OLENTANGY SCHOOLS LITERATURE SELECTION REVIEW FORM

LOCATION

Building(s): OSMS
Classes/Grade Level(s): 6th Grade

ABOUT THE BOOK

Selection Title/Author: Bamboo People by Mitali Perkins
Genre: Realistic Fiction
Lexile Reading Level: 680
Total number of pages: 288

Book Summary	**Potentially Objectionable Content** (list all categories and at least one example, referenced with a page or chapter number)
Chiko isn't a fighter by nature. He's a book-loving Burmese boy whose father, a doctor, is in prison for resisting the government. Tu Reh, on the other hand, wants to fight for freedom after watching Burmese soldiers destroy his Karenni family's home and bamboo fields. Timidity becomes courage and anger becomes compassion as each boy is changed by unlikely friendships formed under extreme circumstances.	**Romance/Crushes** • Part 1, Ch 3 main character explains how his feelings about his close friend/neighbor have changed now that they are getting older. • Part 2, Ch 10 main character realizes that he likes one of the sisters in the village and daydreams about being married to her when they are older. **Violence and/or abuse** • Part 1, Ch 5, 7, 9, 12- The soldiers in the camp use threats and beatings to keep the boy soldiers in line. These incidents are described quickly and without gory detail, and are used to help the reader understand the harsh environment they were kept in. Also, the main character maintains a stance of nonviolence and condemns the behavior throughout. • Part 2, Ch 1, 2, 6 The villagers describe how hard their life is under attack from the Burmese soldiers, describing villages being destroyed and landmines injuring people. • Part 2, Ch 12, 24 The boy soldier gets

	injured by a landmine, and as the Karenni people are trying to get him to safety they are ambushed, but make it back safely.

Book Reviews (1-2 link(s)) *Note: teacher is not responsible for broken links*
From Kirkus Reviews:
Well-educated American boys from privileged families have abundant options for college and career. For Chiko, their Burmese counterpart, there are no good choices. There is never enough to eat, and his family lives in constant fear of the military regime that has imprisoned Chiko's physician father. Soon Chiko is commandeered by the army, trained to hunt down members of the Karenni ethnic minority. Tal, another "recruit," uses his streetwise survival skills to help them both survive. Meanwhile, Tu Reh, a Karenni youth whose village was torched by the Burmese Army, has been chosen for his first military mission in his people's resistance movement. How the boys meet and what comes of it is the crux of this multi-voiced novel. While Perkins doesn't sugarcoat her subject—coming of age in a brutal, fascistic society—this is a gentle story with a lot of heart, suitable for younger readers than the subject matter might suggest. It answers the question, "What is it like to be a child soldier?" clearly, but with hope. (author's note, historical note) (Fiction, 11-14)

ABOUT THE CLASS

Rationale for the Literature Selection (in addition to standards): (To be completed by the teacher or team)
This book is being used in 6th grade ELA as part of a cross-content ELA and social studies project on the 5 themes of geography, culture, and modern countries in the Eastern Hemisphere. Students will read the novel, and then research the country featured in the novel in preparation for sharing what they've learned with the class. They will research the elements of the country's culture and then they will evaluate the presentation of that culture in the novel they read.

This book has been selected because of its setting and genre. First, it is set in a modern day country in the Eastern Hemisphere, and second, it is a realistic fiction novel that allows students to learn about a culture by reading a story set in that culture. In addition to the culture of the country, students will be asked to describe the 5 themes of geography in relation to that specific country, and to evaluate whether the book's author accurately and fully portrayed the culture.

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

- RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

- RL.6.2 Analyze literary text development. B. Incorporate a theme and story details into an objective summary of the text.
- RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

ALTERNATIVE TEXTS

What alternative texts would allow students to meet the same objectives?

1. Middle School: Escape to Australia by James Patterson
2. Rickshaw Girl by Mitali Perkins

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

Teacher: _____ Date: 9/3/25

Department Chair: Valerie Biagiarmi Date: 9.2.25

Building Principal: _____ Date: 9.11.25

District Curriculum Administrator: _____ Date: 10-1-25