OLENTANGY SCHOOLS LITERATURE SELECTION REVIEW FORM

LOCATION

Building(s): OHMS

Classes/Grade Level(s):

ABOUT THE BOOK

Selection Title/Author: The Courageous Six Triple Eight (The All-Black Female Battalion of World War II)/ Artika R. Tyner, Cynthia Paul

Lexile Reading Level: GN740L (graphic novel)

Total number of pages: 32

Book Summary (abbreviated, bulleted list or link to a book summary)	**Potentially Objectionable Content (list all categories, quantifiers, and at least one example, referenced with a page or chapter number)**
When the U.S. entered World War II, Black people and women found new opportunities, though racial and gender biases remained. The Six Triple Eight, the first all-Black battalion in the Women's Army Corps, faced racism and sexism while ensuring soldiers received their mail. Led by Major Charity Adams, these women made a lasting impact both on the war effort and on breaking barriers. This story from the *Women Warriors of World War II* graphic novel series highlights their courage and achievements.	**Bias, stereotypes, prejudice**- Because the main conflict surrounds racial and gender biases, there are several examples. Here are a few, "...taught at a segregated junior high" pg 5 "We are fighting an enemy all the way across the world. But we haven't buried our enemy here at home—this racist Jim Crow system." Pg 6 "We worked hard to complete our assignments, and we get no recognition. Where are the parades that the white soldiers received?" Pg. 24
Book Reviews (1-2 link(s)) *Note: teacher is not responsible for broken links* School Library Journal- Courageous Six Triple Eight	

ABOUT THE CLASS

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

Students will read the graphic novel, read articles about The 6888, watch documentaries to become experts on this historical event. Then they will compare and contrast between the movie and their knowledge to determine if Hollywood got it right. These women were selected to study because, despite facing both racism and sexism, they persevered and succeeded in a critical military role. By learning about their perseverance, middle school students can be inspired to overcome obstacles in their own lives, whether related to school challenges, personal struggles, or societal expectations. Understanding this history builds students' awareness of diversity and the importance of recognizing the contributions of all individuals, regardless of gender or race.

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.Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

2. Read, comprehend, and respond to complex literary and informational texts independently and proficiently.

3. Compare and contrast written text to digital version.

ALTERNATIVE TEXTS

What alternative texts would allow students to meet the same objectives? (Title/author) Also, needs literature review

1. *Baseball Saved Us* by Ken Mochizuki (picture book)
2. *Players in Pigtails* by Shana Corey (picture book)

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

Teacher: _____ Date: 1/17/25

Department Chair: _____ Date: 1/17/25

Building Principal: _____ Date: 1-17-25

District Curriculum Administrator: _____ Date: 2-3-25