



## OLENTANGY SCHOOLS LITERATURE SELECTION REVIEW FORM

### LOCATION

Building(s): Olentangy Liberty High School

Classes/Grade Level(s): Honors English 10

### ABOUT THE BOOK

Selection Title/Author: *Things Fall Apart* by Chinua Achebe

Genre: Fiction

Lexile Reading Level: 890 L

Total number of pages: 179

<p><b>Book Summary</b> (abbreviated, bulleted list or link to a book summary)</p> <p>From Amazon.com: <i>Things Fall Apart</i> is the first of three novels in Chinua Achebe's critically acclaimed African Trilogy. It is a classic narrative about Africa's cataclysmic encounter with Europe as it establishes a colonial presence on the continent. Told through the fictional experiences of Okonkwo, a wealthy and fearless Igbo warrior of Umuofia in the late 1800s, <i>Things Fall Apart</i> explores one man's futile resistance to the devaluing of his Igbo traditions by British political and religious forces and his despair as his community capitulates to the powerful new order.</p>	<p><b>Potentially Objectionable Content</b> (list all categories and at least one example, referenced with a page or chapter number)</p> <p><b>Murder: Chapter 7</b> <b>Suicide: Chapter 25</b> <b>Domestic Violence: Part One</b></p>
<p><b>Book Reviews (1-2 link(s))</b> Note: teacher is not responsible for broken links</p> <p><a href="#">Kirkus Reviews</a></p> <p><a href="#">The Washington Post</a></p>	

### ABOUT THE CLASS

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



*Things Fall Apart* allows students to explore the idea of “personal legends” across texts. Students will be expected to synthesize the development of this idea over the course of the first semester, utilizing the the following standards:

- CCSS.ELA-LITERACY.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
- CCSS.ELA-LITERACY.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- CCSS.ELA-LITERACY.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- CCSS.ELA-LITERACY.L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- CCSS.ELA-LITERACY.L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Additionally, this text allows students to explore character, culture, and world literature, utilizing the following standards:

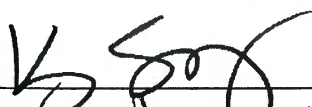
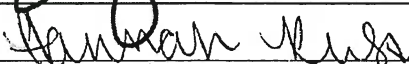
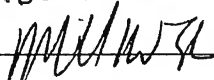
- RL.9-10.6 Analyze how a point of view, perspective, or cultural experience is reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
- RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

## ALTERNATIVE TEXTS

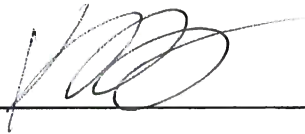
What alternative texts would allow students to meet the same objectives? (1-2 texts, title/author; Note: these texts must also have lit. reviews forms associated with their selection)

1. Heart of Darkness by Josef Conrad

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

Teacher:  Date: 9-20-23  
Department Chair:  Date: 9-20-23  
Building Principal:  Date: 9/20/23



District Curriculum Administrator:  Date: 9/21/23