

Olentangy Local School District Literature Selection Review

Teacher: OLHS English Department

School: Liberty High School

Book Title: *The Parable of the Sower*

Genre: Sci-fi/Dystopian

Author: Damian Duffy (Adaptation), Octavia E. Butler, John Jennings (Illustrations) Pages: 272

Publisher: Harry N. Abrams

Copyright: 2020

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

The follow-up to *Kindred*, the #1 bestseller, comes Octavia E. Butler's groundbreaking dystopian novel

In this graphic novel adaptation of Octavia E. Butler's *Parable of the Sower*, by Damian Duffy and John Jennings, the award-winning team behind the #1 bestseller *Kindred: A Graphic Novel Adaptation*, the author portrays a searing vision of America's future. In the year 2024, the country is marred by unattended environmental and economic crises that lead to social chaos. Lauren Olamina, a preacher's daughter living in Los Angeles, is protected from danger by the walls of her gated community. However, in a night of fire and death, what begins as a fight for survival soon leads to something much more: a startling vision of human destiny . . . and the birth of a new faith.

(Taken from GoodReads)

Provide an instructional rationale for the use of this title, including specific reference to the OLSD curriculum blueprints and/or State standards.

The Parable of the Sower will serve as a literature circle choice novel. The literature circle texts are focused on American identities and perspectives and how America is constructed of a variety of people experiencing a variety of things, with the added layer of science-fiction/dystopian elements. The novel was selected to fit into the year-long conversations about American ideologies and will end our year thinking about not only America's future, but the world's future.

Unit Title: To infinity and beyond!: The future-- ourselves and others, here and there.

Essential Questions: What happens next? How do we use our knowledge and experiences to benefit/inhibit others? What concerns are there morally with technological advances?

CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-LITERACY.RL.11-12.2

Determine two or more themes or central ideas of a text and analyze their development over the course of

the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

CCSS.ELA-LITERACY.RL.11-12.3

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

CCSS.ELA-LITERACY.RL.11-12.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

CCSS.ELA-LITERACY.RL.11-12.5

Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

CCSS.ELA-LITERACY.RL.11-12.6

Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

Include two professional review 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). Reviews should suggest an appropriate grade-level or grade-band.

Review #1

This nimble graphic adaptation of Butler’s 1993 novel of capitalism-ravaged California feels alarmingly prescient and relevant. Duffy and Jennings (*Kindred*) skillfully rework the tale told through the eyes of teenage empath Lauren Oya Olamina, who navigates a world transformed by drought, gun violence, and exploitation. Lauren, daughter of a preacher, pushes back against her family and friends, who naively hope life will return to the good old days. “The old days aren’t coming back,” Lauren says, as she shares her own spiritual message, the Earthseed, which declares “God is Change.” The adaptation captures the heart of Butler’s message: survival depends on evolution, but also on breaking through isolation to build communities of trust and love. Jennings’s color palette flames with reds, oranges, and yellows, evoking both vibrant Los Angeles sunsets and the city choked with smoke and fire. His blocky, busy line work portrays the brutal violence of Lauren’s life (mobs of desperate people commit murder, rape, and mutilation every day) without lingering on the gore or turning the empathetic story into a grotesque thriller. Instead, the pain Lauren witnesses and feels as she travels across the state reinforces her resolve to become a leader. This accessible adaptation is poised to introduce Butler’s dystopian tale to a new generation of readers. (*Jan.*)

-Publishers Weekly

Review #2

The follow-up to *Kindred*, the #1 bestseller, comes Octavia E. Butler’s groundbreaking dystopian novel

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PRAISE

“...the graphic novel is faithful to Butler, yet still fresh in its world building.”

— *USA Today*

“...alarmingly prescient and relevant...This accessible adaptation is poised to introduce Butler’s dystopian tale to a new generation of readers.”

— *Publishers Weekly*

“...Jennings’ work in the book is beyond stunning...”

— *The Beat*

-Abrams Books Publisher

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

Any dystopian literature with elements of science-fiction.

Document any potentially controversial content:

There is mature content (topically and in regards to) in this text.

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):

Suggested Professional Literacy 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

Signatures:

Teacher: _____ **Date:** _____

Department Head: _____ **Date:** _____

Building Administrator: _____ **Date:** _____

Curriculum Supervisor: _____ **Date:** _____