

Olentangy Local School District Literature Selection Review

Teacher: Michael Myers Grade: 9-12 (OHS Book Club) School: OHS

Book Title: The Hitchhiker's Guide to the Galaxy Genre: Science Fiction

Author: Douglas Adams Pages: 320

Publisher: Del Rey Copyright: 1995

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.)

When *The Hitchhiker's Guide to the Galaxy* was first broadcast as a 12-part radio series on the British Broadcasting System in 1978, it was successful. No one could have guessed, though, that it would mushroom into a multimedia phenomenon that would encompass five novels, a television series, a stage production, and, more than twenty years later, dozens of websites created by devotees who could not get enough of its bizarre universe. Douglas Adams's novel based on the series, *The Hitchhiker's Guide to the Galaxy* concerns the exploits of Arthur Dent, an average British citizen who gets caught up in a myriad of space adventures when his house, and then the Earth, is demolished. With no planet to call home, he is left to hitchhike through space with his friend Ford Prefect, whom he thought was an out-of-work actor, but who is really a researcher for the intergalactic guidebook named in the title. Adams's book is one in which literally anything can happen, with the only rule being that what comes next will probably be the last thing the reader would expect and is bound to be amusing. --enotes.com

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)

College Prep

1. Verify meanings of words by the author's use of comparison and contrast and cause and effect. 12AVA
2. Apply knowledge of roots, affixes and phrases to aid understanding of content area vocabulary. 12AVD
3. Use multiple resources to enhance comprehension of vocabulary in British Literature. 12AVE

Standard English

College Prep

6. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling, summarizing, making inferences and drawing conclusions. 12RPA,C
 7. Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing). 12RPB
- Standard 12

8. Apply reading comprehension strategies. 12RPA
9. Demonstrate comprehension of print-text and visual media by answering literal and evaluative questions. 12RPB
10. Monitor comprehension by adjusting speed to fit the purpose. 12RPC

College Prep

11. Analyze the features and structures of documents and critique them for their effectiveness. 12RAIA
12. Identify and analyze examples of rhetorical devices and valid and invalid inferences. 12RAIB
13. Critique the effectiveness and validity of arguments in text and whether they achieve the author's purpose. 12RAIC
14. Synthesize the content from several sources on a single issue or written by a single author, clarifying ideas and connecting them to other sources and related topics. 12RAID

Standard 12

15. Distinguish between valid and invalid inferences. 12RAIB
16. Examine an author's beliefs about a subject. 12RAIE
17. Critique functional and workplace documents. 12RAIA

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Phonemic Awareness Acquisition of Vocabulary Reading Process

College Prep

18. Compare and contrast motivations and reactions of literary characters confronting similar conflicts (e.g., individual vs. nature, freedom vs. responsibility, individual vs. society), using specific examples of character's thoughts, words and actions. 12RALB
19. Recognize and analyze characteristics of sub-genres and American Literature. 12RALC
20. Analyze the characteristics of various literary periods and how the issues influenced the writers of those periods. 12RALC
21. Evaluate ways authors develop point of view and style to achieve specific rhetorical and aesthetic purposes (e.g., through use of figurative language, irony, tone, diction, imagery, symbolism and sounds of language), citing specific examples from text to support analysis. 12RALD,E

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

Amazon.com

Join Douglas Adams's hapless hero Arthur Dent as he travels the galaxy with his intrepid pal Ford Prefect, getting into horrible messes and generally wreaking hilarious havoc. Dent is grabbed from Earth moments before a cosmic construction team obliterates the planet to build a freeway. You'll never read funnier science fiction; Adams is a master of intelligent satire, barbed wit, and comedic dialogue. The Hitchhiker's Guide is rich in comedic detail and thought-provoking situations and stands up to multiple reads. Required reading for science fiction fans, this book (and its follow-ups) is also sure to please fans of Monty Python, Terry Pratchett's Discworld series, and British sitcoms.

Review #2

Gale Research

The Hitchhiker's Guide to the Galaxy, as well as its sequels, The Restaurant at the End of the Universe; Life, the Universe and Everything; So Long, and Thanks for All the Fish; and Mostly Harmless, is "inspired lunacy that leaves hardly a science fictional cliché alive," as Washington Post Book World contributor Lisa Tuttle describes it.

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

Title: Candide Author: Voltaire

Title: The Lion, The Witch, and the Wardrobe Author: C.S. Lewis

Title: Author:

Title: Author:

Title: Author:

Title: Author:

Document any potentially controversial content:

Very little adult language. Some adult situations but overall has very little objectionable content. This book will be used for OHS Book Club.

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: Oct. 31, 2007

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