



## OLETANGY SCHOOLS LITERATURE SELECTION REVIEW FORM

### LOCATION

Building(s): OBKMS

Classes/Grade Level(s): grade 8

### ABOUT THE BOOK

Selection Title/Author: Shoe Dog (Young Readers Edition) by Phil Knight

Genre: memoir

Lexile Reading Level: 830

Total number of pages: 273

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

It was only when Nike founder Phil Knight got cut from the baseball team as a high school freshman that his mother suggested he try out for track instead. Knight made the track team and found that not only could he run fast but also, more importantly, he liked it.

Ten years later, young and searching, Knight borrowed fifty dollars from his father and launched a company with one simple mission: import high quality running shoes from Japan. Selling the shoes from the trunk of his car to start, he and his gang of friends and runners built one of the most successful brands ever.

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

Drinking/smoking:

Sex: The author was teaching a college course and ends up marrying a student he had in class after she is no longer in his course. After they're married they have a baby.

Language:

Violence:

Other trauma inducing content:

They discuss questionable business practices briefly, where the author questions the morality of some choices. An example can be found on page 213 as he looks at some documents from one of his business partners without his knowledge.

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

Review from Kirkus



## ABOUT THE CLASS

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

*Shoe Dog* provides the opportunity to study theme, character development, and how the structure of a story influences our perception of the story elements and the author's purpose. As a memoir, it offers students a unique perspective and format through which to practice these skills. We will cover the following state standards in depth through our study of this text: RL8.1, RL8.2, RL8.4, RL8.5

**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. RL8.2: Analyze literary text development.
2. RL8.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning, mood, and tone, including analogies or allusions to other texts.
3. RL8.5: Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

## 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. It's Trevor Noah: Born a Crime by Trevor Noah
2. Free Lunch by Rex Ogle

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

Teacher: Taylor Dalzell Date: 9/29/23  
Department Chair: Katelyn Baker Date: 9/29/23  
Building Principal: Morgan Hoyle Date: 10/2/23  
District Curriculum Administrator: [Signature] Date: 10/5/23