



OLENTANGY SCHOOLS LITERATURE SELECTION REVIEW FORM

LOCATION

Building(s): OBKMS

Classes/Grade Level(s): ELA 6

ABOUT THE BOOK

Selection Title/Author: *Becoming Kareem* by Kareem Abdul-Jabar

Genre: memoir

Lexile Reading Level: 990

Total number of pages: 304

<p>Book Summary (abbreviated, bulleted list or link to a book summary)</p> <p>At one time, Lew Alcindor was just another kid from New York City with all the usual problems: He struggled with fitting in, pleasing a strict father, and overcoming shyness that made him feel socially awkward. But with a talent for basketball, and an unmatched team of supporters, Lew Alcindor was able to transform and to become Kareem Abdul-Jabbar.</p> <p>From a childhood made difficult by racism and prejudice to a record-smashing career on the basketball court as an adult, Kareem Abdul-Jabbar's life was packed with ""coaches"" who taught him right from wrong and led him on the path to greatness. His parents, coaches Jack Donahue and John Wooden, Muhammad Ali, Bruce Lee, and many others played important roles in Abdul-Jabbar's life and sparked him to become an activist for social change and advancement. The inspiration from those around him, and his drive to find his own path in life, are highlighted in this personal and awe-inspiring journey.</p>	<p>Potentially Objectionable Content (list all categories and at least one example, referenced with a page or chapter number)</p> <p>Drinking/smoking: n/a</p> <p>Sex: n/a</p> <p>Language: n-word in context of the time period - p. 34</p> <p>Violence: Chapter 1 - mentions widespread civil right protests that included violent incidents p. 52</p> <p>Other trauma inducing content: Mention of religion as Kareem changes his religion from Catholic to Muslim, but written in a positive light.</p>
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Book Reviews (1-2 link(s)) *Note: teacher is not responsible for broken links*
[Kirkus review](#)



ABOUT THE CLASS

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

Reading memoirs offers a rich opportunity to engage students with personal narratives that enhance their understanding of diverse perspectives and foster empathy. Integrating memoirs supports students in meeting several critical Common Core standards while fostering empathy and personal connection to the material. By engaging with memoirs, students not only enhance their comprehension and analytical skills but also develop a broader understanding of diverse human experiences, making literature relevant and impactful.

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 - Determine a theme of a text and how it is conveyed through particular details.
2. RI 6.2 - Determine a central idea of a text and how it is conveyed through particular details.
3. RI 6.3 - Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
4. RL/RI 6.4 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices, including sensory language, on meaning and tone.
5. RI 6.5 - Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
6. RI 6.6 - Determine an author's perspective or purpose in a text and explain how it is conveyed in the text.
7. RI 6.9 - Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person)

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. I am a Seal Team Six Warrior by Howard E. Wasdin and Stephen Templin
2. Ugly by Robert Hoge

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



Teacher: Holly Cameroni Date: 10/23/24
Department Chair: Katlyn Baker Date: 10/23/24
Building Principal: Masha Nager Date: 10/23/24
District Curriculum Administrator: [Signature] Date: 11/5/24