this country will see familiar patterns as Callum struggles with the hostility of his family as well as those outside. But in this world, the second-class citizens have turned to terrorism. Callum's older brother, denied schooling, has joined the Liberation Army. Caught up in escalating violence, Callum's family disintegrates, and there seems little for him to do but go the terrorist route as well. Over the years, Callum and Sephy drift apart, but their love remains. The teens take turns telling their story, and the parallels with Romeo and Juliet are clear. Some awkwardness in writing does not detract from the drama and suspense. The obvious message and wooden characterization will not diminish some teens' enthusiasm for this story of impossible love, which won several favorite-book awards in England where it was first published in 2001.—

Review #2

From Booklist

Gr. 8-11. An alternative England is divided between the Naughts and the Crosses. Callum is a looked-down-upon naught, and, as readers slowly realize, he's white. His best friend, Sephy, a black Cross, comes from a privileged family for whom Callum's mother works. A misunderstanding leads to her firing, but Callum and Sephy maintain deep affection for one another. After Callum gets into Sephy's previously all-black high school, the world begins to close in on them. The premise--what would happen if societal roles were reversed--is not unfamiliar, but the way Blackman personalizes it makes for a thrilling, heartbreaking story. The tale unfolds in 117 short chapters, alternately narrated by Sephy and Callum, and readers will watch with something akin to horror as the teenagers try to sustain what has become love through serpentine wrong turns and events beyond their control: Sephy's do-gooder efforts, the suicide of Callum's sister, and Callum's family's turn to violence. Both fate and family conspire to keep the teens apart as the story winds to its inexorable conclusion. Gripping and deeply layered, this book will make readers question everything: race relations, government, friendship. But it is Callum and Sephy's love, tinged with a Wuthering Heights -like relentlessness, that wins in the end.

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

Title: **Othello**

Author: **Julius Lester**

Title: **Romiette and Julio**

Author: **Sharon Draper**

Title:

Author:

Title:

Author:

Title:

Author:

Title:

Author:

Document any potentially controversial content:

Racial tension, suicide, and an implied sexual scene(no graphic material)

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):

Date Submitted to Department Chair: 1/12/09

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