



## OLETANGY SCHOOLS LITERATURE SELECTION REVIEW FORM

### LOCATION

Building(s): OHS

Classes/Grade Level(s): AP Seminar/grades 10-12

### ABOUT THE BOOK

Selection Title/Author: The Anthropocene Reviewed by John Green

Genre: Nonfiction, Personal essays

Lexile Reading Level: not rated as of 03.24.22

Total number of pages: 413

<p><b>Book Summary</b> (abbreviated, bulleted list or link to a book summary)</p> <ul style="list-style-type: none"><li>- Collection of essays regarding Green's personal experiences and commentary on the human existence.</li><li>- Some topics include: archaeological discovery, education, sports, art, technology, food, illness</li></ul>	<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>- Alcohol usage: Some brief references to drinking or being drunk, the bulk of which appear in a single essay, primarily on pages 318-19</li><li>- Profanity: limited instances of profanity including the use of f— on page 323 in a moment of a sport fan's enthusiasm ("F— YES AMERICA!")</li></ul>
<p><b>Book Reviews (1-2 link(s))</b> <i>Note: teacher is not responsible for broken links</i> <a href="https://www.kirkusreviews.com/book-reviews/john-green/the-anthropocene-reviewed/">https://www.kirkusreviews.com/book-reviews/john-green/the-anthropocene-reviewed/</a> <a href="https://www.npr.org/2021/05/18/997793426/author-john-green-explores-how-to-live-in-uncertainty-in-the-anthropocene-review">https://www.npr.org/2021/05/18/997793426/author-john-green-explores-how-to-live-in-uncertainty-in-the-anthropocene-review</a></p>	

### ABOUT THE CLASS

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

AP Seminar is focused on research of real-world issues and the exploration of multiple perspectives on those issues. This text touches on a wide variety of topical issues that can spark areas of research for students while weaving together various perspectives, much like students will need to do for themselves in the course. The text will act as models for students both in their writing and in their comprehension of using multiple sources in the discussion of topics.



**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.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
2. 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.

## **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. 50 Essays: a portable anthology (district-approved textbook)
2. The Bedford Reader (district-approved textbook)

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

Teacher: \_\_\_\_\_ Date: 4/1/22  
Department Chair: Eric C... Date: 4/4/22  
Building Principal: [Signature] Date: 4/12/22  
District Curriculum Administrator: [Signature] Date: 8/21/22