

## OLENTANGY SCHOOLS LITERATURE SELECTION REVIEW FORM

### LOCATION

Building(s): OBMS

Classes/Grade Level(s): grade 6

### ABOUT THE BOOK

Selection Title/Author: I am Seal Team Six by Howard E. Wasdin

Genre: memoir / nonfiction

Lexile Reading Level: 930

Total number of pages: 192

#### Book Summary (abbreviated, bulleted list or link to a book summary)

His training began with his selection for Basic Underwater Demolition/SEAL (BUD/S)—the toughest and longest military training in the world. After graduating, Wasdin saw combat in Operation Desert Storm as a member of SEAL Team Two. But he was driven to be the best of the best—he wanted to join the legendary SEAL Team Six, and at long last he reached his goal and became one of the best snipers on the planet. Soon he was fighting for his life in the Battle of Mogadishu.

#### Potentially Objectionable Content (list all categories and at least one example, referenced with a page or chapter number)

Drinking/smoking: mention of native drugs; for example pg. 95 "Khat, a flowering plant native to Somalia....Because the drug suppressed appetite, Aidid didn't need to feed them much."

Sex: NONE

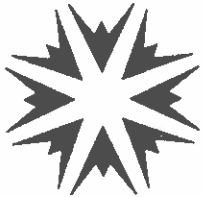
Language: minor use of swear words when soldiers are talking to each other and when referencing the trauma they experienced; for example on pg. 11 "he saw the hell that covered me from my lower back to my upper legs where my dad had recently beaten me."

Violence: the book describes the Iraq War; for example pg. 95 "He right foot had been blown completely off."

Other trauma inducing content: Main character mentioned the abuse he received from his dad; for example on pg. 11, "he saw the hell that covered me from my lower back to my upper legs where my dad had recently beaten me...In those days what happened in the home, stayed in the home."

**Book Reviews (1-2 link(s))** Note: teacher is not responsible for broken links

Review from [Kirkus Review](#)



## 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 Boy Who Harnessed the Wind by William Kamkwamba
2. The Reason I Jump by Naoki Higashida

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

Teacher: Amanda Hoehn Date: 4/20/22  
Department Chair: Kathleen Baker Date: 4/25/22  
Building Principal: Morgan Pagel Date: 4/26/22  
District Curriculum Administrator: [Signature] Date: 4/28/22