



OLENTANGY SCHOOLS LITERATURE SELECTION REVIEW FORM

LOCATION

Building(s): OBLMS

Classes/Grade Level(s): 8th Grade

ABOUT THE BOOK

Selection Title/Author: Audacity by Melanie Crowder

Genre: Historical Fiction, novels in verse

Lexile Reading Level: 1120

Total number of pages: 383 pages

Book Summary

A gorgeously told novel in verse written with intimacy and power, *Audacity* is inspired by the real-life story of Clara Lemlich, a spirited young woman who emigrated from Russia to New York at the turn of the twentieth century and fought tenaciously for equal rights. Bucking the norms of both her traditional Jewish family and societal conventions, Clara refuses to accept substandard working conditions in the factories on Manhattan's Lower East Side. For years, Clara devotes herself to the labor fight, speaking up for those who suffer in silence. In time, Clara convinces the women in the factories to strike, organize, and unionize, culminating in the famous Uprising of the 20,000. Powerful, breathtaking, and inspiring, *Audacity* is the story of a remarkable young woman, whose passion and selfless devotion to her cause changed the world.

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

Violence and/or abuse of any kind

- Clara's father strikes her when he catches her reading a newspaper because he does not believe girls should be educated. Pg. 45
- Clara's family experiences the anti semitic pogroms in Eastern Europe. Pg 47-58
- The owner of a factory fires a girl and forcefully throws her out because she pierced her hand and bled on the garments. Pg. 220-221
- Clara and her fellow picketers are violently struck down and arrested by police. Pg. 262-263

Implicit and explicit sexual content and sexual innuendo

- In their home country of Russia, there is gossip about a young girl who registered as a prostitute because she wanted to study at the university and those are the only women allowed in the city. Pg 42
- Clara explains that one of the methods of breaking the strike and demoralizing the striking women is the owners hiring



This book is being used by the ELA tutor as part of a series of small group lessons to improve reading comprehension, vocabulary, and writing skills. Students will complete a packet of Commonlit and Newsela readings related to the historical context of this novel, and after completing the packet for background knowledge, they will read the novel. After completing the novel they will work on writing skills and response to literature.

This book has been selected because of its structure and genre. First, it is written in prose, which means that it is more accessible for struggling and/or reluctant readers. Second, it is historical fiction, so it requires building background knowledge. To fully understand the novel, students must interact with related non-fiction texts as well, which will strengthen their comprehension skills.

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](#)

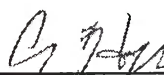



1. RL.6.2 Analyze literary text development. B. Incorporate a theme and story details into an objective summary of the text.
2. RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings.
3. RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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. All the Broken Pieces by Ann E. Burg
2. Rez Dogs by Joseph Bruchac

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

Teacher:  Date: 1/3/24
Department Chair:  Date: 12-18-23
Building Principal:  Date: 12/12/23
District Curriculum Administrator:  Date: 1/5/23