



OLENTANGY SCHOOLS LITERATURE SELECTION REVIEW FORM

LOCATION

Building(s): OHMS

Classes/Grade Level(s): 6th grade ELA

ABOUT THE BOOK

Selection Title/Author: Genre: *The False Prince* by Jennifer A. Nielsen

Lexile Reading Level: 710L

Total number of pages: 352

<p>Book Summary (abbreviated, bulleted list or link to a book summary)</p> <p>In a discontent kingdom, civil war is brewing. To unify the divided people, Conner, a nobleman of the court, devises a cunning plan to find an impersonator of the king's long-lost son and install him as a puppet prince. The False Prince is such a refreshing fantasy book.</p>	<p>Potentially Objectionable Content (list all categories and at least one example, referenced with a page or chapter number)</p> <p>Violence- a few examples of violence Page 22 - One boy is murdered in cold blood in front of the others, and the threat of death hangs over the boys throughout the entire book.</p> <p>Chapters 22-24 - At one point, Sage is imprisoned in a dungeon and chained and whipped.</p>
<p>Book Reviews (1-2 link(s)) <i>Note: teacher is not responsible for broken links</i> Common Sense Media - The False Prince Kirkus Review - The False Prince</p>	

ABOUT THE CLASS

Rationale for the Literature Selection (in addition to standards): Finding literature that will appeal to a variety of middle-school students is often a difficult task. This book is fantasy, but written by an author well known for her high quality historical fiction writing. With this book being part of a series and the availability of her additional texts, as a teacher I hope this will encourage reading beyond this novel. The main character is male and brings a sense of humor to the role even though what he experiences can be difficult at times. A twist occurs that is unexpected



which will make for an excellent opportunity to show how the narrator is not always reliable as well as looking at how this affects the plot as we continue through the plot structure. The contrast of the characters will also allow us to discuss good versus evil and how sometimes the decisions and choices we make are not as black and white as we might think. Life is full of circumstances where people may feel as if they are doing things for the right reasons even though others may not see those decisions positively. This will give us an opportunity to look at the motives behind characters/people and how this may affect the theme/message that we are to learn.

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](#)

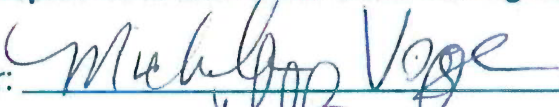


1. RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
3. RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
4. RL.6.6 Explain how an author uses the point of view to develop the perspective of the narrator or speaker in a text.

ALTERNATIVE TEXTS

What alternative texts would allow students to meet the same objectives? (Title/author

1. *Holes* by Louis Sachar
2. *Hoot* by Carl Hiaasen

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

Teacher:  Date: 3-6-23
Department Chair:  Date: 3-6-23
Building Principal:  Date: 3-6-23
District Curriculum Administrator: _____ Date: _____