



OLENTANGY SCHOOLS LITERATURE SELECTION REVIEW FORM

LOCATION

Building(s): OLHS

Classes/Grade Level(s): 9, Honors 9

ABOUT THE BOOK

Selection Title/Author: *They Called Us Enemy* by George Takei

Genre: Graphic Novel

Lexile Reading Level: GN680

Total number of pages: 204

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

This powerful graphic memoir expertly captures the heartbreak of America's Japanese internment camps during World War II and the resilience of those who experienced them. In *They Called Us Enemy*, George Takei and his collaborators tell a story rich in historical detail and personal triumph. Much of the narrative is from a child's viewpoint, increasing the impact of the story as George and his brother Henry struggle to understand events that leave adults overwhelmed. As an adult, Takei found fame and fortune, but this book makes it clear that his memories of the trauma are never far away. The injustice that occurred more than seven decades ago has left permanent marks on its victims. (Common Sense Media)

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

Instances of racism leveraged against Japanese Americans including racialized epithets (page 21).

Light profanity (page 91).

Book Reviews (1-2 link(s)) Note: teacher is not responsible for broken links

[From The Kirkus Review](#)

[From The New York Times Book Review](#)



ABOUT THE CLASS

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

Freshman students will be selecting a graphic novel to read during fourth quarter as a component of work with the course theme of identity, but more specifically to engage in an exploration of visual elements that contribute to the way a text communicates. We will be learning about the basic elements of rhetorical analysis, examining a text's message within a specific context and created by a rhetor using purposeful strategies of language and structure for a particular audience. Graphic novels will offer students an accessible opportunity to practice reading with this framework.

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](#)


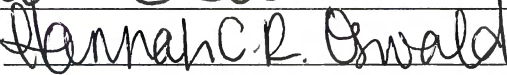

1. RI.9-10.6 Determine an author's perspective or purpose in a text and analyze how an author uses rhetoric to advance that perspective or purpose.
2. RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.


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. *Almost American Girl* by Robin Ha
2. *Hey Kiddo* by Jarrett J. Krosoczka
3. *Honor Girl* by Maggie Thrash

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

Teacher:  Date: 2/29/2024
Department Chair:  Date: 2/11/2024
Building Principal:  Date: 3/12/24

District Admin:  3/14/24