

Secondary Novel Review Committee

Welcome!
The sign in sheet will be coming around shortly.

April 27, 2023
5:00-7:00 PM

AGENDA



1. Introductions
2. Review purpose, norms
3. Review of March 23 Minutes
4. Small group presentations and recommendations of books followed by whole group discussion
5. Individual recommendations

Introductions:



Me!

**When you were little, who
was your favorite superhero
and why?**

Purpose

- a) To provide materials that will enrich and support the curriculum and Arizona Standards, taking into consideration the varied interests, abilities, learning styles, and maturity levels of the students.
- b) To provide materials that will stimulate growth in factual knowledge and literary appreciation.
- c) To provide materials so that young people may have an opportunity to practice critical analysis and make informed judgments in their daily lives.
- d) To assure a comprehensive collection appropriate to the school community.

*(adapted from American Library Association)

Norms



What is needed to be successful as a committee?

- Be genuine with each other about ideas, challenges, and feelings
- Listen to understand
- Practice being open minded
- Be mindful of how often and how long you speak in consideration of hearing all feedback
- Ask questions for clarification
- Support the group's recommendation after consensus is reached

Responsibilities and Expectations

Upcoming Meetings and Due dates

Small group meeting:

Book #1 discussion: Week of September 26

Book #2 discussion: Week of November 7

Book #3 discussion: Week of December 12

Book #4 discussion: Week of February 6

Book #5 discussion: Week of March 6

Book #6 discussion: Week of April 17

Whole group meeting:

Meeting #1: August 25

Book #1 discussion: October 6

Book #2 discussion: November 17

Book #3 discussion: January 5

Book #4 discussion: February 16

Book #5 discussion: March 23

★ Book #6 discussion: April 27

Completion of rubric:

Book #1: September 26

Book #2: November 7

Book #3 December 12

Book #4: February 6

Book #5: March 6

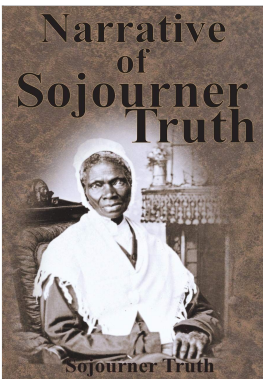
Book #6: April 17

March 23rd Minutes

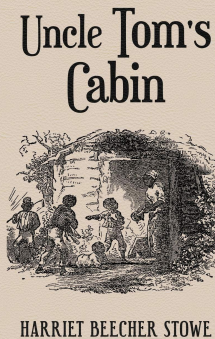
*Discussion

*Approval

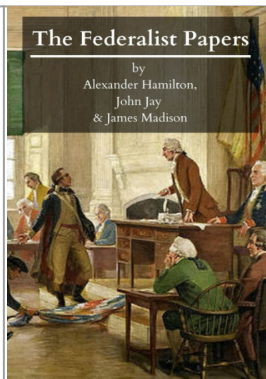
Small Group Novels



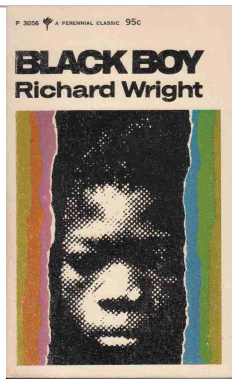
Grade 12:
Narrative of Sojourner Truth
by Sojourner Truth



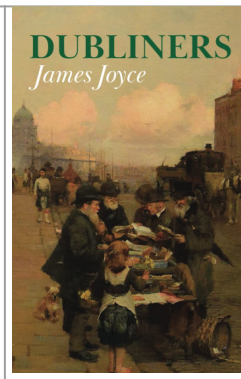
Grade 11: *Uncle Tom's Cabin* by Harriet Beecher Stowe



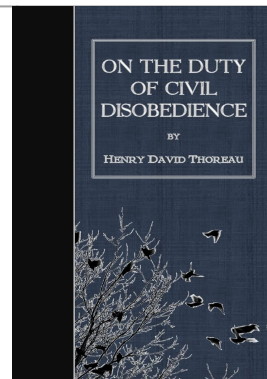
Grade 11: *The Federalist Papers* by James Madison



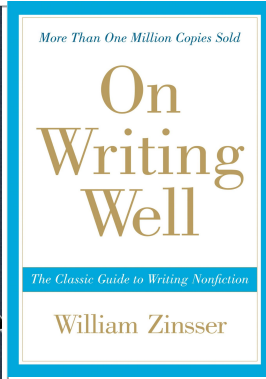
Grade 11: *Black Boy* by Richard Wright



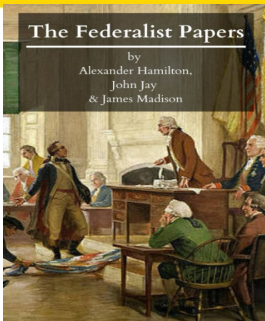
Grade 11:
Dubliners by James Joyce



Grade 11: *On the Duty of Civil Disobedience* by Henry David Thoreau



Grade 12 and Dual Enrollment:
On Writing Well
by William Zinsser



Grade 11:

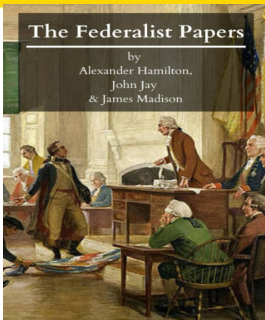
***The Federalist Papers* by James Madison**

This novel is recommended for use in Unit 1 of the *myPerspectives* ELA curriculum. The theme of Unit 1 is “Writing Freedom,” and the Essential Question for this unit is: “What is the meaning of freedom?”

Summary

The Federalist Papers is a collection of writings that defended the creation of the Constitution of the United States. Written by Alexander Hamilton, James Madison and John Jay, they explained the complexities of a constitutional government - its political structure and principles based on the inherent rights of man. Scholars have long regarded this work a milestone in political science and a classic of American political theory.

This edition also includes copies of the Declaration of Independence, the Articles of Confederation, and the Constitution of the United States.



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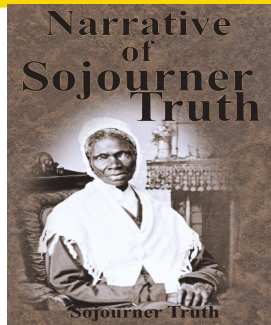
Positives

- Flexibility of the text, easy to assign parts
- It's complex text
- Good vocabulary building opportunities
- Back section has extensive collection of notes and explanations
- Reference tools- searchability
- Helps students find meaning to Constitution
- Meets theme and essential question

Concerns

- Old fashioned English text - might need translations/explanations to find meaning (is a different version with plain English available?)

Recommendation: Yes



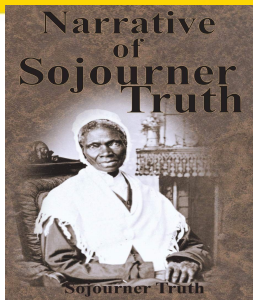
Grade 12:

***Narrative of Sojourner Truth* by Sojourner Truth**

This novel is recommended for use in Unit 1 of the *myPerspectives* ELA curriculum. The theme of Unit 1 is “Forging a Hero,” and the Essential Question for this unit is: “What makes a hero?”

Summary

This book is a memoir of Sojourner Truth, a Northern slave for over 30 years and a powerful African-American woman. She supported and led reform during the progressive movements of her time, devoting herself to the antislavery movement and the pursuit of women’s rights. This narrative, which was dictated to her friend Olive Gilbert, was first published in 1850, and offers a glimpse into the world of Northern slavery between about 1797 and 1850. Truth recounts her life as a slave, her religious conversion, and her work as a social reformer.



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Positives

- The book focuses on a strong, confident woman and role model.
- Essential question and writing prompt are supported by book.
- Provides unique and often overlooked insights of the life and mindset of Northern (NY) slaves and slave owners of the time.
- Best used in excerpts (close reading) rather than whole book.

Concerns

- Language could be offensive to some people; but was typical for the time-period.
- The organization of book was a bit haphazard.
- Great information, but not a literary masterpiece.
- A strong emphasis on her religious path which may not be relatable to today.
- Challenging read because of time period, colloquialisms, and dialect.

Recommendation: We recommend this book, not as a whole novel study, but to use excerpts and specific chapters.

Uncle Tom's Cabin



HARRIET BEECHER STOWE

Grade 11:

***Uncle Tom's Cabin* by Harriet Beecher Stowe**

This novel is recommended for use in Unit 1 of the *myPerspectives* ELA curriculum. The theme of Unit 1 is “Writing Freedom,” and the Essential Question for this unit is: “What is the meaning of freedom?”

Summary

Uncle Tom's Cabin is an anti-slavery novel by American author Harriet Beecher Stowe. The sentimental novel depicts the reality of slavery while also asserting that Christian love can overcome something as destructive as enslavement of fellow human beings. *Uncle Tom's Cabin* is credited with helping fuel the abolitionist cause in the 1850s. This is the story of the slave Tom. Devout and loyal, he is sold and sent down south, where he endures brutal treatment at the hands of the evil plantation owner Simon Legree. By exposing the extreme cruelties of slavery, Stowe explores society's failures and asks a profound question: “What is it to be a moral human being?”

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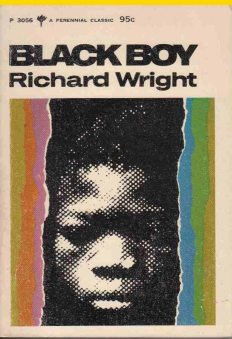
Positives

- Supports the Essential Question by identifying different levels of freedom
- Presents a moral perspective
- Clarifies the differences in treatment of slaves from one slave owner to the next
- Shows the reality of slavery
- Opens discussions on derogatory terms (i.e. “n” word, “Uncle Tom”)

Concerns

- “N” word frequently used by both slave owners and slaves
- Treatment of female slaves - not explicit but implied
- Violence - beating of slaves
- Cassy kills her baby so that it won't grow up in slavery
- Biblical quotes/prayers/sermons

Recommendation: Recommended as a yellow novel.



Grade 11:

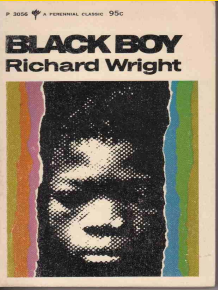
***Black Boy* by Richard Wright**

This novel is recommended for use in Unit 3 of the *myPerspectives* ELA curriculum. The theme of Unit 3 is “Power, Protest, and Change,” and the Essential Question for this unit is: “In what ways does the struggle for freedom change with history?”

Summary

Wright’s once controversial, now celebrated autobiography measures the raw brutality of the Jim Crow South against the sheer desperate will it took to survive as a Black boy. Enduring poverty, hunger, fear, abuse, and hatred while growing up in the woods of Mississippi, Wright lied, stole, and raged at those around him—Whites who are indifferent, pitying, or cruel and Blacks who are resentful of anyone trying to rise above their circumstances. Desperate for a different way of life, he headed north, eventually arriving in Chicago, where he forged a new path and began his career as a writer. At the end of *Black Boy*, Wright sits poised with pencil in hand, determined to “hurl words into this darkness and wait for an echo.” More than seventy-five years later, his words continue to reverberate.

One of the great American memoirs, Wright’s account is a deeply moving record of struggle and endurance—a seminal literary work that illuminates our own time.



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Positives

- Beautifully written
- Fantastic discussions for history and English
- Students dive into the life of Richard Wright and his experiences
- Discussion about the N word - profound for students to understand
- Great use of Rhetoric - Literature
- Some students can relate and some can learn valuable lessons beyond their own experiences
- How to overcome what you have been dealt

Concerns

- N word could be a problem
- Could be politically divisive
- Maybe language - common place among students

Recommendation: We recommend this book for Juniors.

The image shows the front cover of the Penguin Classics edition of 'Dubliners' by James Joyce. The title 'DUBLINERS' is in a large, green, serif font at the top. Below it, 'James Joyce' is written in a smaller, italicized, green font. The central illustration is a sepia-toned painting depicting a crowded, dimly lit interior, likely a pub or a room in a tenement, with several figures in period clothing. The bottom of the cover has a dark band with white text.**DUBLINERS**
*James Joyce***Grade 11:*****Dubliners* by James Joyce**

This novel is recommended for use in Unit 4 of the *myPerspectives* ELA curriculum. The theme of Unit 4 is “Grit and Grandeur,” and the Essential Question for this unit is: “What is the relationship between literature and place?”

Summary

James Joyce’s *Dubliners* is a vivid and unflinching portrait of “dear dirty Dublin” at the turn of the twentieth century. These fifteen stories, including such unforgettable ones as “Araby,” “Grace,” and “The Dead,” delve into the heart of the city of Joyce’s birth, capturing the cadences of Dubliners’ speech and portraying with an almost brute realism their outer and inner lives. These stories center on Joyce’s idea of an epiphany (a moment where a character experiences a life-changing self-understanding or illumination). The first three stories in the collection are narrated by child protagonists, while the subsequent stories are written in the third person and deal with the lives and concerns of progressively older people. The stories were written when Irish nationalism was at its peak, and a search for a national identity and purpose was raging.

DUBLINERS
James Joyce
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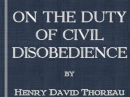
Positives

- Well-written, quick reads/short stories
- Supports the analysis of complex text

Concerns

- Really difficult for students to make personal connections
- Alcohol
- A father beats his child
- *“Love between man and man is impossible because there must not be sexual intercourse and friendship between man and woman is impossible because there must be sexual intercourse”(118-119)*
- Frequent references to religion - Catholicism/priests
- Implied masturbation

Recommendation: Recommend for use.



ON THE DUTY
OF CIVIL
DISOBEDIENCE
BY
HENRY DAVID THOREAU

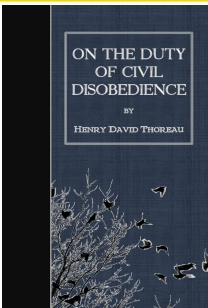
Grade 11:

***On the Duty of Civil Disobedience* by Henry David Thoreau**

This novel is recommended for use in Unit 2 of the *myPerspectives* ELA curriculum. The theme of Unit 2 is “The Individual and Society,” and the Essential Question for this unit is: “What role does individualism play in American society?”

Summary

On the Duty of Civil Disobedience is an essay by American transcendentalist Henry David Thoreau that was first published in 1849. In it, Thoreau argues that individuals should not permit governments to overrule or atrophy their consciences, and that they have a duty to avoid allowing such acquiescence to enable the government to make them the agents of injustice. Thoreau was motivated in part by his repulsion of slavery and the Mexican–American War (1846–1848). He did more than write - he declined to pay his taxes, and was hauled off to jail as a consequence.



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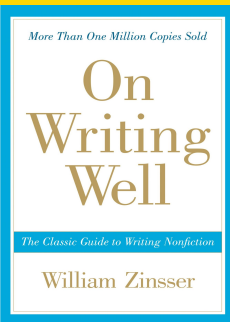
Positives

- Supports the theme and essential question
- The importance of personal responsibility
- Classic
- Relevant
- Rich language
- Text to World connections
- Rich for discussion and could be used for a socratic seminar using principles of civil discourse

Concerns

-

Recommendation: Recommended for 11th grade



Grade 12 & Dual Enrollment: *On Writing Well* by William Zinsser

This is a teacher request. Students will be reading sound advice about the construction of all sorts of communication, especially within the academic world where one needs to learn to communicate ideas as a high school student, college student, and an adult living in this world.

SUMMARY

On Writing Well has been praised for its sound advice, its clarity, and its warmth of style. It is a book for anybody who wants to learn how to write, whether about people or places, science and technology, business, sports, the arts, or about yourself. Its principles and insights have made it a cherished resource for several generations of writers and students.

More Than One Million Copies Sold

On Writing Well

The Classic Guide to Writing Nonfiction

William Zinsser

Grade 12 & Dual Enrollment: *On Writing Well* by William Zinsser

This is a teacher request. Students will be reading sound advice about the construction of all sorts of communication, especially within the academic world where one needs to learn to communicate ideas as a high school student, college student, and an adult living in this world.

Positives

- It does what it says, gives advice on writing
- Shows writing as a process, including rewriting
- Promotes writing as work- something worth doing right and taking time
- Focuses on non-fiction writing, but overall good advice for all writing
- Straightforward advice
- Engaging

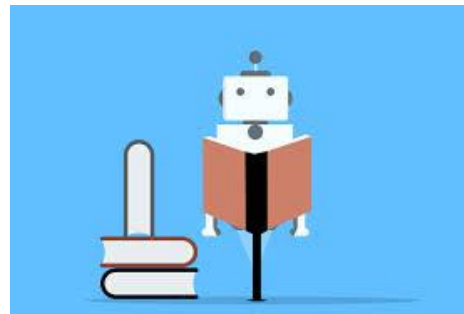
Concerns

- No concerns

Recommendation: yes

Interested in Participating on This Committee Next Year?

- A sign-up sheet for the 2023-24 school year will be posted on the SUSD Committees page in mid-May.
- Committee will begin meeting in August.
- A survey will be sent to you to evaluate the work of this committee. Please fill it out when it arrives.



*Thank
you*

We will be presenting to the Board
on:

**May 16, 2023
6 pm, MDA**

