# OLENTANGY SCHOOLS LITERATURE SELECTION REVIEW FORM

## LOCATION

**Building(s): OHMS**

**Classes/Grade Level(s): 8th grade ELA**

## ABOUT THE BOOK

**Selection Title/Author: Sunrise on the Reaping, Suzanne Collins**

**Genre: Dystopian Fiction**

**Lexile Reading Level: 800L**

**Total number of pages: 380**

| **Book Summary (abbreviated, bulleted list or link to a book summary)** | **Potentially Objectionable Content (list all categories and at least one example, referenced with a page or chapter number)** |
|---|---|
| As the day dawns on the fiftieth annual Hunger Games, fear grips the districts of Panem. This year, in honor of the Quarter Quell, twice as many tributes will be taken from their homes.<br><br>Back in District 12, Haymitch Abernathy is trying not to think too hard about his chances. All he cares about is making it through the day and being with the girl he loves.<br><br>When Haymitch's name is called, he can feel all his dreams break. He's torn from his family and his love, shuttled to the Capitol with the three other District 12 tributes: a young friend who's nearly a sister to him, a compulsive oddsmaker, and the most stuck-up girl in town. As the Games begin, Haymitch understands he's been set up to fail. But there's something in him that wants to fight . . . and have that fight reverberate far beyond the deadly arena.<br><br>Taken from Goodreads | Because of the genre of this book, there are several examples of government manipulation and mistreatment towards citizens.<br><br>**Violence and Abuse:**<br>Several examples of violence include:<br>-children from each district killed—sometimes graphically—and disturbing injuries are common<br>-Descriptions of being forced to kill, the psychological toll of survival, and the oppressive, manipulative violence of the Capitol<br>-Example of the above can be found in Chapter 25<br><br>**Alcohol:**<br>- Few examples exists<br>-Example: Haymitch descends into alcoholism following traumatic events in Chapter 27<br><br>**Sexual Content:**<br>-Minimal: Haymitch and Lenore share kisses, |

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|---|---|
| | but nothing explicit beyond that in<br>-Example can be found in Chapter 1<br><br>**Bias, Prejudice, Stereotypes:**<br>-The novel underscores several examples of classism and oppression—particularly the disdain between the Capitol and the Districts, highlighting government manipulation and mistreatment towards citizens<br>-this is present throughout the book; an example can be found in Chapter 9 |
| **Book Reviews (1-2 link(s))** *Note: teacher is not responsible for broken links*<br><br>Goodreads: https://www.goodreads.com/en/book/show/214331246-sunrise-on-the-reaping<br>New York Times: https://www.nytimes.com/2025/03/18/books/review/sunrise-on-the-reaping-suzanne-collins.html | |

## ABOUT THE CLASS

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

This title will be a choice in our 8th grade dystopian unit. Dystopian literature is used to present a vision of the future that challenges readers to reflect on the current social and political environments in which they live. This book is a high quality choice because it pulls readers in with the mysterious characters and holds their attention because of the twist on the scifi dystopian society with edge-of-your-seat storylines. Many different themes are developed throughout the novel allowing for all students to make connections, and have great conversations.

**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.SL.8.1 Engage effectively in a range of collaborative discussions

2.) RL.8.1 Cite the textual evidence that most strongly supports an analysis

3.) RL.8.2 Analyze literary text development, including the development of theme and its relationship to other elements

4.) RL.8.3 Analyze how dialogue propels the action



5.) RL.8.4 Determine the meaning of words and phrases and their impact
6.) RL.8.6 Analyze how perspective creates effects such as suspense or humor.

## 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)**

*Hunger Games* by Suzanne Collins
*Maze Runner* by James Dashner
*Divergent* by Veronica Roth

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

Teacher: Riley Hadlyn Date: 8-27-25
ELA Department Chair: Date: 8-27-25
Building Principal: Date: 8-27-25
District Curriculum Administrator: Elaine Ford Date: 9/8/25