

Olentangy Local School District Literature Selection Review

Teacher: Laura Risaliti

School: Liberty High School

Book Title: *The 57 Bus*

Genre: Nonfiction

Author: Dashka Slater

Pages: 302

Publisher: Farrar Stratus Giroux

Copyright: 2017

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.)

“One teenager in a skirt.
One teenager with a lighter.
One moment that changes both of their lives forever.

If it weren't for the 57 bus, Sasha and Richard never would have met. Both were high school students from Oakland, California, one of the most diverse cities in the country, but they inhabited different worlds. Sasha, a white teen, lived in the middle-class foothills and attended a small private school. Richard, a black teen, lived in the crime-plagued flatlands and attended a large public one. Each day, their paths overlapped for a mere eight minutes. But one afternoon on the bus ride home from school, a single reckless act left Sasha severely burned, and Richard charged with two hate crimes and facing life imprisonment. The case garnered international attention, thrusting both teenagers into the spotlight.”

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

The 57 Bus will serve as a gateway for instruction and assessment pertaining to Reading Literature and Writing. Priority standards for this unit are listed below:

Unit Title: Perspective and Argument

Essential Questions: What shapes our beliefs and values? How might experience shape ideology? How do we engage in perspectives, beliefs, and values that may be different than our own? How can we have productive discourse? In a nonbinary world, how do we work to understand and evaluate the “gray” area?

Priority Standards:

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.11-12.4

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.W.11-12.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-LITERACY.SL.11-12.1.D

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

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

“Heartbreaking but infused with compassion, this true story is riveting. The short, compelling chapters of *The 57 Bus* peel back issues of race, class, and gender in a subtle, empathic way. The writing is intense and insightful, and the reader comes away more aware and feeling more compassion for both teens.” - *Common Sense Media*

Review #2

“In the fall of 2013, on a bus ride home, a young man sets another student on fire.

In a small private high school, Sasha, a white teen with Asperger’s, enjoyed “a tight circle of friends,” “blazed through calculus, linguistics, physics, and computer programming,” and invented languages. Sasha didn’t fall into a neat gender category and considered “the place in-between...a real place.” Encouraged by parents who supported self-expression, Sasha began to use the pronoun *they*. They wore a skirt for the first time during their school’s annual cross-dressing day and began to identify as genderqueer. On the other side of Oakland, California, Richard, a black teen, was “always goofing around” at a high school where roughly one-third of the students failed to graduate. Within a few short years, his closest friends would be pregnant, in jail, or shot dead, but Richard tried to stay out of real trouble. One fateful day, Sasha was asleep in a “gauzy white skirt” on the 57 bus when a rowdy friend handed Richard a lighter. With a journalist’s eye for overlooked details, Slater does a masterful job debunking the myths of the hate-crime monster and the African-American thug, probing the line between adolescent stupidity and irredeemable depravity. Few readers will traverse this exploration of gender identity, adolescent crime, and penal racism without having a few assumptions challenged.

An outstanding book that links the diversity of creed and the impact of impulsive actions to themes of tolerance and forgiveness. (*Nonfiction. 14-18*)” -*Kirkus*

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

Title: *This Muslim American Life*

Author: Moustafa Bayoumi

Title: *Behold the Dreamers*

Author: Imbolo Mbue

Title: *American Born Chinese*

Author: Gene Luen Yang

Title: *Black Boy*

Author: Richard Wright

Document any potentially controversial content:

“Parents need to know that *The 57 Bus: A True Story of Two Teenagers and the Crime That Changed Their Lives* is a compelling, sometimes emotional nonfiction story of a 2013 assault in Oakland, California, when an African American public school teen boy named Richard set fire to a sleeping, gender-nonconforming white private school teen named Sasha on that bus. The book includes an intense, scary scene in which Richard lights Sasha's skirt and Sasha is rushed to the hospital in an ambulance. The story follows the subsequent trial and punishment, and there are descriptions of Richard's past, including family and friends who were murdered. Much of the violence is revealed in flashback and not graphically described. Parents should be ready to discuss what it means to be a gender-nonconforming teen and what life is like for a teen in prison. Conversational swearing includes "s--t" and "f--k." The story is thought-provoking and provides great discussion points about gender, the criminal justice system, and empathy for others.” -*Common Sense Media*

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):

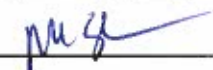
Suggested Professional Literacy Review Sources:

- 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: 4/8/21

Department Head:  Date: 4-8-2021

Building Administrator:  Date: 4/9/21

Curriculum Supervisor:



Date:

4/9/21
