



## OLETANGY SCHOOLS LITERATURE SELECTION REVIEW FORM

### LOCATION

Building(s): OBMS

Classes/Grade Level(s): grade 6

### ABOUT THE BOOK

Selection Title/Author: Petey by Ben Mikaelson

Genre: historical fiction

Lexile Reading Level: 740

Total number of pages: 256

<p><b>Book Summary</b> (abbreviated, bulleted list or link to a book summary)</p> <p>In 1922, at the age of two, Petey's distraught parents commit him to the state's insane asylum, unaware that their son is actually suffering from severe cerebral palsy. Bound by his wheelchair and struggling to communicate with the people around him, Petey finds a way to remain kind and generous despite the horrific conditions in his new "home."</p> <p>That changes after he is moved into a nursing home and meets a young teen named Trevor Ladd; he sees something in the boy and decides to risk friendship one last time. Trevor, new to town and a bit of a loner, is at first weary of the old man in the wheelchair.</p>	<p><b>Potentially Objectionable Content</b> (list all categories and at least one example, referenced with a page or chapter number)</p> <p>Drinking/smoking:</p> <p>Sex:</p> <p>Language:</p> <p>Violence:</p> <p>Other trauma inducing content: Main character is institutionalized by his parents because of the lack of knowledge of cerebral palsy during the 1920s</p> <p>**Should be noted the story takes place in a time of racism, sexism, and rigid class distinction.</p>
<p><b>Book Reviews (1-2 link(s))</b> Note: teacher is not responsible for broken links Review from <a href="#">Kirkus Review</a></p>	

### ABOUT THE CLASS

**Rationale for the Literature Selection (in addition to standards):** (To be completed by the teacher or team)

This book will be used for a unit focusing on embracing differences in which students will practice skills such as determining the meaning of words and phrases as they are used in a text,



including figurative and connotative meanings (RL 6.4). Students will analyze how a particular scene or stanza fits into the overall structure of a text and how it contributes to the development of the theme, setting and plot (RL 6.5). Students will also analyze how point of view develops across a text (RL 6.6). Additionally, students will compare the text to different genres, including memoirs, short stories and poems, in terms of how the texts address themes about the struggle to embrace our differences (RL 6.9).

**The Ohio Department of Education ELA Standards (list priority standards *only and* abbreviations of the main ideas of the priority standards) [Link to Ohio's ELA Standard](#)**

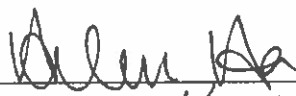


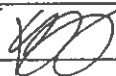
1. RL/RI 6.4 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meaning (RI - and technical meaning) ; analyze the impact of a specific words choice on meaning and tone
2. RL 6.5 - Analyze how a particular sentence, chapter, scene, or overall stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
3. RL/RI 6.6 - Explain how an author develops the point of view of the narrator or speaker in a text. / Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
4. RL 6.9 - compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.

## ALTERNATIVE TEXTS

**What alternative texts would allow students to meet the same objectives? (1-2 texts, title/author; Note: these texts must also have lit. reviews forms associated with their selection)**

1. Out of My Mind by Sharon Draper
2. Starfish by Lisa Fipps

## SIGNATURES (embedded jpegs of authentic signatures are fine OR download/print form and obtain traditional signatures)

Teacher:  Date: 3/22/22  
Department Chair:  Date: 3/17/22  
Building Principal:  Date: 3/22/22  
District Curriculum Administrator:  Date: 3/24/22