



## OLENTANGY SCHOOLS LITERATURE SELECTION REVIEW FORM

### LOCATION

Building(s): Olentangy Orange High School

Classes/Grade Level(s): CP English 10H

### ABOUT THE BOOK

Selection Title/Author: *And Then There Were None* by Agatha Christie

Genre: Mystery

Lexile Reading Level: 570L

Total number of pages: 320

<p><b>Book Summary</b> (abbreviated, bulleted list or link to a book summary)</p> <p><a href="https://www.agathachristie.com/stories/and-the-n-there-were-none">https://www.agathachristie.com/stories/and-the-n-there-were-none</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>• <b>Murder – committed by Anthony Marston, pg 35</b></li><li>• <b>Suicide – Emily Brent’s maid, pg 227</b></li><li>• <b>Derogatory language – references to African-American “natives,” Anti-Semitism, pg 113</b></li></ul>
<p><b>Book Reviews (1-2 link(s))</b> Note: teacher is not responsible for broken links <a href="https://www.goodreads.com/book/show/16299.And_Then_There_Were_None">https://www.goodreads.com/book/show/16299.And_Then_There_Were_None</a></p>	

### ABOUT THE CLASS

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

The text introduces students to the mystery genre, providing a lens through which they analyze author’s purpose as well as the ways the author manipulates the story with mood, foreshadowing, suspense, red herrings, Chekhov’s gun, and other literary and mystery elements. This novel challenges students to critically investigate both character development and plot. This particular novel also happens to promote the analysis of theme, motif, and symbolism, all of which appear repeatedly and uniquely.



**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. RL.9-10.2a: Determine the theme of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details.

Chekhov's gun discussion: relevancy of every detail to lead to claim

2. RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

3. W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

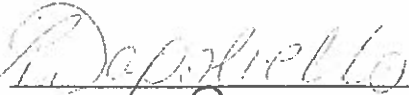



4. W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

### 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. *N or M* by Agatha Christie
2. *Ten* by Gretchen McNeil

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

Teacher:  Date: 10/6/22  
Department Chair:  Date: 10/10/22  
Building Principal:  Date: 10/12/22  
District Curriculum Administrator:  Date: 11/1/22