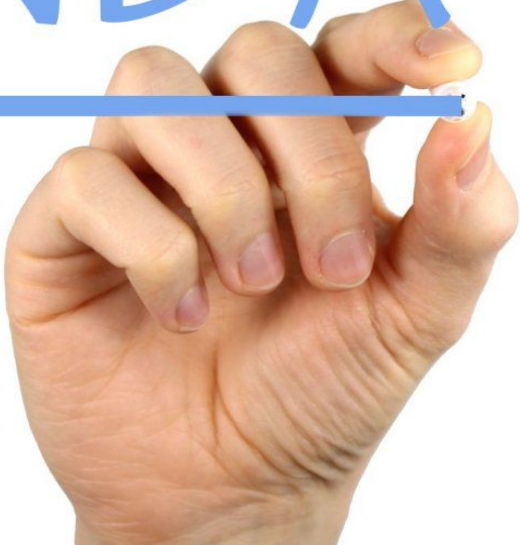


Secondary Novel Review Committee

Welcome!
Please sign in

November 15, 2021
5:00-7:00 PM

AGENDA



1. Introductions
2. Review purpose, norms
3. Small group presentations and recommendations of books followed by whole group discussion
4. Individual recommendations
5. Round 2 book assignment and small group meeting

Introductions:



**What is your
idea for the
next great
invention?**

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?

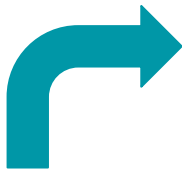
- Be genuine with each other about ideas, challenges, and feelings
- Listen to understand
- Practice being open minded
- Be mindful of how often and how long you speak in consideration of hearing all feedback
- Ask questions for clarification
- Support the group's recommendation after consensus is reached

Responsibilities and Expectations

Upcoming Meetings and Due dates

Completion of rubric:

-  ~~Book #1: November 5~~
- Book #2: January 7
- Book #3 February 25
- Book #4: April 1

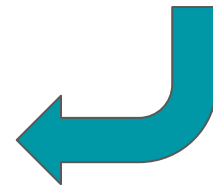


Small group meeting:

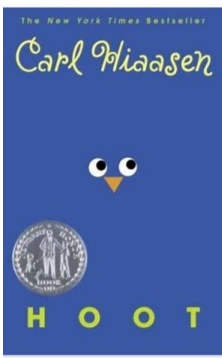
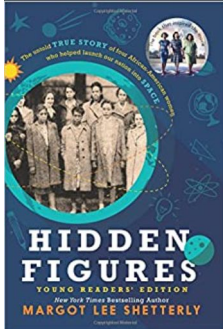
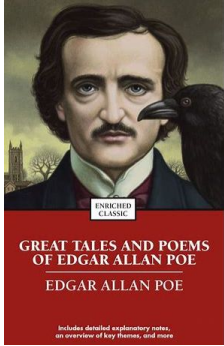
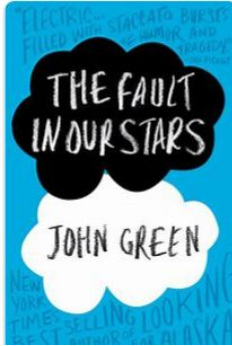
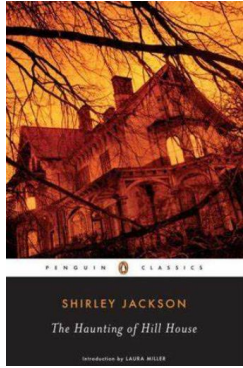
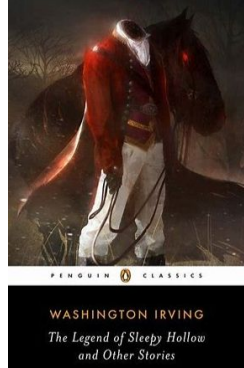
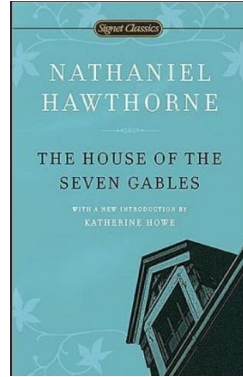
-  ~~Book #1 discussion: Week of November 8~~
- Book #2 discussion: Week of January 10
- Book #3 discussion: Week of February 28
- Book #4 discussion: Week of April 4

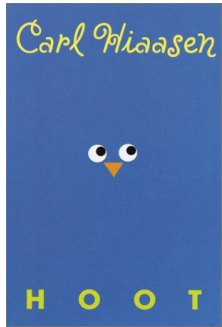
Whole group meeting:

-  Book #1 discussion: November 15
- Book #2 discussion: January 18
- Book #3 discussion: March 7
- Book #4 discussion: April 11



Small Group Novels

						
Grade 6: <i>Hoot</i> by Carl Hiaasen	Grade 7: <i>Hidden Figures</i> by Margot Lee Shetterly	Grade 8: <i>Great Tales & Poems by Edgar Allan Poe</i>	Grade 9: <i>The Fault in Our Stars</i> by John Green	Grade 10: <i>The Haunting of Hill House</i> by Shirley Jackson	Grade 11: <i>The Legend of Sleepy Hollow & Other Stories</i> by Washington Irving	Grade 12: <i>The House of the Seven Gables</i> by Nathaniel Hawthorne



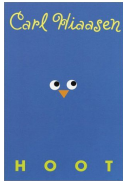
Hoot, by Carl Hiaasen, 6th Grade

Unit 3

Essential Question: *How do we know what to do when there are no directions?*

Summary

Roy Eberhardt is a teenager who moves from Montana to a small town in Florida. As the new kid in school, Roy struggles multiple times with the school bully and is also intrigued by a runaway teenage boy named Mullet Fingers. Mullet Fingers is on a mission to stop a pancake house from being built on an empty lot that is home to protected burrowing owls. Roy joins Mullet Fingers to help save the burrowing owls, and in this process makes friends and helps expose the company's disregard for the environment. Roy and friends find ways to navigate personal, community, and environmental issues and conflicts and come out in the end as stronger, more confident teenagers.



Hoot, by Carl Hiaasen, 6th Grade

Unit 3 Essential Question: *How do we know what to do when there are no directions?*

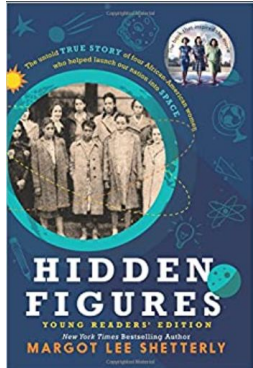
Positives

- Characters and plot are relatable to a teen-ager
- Moral integrity
- Message is straight forward
- Easy read - (vocabulary, sentence structure)
- The values of unity and empathy are prevalent

Concerns

- Not compelling (simplistic, perhaps outdated)
- Adults are vilified and over-simplified
- Lower reading level (760L)
- Bullying and inferred mild domestic violence
- Stereotypical portrayal of corporations, environment, social-economics
- Reference to cigarettes and mild use of offensive language

Recommendation: Consensus within the group to recommend this book for use in 6th grade with the knowledge that the book is written at a lower lexile level and complexity.

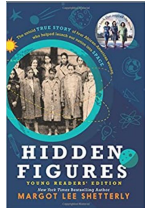


Hidden Figures, by Margot Lee Shetterly, 7th Grade

Unit 6 Essential Question: *How do we stand out from a crowd?*

Summary

From World War II through NASA's golden age, four African-American women confidently and courageously stepped into the National Advisory Committee for Aeronautics. Their job? To provide the mathematical calculations that would help increase airplane production during wartime and eventually send the United States into space for the very first time. *Hidden Figures* follows the stories of Dorothy Vaughan, Mary Jackson, Katherine Johnson, and Christine Darden, who participated in some of the United States' greatest aeronautic successes. These women lived through and persevered against the backdrop of some of the biggest movements ever to shape our nation's history: the Civil Rights era, the Space Race, and the fight for gender equality. With photographs and rich historical detail, Margot Lee Shetterly brings to life the struggles these four women, and others, overcame to forever change the face of air and space travel.



Hidden Figures, by Margot Lee Shetterly, 7th Grade

Unit 6 Essential Question: *How do we stand out from a crowd?*

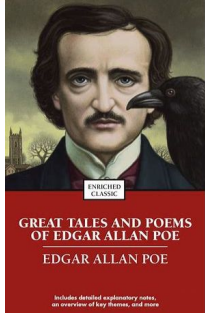
Positives

- Interesting perspective of women and STEM
- Message: If you're purposeful, working toward goals, using your talents and skills for good, powerful accomplishments can happen.
- It takes courage to promote change in an era of racial inequality.

Concerns

- Lots of detail - the author's voice is dry and "text-booky". The teacher will have to bring the book to life - maybe use this as lit. circle - choice book.
- Difficulty keeping track of characters - however, this could be used as a launchpad for in-depth research of individual characters.

Recommendation: Consensus within the group to recommend this book for use in 7th grade.

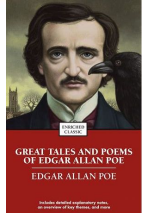


Great Tales and Poems, by Edgar Allan Poe, 8th Grade

Unit 1 Essential Question: *What attracts us to the mysterious?*

Summary

This selection of stories and poems contains masterpieces of mystery, terror, humor, and adventure, including stories such as *The Tell-Tale Heart*, *The Cask of Amontillado*, *The Black Cat*, *The Masque of the Red Death*, *The Murders in the Rue Morgue*, and *The Pit and the Pendulum*, and his finest lyric and narrative poetry—*The Raven* and *Annabel Lee*, to name just a few—that defined American romanticism and secured Edgar Allan Poe as one of the most enduring literary voices of the nineteenth century.



Great Tales and Poems, by *Edgar Allan Poe*, 8th Grade

Unit 1 Essential Question: *What attracts us to the mysterious?*

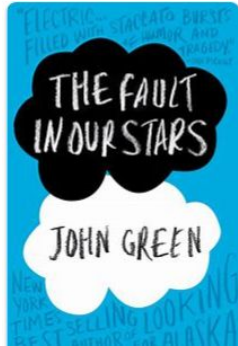
Positives

- Anthology of classic tales and poems
- Exposure to classical literature
- Connection to today's culture
- Timeless genres of mystery/detective/horror stories
- Teachers can pick and choose the stories and poems they want to use

Concerns

- Violence
- References to drugs & alcohol

Recommendation: All members agreed to recommend the book



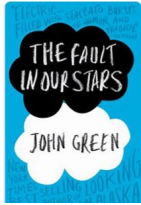
The Fault in our Stars, by John Green, 9th Grade

Unit 4 Essential Question: *Do we determine our own destinies?*

Summary

Hazel Grace Lancaster has been living with cancer for three of her seventeen years of life. Despite this, she is a girl with a vibrant mind, biting wit, and incredible empathy for the position into which she puts her parents of having to care for her. Her cancer began as thyroid cancer but spread to her lungs, causing her to need to breathe oxygen from a tank at all times throughout the day. She attends a support group at a church; there, she meets a friend named Isaac and a romantic interest named Augustus. Augustus has been in remission after losing his leg some years prior, so Hazel hesitates in starting a relationship with him, not wanting to hurt him if her illness takes another turn for the worse. She introduces Augustus to her favorite book, and he forms a plan in which they will travel to Amsterdam together (using the "Wish" given to him by a foundation for children with cancer) to meet the reclusive and mysterious author and find out what happens after the book's end. They are able to take this trip, but when they arrive to meet the author he is drunk and surly. At the end of the trip, Augustus reveals to Hazel that his cancer has come back and is much worse than the previous time. They return home and Hazel stays by his side until his death. The author attends Augustus's funeral and tries to apologize to Hazel; she realizes that his book, which is about a young girl with cancer, was based on his daughter who died. Hazel copes with Augustus's death, comforting herself with the strength of her family and a letter about her that Augustus sent to the author before his death.

<https://www.gradesaver.com/the-fault-in-our-stars/study-guide/summary>



The Fault in our Stars, by John Green, 9th Grade

Unit 4 Essential Question: *Do we determine our own destinies?*

Positives

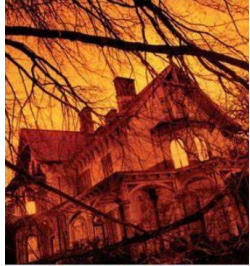
- Well-written, high literary merit
- Relevant
- Presents a difficult topic in a sensitive and appropriate manner
- Well-developed characters - relatable, reader feels connected
- Original story, sincerity of the writer

Concerns

- Emotional and mental health and well-being of the reader
- Potential inappropriate language (profanity, sexual)
- Readiness of proposed age group
- Alcohol use/alcoholism

Recommendation:

The subcommittee would not recommend this book for a whole class read at this time. We would recommend that this book to be placed on an outside reading list with an asterisk identifying the book as having mature themes, profanity and mild sexual content.



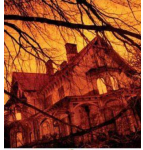
The Haunting of Hill House,

by Shirley Jackson, 10th Grade

Unit: 1 **Essential Question:** *What is the allure of fear?*

Summary

Carefully selected by a scholar, three principle characters come together to join him in investigating a rumored haunted house. They experience hauntings and interpersonal drama that deeply affects one of the central characters who dies by suicide.



The Haunting of Hill House, by Shirley Jackson, 10th Grade

Unit: 1 Essential Question: *What is the allure of fear?*

Positives

- Complex character development which leads to rich discussion fostering critical thinking and discourse
- Effective use of an unreliable narrator
- Exploration of emotions: dichotomy of emotions ranging from fear to exhilaration
- Pacing to build suspense

Concerns

- Context of current social emotional state of our students
- Power dynamic between characters, manipulation, manic behavior, power and control leading to self harm of a principal character

Recommendation: Thrilling book; however, due to the themes within the book such as isolation, dysfunctional relationships and self-harm, we do not recommend reading this book now and would like to reevaluate the novel in fall of 2023.



The Legend of Sleepy Hollow and Other Stories, by Washington Irving, 11th Grade

Unit 5 **Essential Question:** *How do we respond when challenged by fear?*

Summary

Perhaps the marker of a true mythos is when the stories themselves overshadow their creator. Originally published under a pseudonym as *The Sketch Book of Geoffrey Crayon, Gent.*, *The Legend of Sleepy Hollow and Other Stories* gave America its own haunted mythology. This collection of larger-than-life tales contains Washington Irving's best-known literary inventions—Ichabod Crane, the Headless Horseman, and Rip Van Winkle—that continue to capture our imaginations today.



WASHINGTON IRVING
*The Legend of Sleepy Hollow
and Other Stories*

The Legend of Sleepy Hollow and Other Stories,

by Washington Irving, 11th Grade

Unit 5 Essential Question: *How do we respond when challenged by fear?*

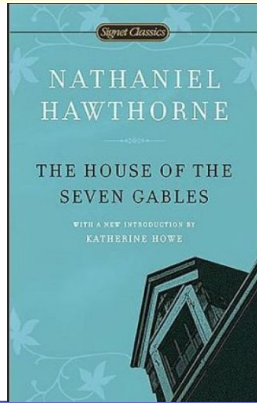
Positives

- Excellent use of the English Language
- *Legend of Sleepy Hollow* fits well with American History - good story line
- First hand account of living during that time in history

Concerns

- Stories are humdrum
- Opens the door to require an approved list for short stories
- Only 2 stories worthy of teaching
- Why buy entire book for 2 stories
- Everyone lost interest

Recommendation: There are no objections to the book. However, there are concerns about putting it on the approved list.

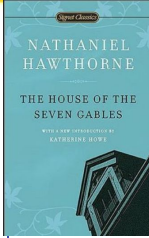


The House of the Seven Gables, by Nathaniel Hawthorne 12th Grade

Unit 6 **Essential Question:** *What does it mean to call a place home?*

Summary

This is a tale of a house cursed through the centuries by a man who was hanged for witchcraft - a house haunted by the ghosts of its dead and the terror of its living inhabitants. The blighted house controls the fates of four Pyncheons; Hepzibah, Clifford, Phoebe, and Jaffrey. The puritanical Jaffrey Pyncheon is the embodiment of Hawthorne's own ancestor, a judge at the Salem witch trials; the gloomy gabled house typifies Hawthorne's view of his New England ancestry. It is this masterful blending of the spiritual and the symbolic that allows Hawthorne's haunted house to stand firm where many a weaker one has fallen.



The House of the Seven Gables, by Nathaniel Hawthorne

12th Grade

Unit 6 Essential Question: *What does it mean to call a place home?*

Positives

- Very elaborate descriptions to help create a clear picture in the reader's mind.
- There is a great lesson about what makes a house a home.

Concerns

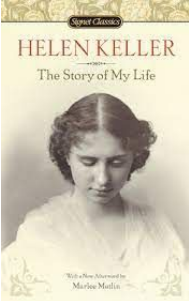
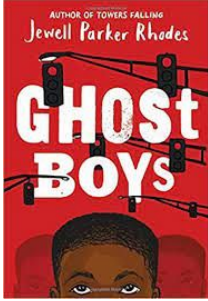
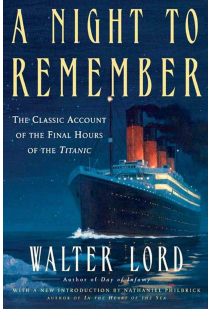
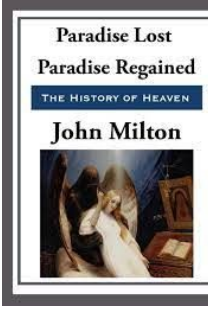
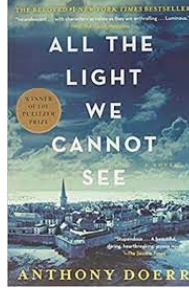
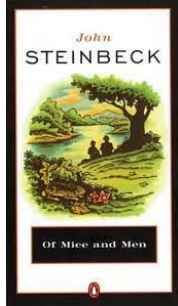
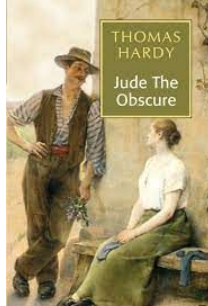
- Mysticism - references to witchcraft and the supernatural
- Incredibly dense text - very few supportive resources within the curriculum
- Not relatable to today's students
- In chapter 13 offensive wording referring to slaves is used. The teacher will need to provide a contextual analysis of why it is used, and explain why we don't view the language favorably today.

Recommendation: This novel does not fit in the category of British and World History (focus for English IV). However, it may be okay for use in AP or IB classes.

Recommendation Directions

- Please write your first and last name on your ballot.
- For each novel check your choice of: **yes**, you would recommend this book to be used in SUSD, or **no**, you would not recommend this book to be used in SUSD.
- When you are finished marking your choices, hand your ballot to your group facilitator.

Round 2 Books:

						
Grade 6: <i>The Story of My Life</i> by Helen Keller	Grade 7: <i>Ghost Boys</i> by Jewell Parker Rhodes	Grade 8: A <i>Night to Remember</i> by Walter Lord	Grade 9: <i>Paradise Lost & Paradise Regained</i> by John Milton	Grade 10: <i>All the Light We Cannot See</i> by Anthony Doerr	Grade 11: <i>Of Mice and Men</i> by John Steinbeck	Grade 12: <i>Jude the Obscure</i> by Thomas Hardy

*Thank
you*



Next whole group meeting date:

**January 18, 2022,
5pm, MDA**