



## OLENTANGY SCHOOLS LITERATURE SELECTION REVIEW FORM

### LOCATION

Building(s): **OBKMS**

Classes/Grade Level(s): **7**

### ABOUT THE BOOK

Selection Title/Author: **Beneath the Wide Silk Sky by Emily Inouye Huey**

Genre: **historical fiction**

Lexile Reading Level: **?**

Total number of pages: **336**

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

Sam Sakamoto doesn't have space in her life for dreams. With the recent death of her mother, Sam's focus is the farm, which her family will lose if they can't make one last payment. There's no time for her secret and unrealistic hope of becoming a photographer, no matter how skilled she's become. But Sam doesn't know that an even bigger threat looms on the horizon.

On December 7, 1941, Japanese airplanes attack the US naval base at Pearl Harbor. Fury towards Japanese Americans ignites across the country. In Sam's community in Washington State, the attack gives those who already harbor prejudice an excuse to hate.

As Sam's family wrestles with intensifying discrimination and even violence, Sam forges a new and unexpected friendship with her neighbor Hiro Tanaka. When he offers Sam a way to resume her photography, she realizes she can document the bigotry around her -- if she's willing to take the risk. When the United States announces that those of Japanese descent will be forced into "relocation camps," Sam knows she must act or lose her voice forever. She engages in one last battle to leave with her identity -- and her family -- intact.

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

Drinking/smoking:

Reference to boys drinking on the beach and in the woods at a bonfire

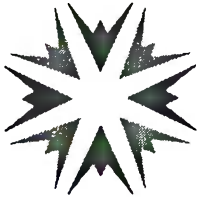
Sex: Pages 231-240 Allusion to sexual assault  
Page 250 "What happened? Did Mack..."

The room was still. Behind Kiki, only a glimmer of moonlight dappled the window's icy blackness. Then beside me, I heard a sound that made my heart sink: Kiki stifled a sob."

Language: Racial Slurs against Japanese Americans  
Used throughout the book. "Slanty eyes" "Jap"  
"Yellow faced"

Violence: Chapter 38-39 Boys take Japanese American girls hostage in the woods. There is a fight but mild fighting among them.  
The family's rooster's neck is broken and it is hung in the doorway of their barn as a scare tactic. Page 268-269

\*\*\* All potentially objectionable content \*\*\*\* It should be noted that this book takes place during the time after Pearl Harbor was bombed and is written by the great granddaughter/granddaughter of men and women who experienced these things.



	Other trauma inducing content: <b>The family is forced to leave their house and travel to an unknown location for relocation camp. Page 288</b>
<b>Book Reviews (1-2 link(s))</b> <i>Note: teacher is not responsible for broken links</i> <a href="#">Kirkus review</a>	

## ABOUT THE CLASS

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

This book is used for its high student engagement and the ability to make connections between the past and present in ways that facts and dates sometimes obscure. The author has completed years of credible and reliable research to narrate the historical event in a respectful and honest manner. It presents historical facts mixed with a fictional story with protagonists in which middle schoolers can engage.

**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](#)

**RL7.9:** Compare and contrast a fictional portrayal of a time, place, or character and historical account of the same period as a means of understanding how authors of fiction use or alter history.

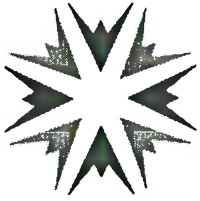
**RL7.6:** Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

**W7.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

## 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. They Went Left by Monica Hesse
2. Rescue by Jennifer Nielsen



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

Teacher: *[Signature]* Date: 1/18/24  
Department Chair: *Katelyn Baker* Date: 1/12/24  
Building Principal: *[Signature]* Date: 1/23/24  
District Curriculum Administrator: *[Signature]* Date: 1/30/24