



OLENTANGY SCHOOLS LITERATURE SELECTION REVIEW FORM

LOCATION

Building(s): OBMS

Classes/Grade Level(s): grade 6

ABOUT THE BOOK

Selection Title/Author: The Boy Who Harnessed the Wind by William Kamkwamba

Genre: memoir / nonfiction

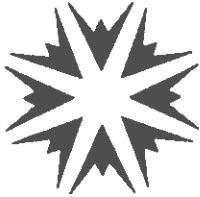
Lexile Reading Level: 860

Total number of pages: 304

<p>Book Summary (abbreviated, bulleted list or link to a book summary)</p> <p>When a terrible drought struck William Kamkwamba's tiny village in Malawi, his family lost all of the season's crops, leaving them with nothing to eat and nothing to sell. William began to explore science books in his village library, looking for a solution. There, he came up with the idea that would change his family's life forever: he could build a windmill. Made out of scrap metal and old bicycle parts, William's windmill brought electricity to his home and helped his family pump the water they needed to farm the land.</p>	<p>Potentially Objectionable Content (list all categories and at least one example, referenced with a page or chapter number)</p> <p>Drinking/smoking: NONE</p> <p>Sex: NONE</p> <p>Language: NONE</p> <p>Violence: characters use weapons in order to protect themselves or in references in Western culture; example pg. 16 "Rambo jumped from the top of the mountain and was still firing his gun when he landed at the bottom. Everyone in front of him died and the entire mountain exploded."</p> <p>Other trauma inducing content: Main character battles starvation due to a famine around his village</p>
<p>Book Reviews (1-2 link(s)) <i>Note: teacher is not responsible for broken links</i> Review from Kirkus Review</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 an individual's story and how their differences cause them to deal with struggles that they have to overcome in order to be successful. The book will be the focal point of student discussions, ultimately resulting in a narrative writing where students will focus on their own struggles they have had to overcome.

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 Standards](#)

1. RI 6.1 - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. RI 6.2 - Analyze informational text development.
3. RI 6.3 - Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
4. RI 6.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
5. RI 6.5 - Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

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. The Reason I Jump by Naoki Higashida
2. A Storm Too Soon by Michael J. Tougias

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

Teacher: Amanda Holm Date: 4/26/22
Department Chair: Katelyn Baker Date: 4/25/22
Building Principal: Morgan Nagel Date: 4/26/22
District Curriculum Administrator: [Signature] Date: 4/28/22