



OLENTANGY SCHOOLS LITERATURE SELECTION REVIEW FORM

LOCATION

Building(s): OLHS

Classes/Grade Level(s): English 9

ABOUT THE BOOK

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

Genre: Dystopian, YA

Lexile Reading Level: 800L

Total number of pages: 382

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

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. 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. 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.

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

Because of the genre of this book, there are several examples of government manipulation and mistreatment towards citizens.

Violence and Abuse:

Several examples of violence include:

- children from each district killed—sometimes graphically—and disturbing injuries are common

- Descriptions of being forced to kill, the psychological toll of survival, and the oppressive, manipulative violence of the Capitol (Chapter 25, for example)

Alcohol / Substance Abuse:

- Few examples exists

(Example: Haymitch descends into alcoholism following traumatic events in Chapter 27)

Sexual Content:

- Minimal: Haymitch and Lenore share kisses, but nothing explicit beyond that in

(Example can be found in Chapter 1)

Bias, Prejudice, Stereotypes:

- 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

- 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

<https://www.goodreads.com/en/book/show/214331246-sunrise-on-the-reaping>



www.nytimes.com/2025/03/18/books/review/sunrise-on-the-reaping-suzanne-collins.htm

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 for our 9th graders in a book club study during Quarter 3. Our focus for quarter 3 is centered around the idea of culture, and how culture (family, friends, traditions, environment, etc) impact an individual's identity. Many different themes are developed throughout this novel, allowing for students to make connections and engage in in-depth conversations. We want this unit to be varied in the types of book available, and this particular book uses a fictional, dystopian setting to do so. The fictional nature of this setting also challenges students to think critically to not only define these new cultures, but also potentially relate them to their own lives.

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](#)

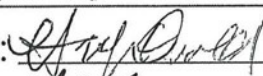
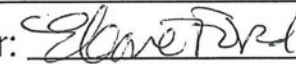
1. RL.9-10.2 Analyze literary text development.
 - a. Determine a theme of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.
2. RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

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. The Hunger Games by Suzanne Collins
2. Unwind by Neal Shusterman

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

Teacher:  Date: 1/12/26
ELA Department Chair:  Date: 1-10-26
Building Principal:  Date: 3/5/26
District Curriculum Administrator:  Date: 3/23/26