



## OLENTANGY SCHOOLS LITERATURE SELECTION REVIEW FORM

### LOCATION

Building(s): OHS

Classes/Grade Level(s): AP Research/grades 11-12

### ABOUT THE BOOK

Selection Title/Author: Enlightenment Now by Steven Pinker

Genre: Nonfiction

Lexile Reading Level: not rated as of 03.25.22

Total number of pages: 576

<p><b>Book Summary</b> (abbreviated, bulleted list or link to a book summary)</p> <p><a href="https://stevenpinker.com/publications/enlightenment-now-case-reason-science-humanism-and-progress">https://stevenpinker.com/publications/enlightenment-now-case-reason-science-humanism-and-progress</a></p>	<p><b>Potentially Objectionable Content</b> (list all categories and at least one example, referenced with a page or chapter number)</p> <ul style="list-style-type: none"><li>- Profanity: limited instances of profanity including the use of sh— on p. 16 (“Sh— happens”) b— (pp. 91, 218, 262), d— (pp. 33, 168, 421, etc), f— (p. 434)</li><li>- some references to drugs/alcohol (“most poisonings are from drugs or alcohol” p. 53)</li><li>- mention of topics (primarily statistical/historical data) related to disease, culture, domestic abuse, gender/sexuality, etc (index is at the back of the book for reference)</li></ul>
<p><b>Book Reviews (1-2 link(s))</b> <i>Note: teacher is not responsible for broken links</i></p> <p><a href="https://www.kirkusreviews.com/book-reviews/steven-pinker/enlightenment-now/">https://www.kirkusreviews.com/book-reviews/steven-pinker/enlightenment-now/</a></p> <p><a href="https://www.economist.com/books-and-arts/2018/02/24/steven-pinkers-case-for-optimism">https://www.economist.com/books-and-arts/2018/02/24/steven-pinkers-case-for-optimism</a></p>	

### ABOUT THE CLASS

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

AP Research is focused on student-selected research inquiry. Students are required to develop their own method of inquiry and consider how to analyze their findings. This text discusses how we look at data and information and how our interpretations may be flawed when we are not



careful in our examination. This will be useful to students in understanding how to process their own processes and data throughout research inquiries.

**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](#)**

Reading Standards for Informational Text

1. RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.





2. RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

## 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. Factfulness by Hans Rosling
2. Why We're Wrong about Nearly Everything by Bobby Duffy

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

Teacher:  Date: 4/4/22  
Department Chair:  Date: 4/4/22  
Building Principal:  Date: 4/12/22  
District Curriculum Administrator:  Date: 8/21/22