

Port Angeles School District
Instructional Materials Committee 2009-10 Report
District-Wide Instructional Materials Recommendations for 2010-11
July 12, 2010

EXECUTIVE SUMMARY

In an attempt to thoughtfully summarize this report, there are several points that are most noteworthy. Several content areas are represented as are multiple grade spans, truly inclusive of the K-12 system. Many teachers and principals in the district have spent a significant amount of time in the study and discourse regarding best practice instructional strategies and curriculum materials for the particular identified student needs. **It is important to note that our teachers and principals are committed professionals who have the respect of this committee and whose thought, spirit, passion and expertise will continue to sustain us long into the future we can yet only imagine.** One of the most critical roles this committee played was listening to the shared expertise of our own teachers and principals, and striving to support them in their conscientious and diligent pursuit of excellence for all children in our stewardship.

In the end, the Instructional Materials Committee recommends several adoptions to the board of directors. The committee approved the proposed high school English novels as a formal recommendation. The district piloted a statistics text in the high school math department during the past year. This currently piloted math text is now being formally recommended for district adoption at the high school level (primarily junior and senior level), as it is a continuation of the current math curriculum sequence. Several new novels are being proposed for approval in the high school senior English course being revamped for the upcoming academic year. The other novels being proposed for approval will be required reading in the new honors ninth grade English classes. Several Career and Technical Education department texts were also approved by the committee. These include a text for Business Law, Fine Woodworking and Financial Fitness. The following report text will outline both the process and rationale for these recommendations.

The Instructional Materials Committee anticipates further opportunities to review math, science, social studies, and language arts curriculum materials as these district committees will be active in the coming year. Teachers at various grade levels in the district will be piloting instructional materials and will be sharing their thinking with the committee in a relentless focus on continuously improving our instructional capacity as a system. Assessments for these content areas will also be reviewed as we recognize assessment drives instruction.

A challenge embraced by the district staff this year was wrestling with the essential question of “Whose interests are being served in a curriculum adoption?” This prompt proved to be illustrative of the often competing interests in planning effective teaching and learning experiences. The attached Appendix D captures in chart form the necessary factors in managing complex change and the nature of the relationship between vision, beliefs and values with skills and resources. This tenuous, symbiotic relationship must be in balance for instructional materials development and implementation transitions to be effectively managed.

Another salient point that continued to surface with regard to effective implementation of new instructional materials was the conversation around focused professional development for the competent and confident utilization of the new materials by all affected staff to nurture all affected students. The move to more inquiry and constructivist instructional strategies underscores the ability of the teaching and learning experience to more effectively distinguish between the outcomes of knowledge versus the outcome of understanding for students.

Professional development was a key factor in the effective roll-out of new curricula in the past several years. The curriculum adoption specialists were instrumental in maintaining fidelity of implementation across the district.

Finally, the staff continues to work with the ideals of three significant tenets for effective teaching and learning across the district for all students. These are 1) an understanding that we clearly are working in a standards-based system today in education; 2) there must be coherence across the entire district with regard to the particular instructional and/or content focus; and 3) equity must exist for all students and staff within the district. These guiding principles are remarkable in their simplicity; but exacting in their implications.

INSTRUCTIONAL MATERIALS COMMITTEE MEMBERSHIP

The staff, board and community members listed below represent the Instructional Materials Committee membership for the current 2009-10 school year. The representative list also will continue their work during the upcoming 2010-11 school year. These hard-working professionals represent every school in the district, librarians, building administrators, the special education department and the community. Classroom teachers, support teachers, and administrators began their work this winter and will continue their work by collaborating on instructional materials issues in the coming year.

- | | |
|--------------------|---------------------|
| 1. Cindy Crumb | 12. Melissa McBride |
| 2. Eve Datisman | 13. Nancy McHenry |
| 3. Loren Engel | 14. Gary McLaughlin |
| 4. Coya Erickson | 15. Sarah Methner |
| 5. Ericha Kuch | 16. Kathy Millar |
| 6. Mike Frick | 17. Scott Moseley |
| 7. Scott Harker | 18. Trent Pomeroy |
| 8. Tracy Hosselkus | 19. Michelle Reid |
| 9. Keith Johnson | 20. Mimi Tiderman |
| 10. Anna Lee | 21. Alan Turner |
| 11. Terri Longin | 22. Everett Young |

BACKGROUND

The background for this report is primarily rooted in the purpose of this committee as stated in Board Policy and Procedures. This committee has long been the group assigned the oversight with regard to textbook adoption review, instructional materials review and challenges to instructional materials as they

might occur in the course of events. It is a committee with significant longevity and stature, perhaps at some level, the backbone of curriculum and instructional oversight for the district.

In keeping with Board Procedure 2020P, Selection and Adoption of Instructional Materials, the instructional materials committee has been formed to establish and monitor such procedures as may be necessary for the selecting, adopting, and discarding of instructional materials owned and used by the district. The committee will act upon requests for text approval and removal and will evaluate and act upon citizens' requests for reconsideration of instructional materials. The function of the committee is to insure that materials are selected in conformance to stated criteria."

Essentially, the Instructional Materials Committee is charged with the analysis and review of district curriculum committee recommendations for the purpose of recommending adoption to the board of directors, recognizing the board alone has the authority to select and approve instructional materials for the district.

The committee is representative of multiple content areas, grade levels, perspectives, and authority levels; yet, the committee does respectfully find agreement in even the most challenging circumstances. The role they play is critical to the effective functioning of the district and integral to the support of teaching and learning in the Port Angeles School District.

PARAMETERS

In accordance with Board Policy 2020, Selection and Adoption of Instructional Materials, it is understood that the board of directors is legally responsible for the selection of all instructional materials used in the district.

It is understood that all instructional materials must be recommended in due consideration of applicable state and federal laws, the stated goals and/or standards of the district, and procedures established by the instructional materials committee. Policy No. 2020 further states that the primary objective in selecting materials is to "implement, enrich and support the educational program of the schools."

The Instructional Materials Committee kept these tenets front and center as they deliberated. Further, Procedure 2020P clearly extols staff to "place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate to the instructional program." The policy goes on to cite a number of criteria staff might reference as they endeavor to reach this informed decision.

The Instructional Materials Committee is ever mindful of the modest resources to meet the growing list of materials needs. It is also worthwhile to note that as our students are held more publicly accountable to ever rising standards, we must respond in kind with the quality of text and materials that enable our earnest and hardworking staff to most effectively meet their teaching and learning needs.

PROCESS

The Port Angeles School District Instructional Materials Committee met this year for textbook and curriculum review. Essentially, Board Policy No. 2020 and 2021 and Procedures 2020P and 2021P govern the makeup and duties of the committee essentially its form and function.

While the Procedure 2020P notes regular meetings of this committee should meet every other month, the committee did not have review tasks warranting this level of time and attention. As for the academic year 2010-11, we have set three formal meetings with the understanding that a special meeting may need to be called if a particular situation warrants the committee's level of oversight this committee is responsible for ensuring. The three formally set meetings will be October 26, 2010; February 22, 2011 and May 31, 2011. These meetings are on Tuesdays after school from 3:30-5:00 p.m., at the Central Services Building.

During the June 8, 2010 meeting, the committee approved the recommendation of the various novels for high school English course use at both the ninth grade and twelfth grade. The committee also approved three texts for use in high school Career and Technical Education (CTE) classrooms, and a math textbook for use in the high school math department which had been previously approved for pilot use. The committee again made their decision by consensus of those who were in attendance after reviewing the criteria rating sheet (see Appendix A-C). The committee reviewed the novels for high school English based on a literary review summary (see Appendix E) of each novel provided. The committee approved all novels with the caveat of reviewing a couple different choices for the *Mythology* text by Edith Hamilton at the October meeting. There was debate about this book and its literary merit(s) versus several other titles. This decision will be made in the fall.

INSTRUCTIONAL MATERIALS COMMITTEE RECOMMENDATIONS

As outlined in the previous section, the reports and recommendations from the math content area (with the tacit understanding that their adoption needs were time sensitive, given graduation and college entrance requirements, and late course changes from the state) were considered at the June meeting. The English department requests and CTE department requests were also reviewed at the June meeting. The Instructional Materials Committee did hear, question and deliberate with all due diligence regarding the reasoned adoption recommendations, fully understanding the recommendation must yet pass muster with the board of directors before these materials might become part of the Port Angeles School District curricula. Further, the committee knows we are operating with challenging fiscal constraints.

This year's instructional materials need has been the high school English texts. Sample math texts are currently being collected for middle school Pre-Algebra. Likely, we will endeavor to pilot several unique approaches to Algebra 1 and Geometry courses next year. We are working collaboratively with both district high schools. The CTE credit equivalency decisions have also necessitated the textbook recommendations from the CTE committee.

The Instructional Materials Committee recognizes the profound need for quality professional development to support the use of these newly recommended texts and materials. While the selection and recommendation of robust, researched and aligned curriculum materials is a necessary condition for quality teaching and learning to flourish, it is only a first order or technical change in the manner in which we do business. The second order change, or adaptive change, occurs with the advent of effective job-embedded professional development accompanying the use of the new materials. Often, and in particular in these cases, the new materials rely on new instructional strategies to enable their effectiveness. This new way of both understanding and utilizing materials moves into the second order or adaptive change realm and likely more effectively supports the sustainability of any new adoption recommendation.

The recommended adoption for the high school math text is the following:

- Statistics Through Applications. New York: W. H. Freeman and Company, 2005

The recommended adoption for the high school English novels is the following:

- *The Kite Runner* – Khaled Hosseini Booklist (July 2003 (Vol. 99, N o. 21)
- *Ishmael* - Daniel Quinn From Publishers Weekly
- *The Joy Luck Club* – Amy Tan Kirkus Review starred (1989)
- *Raisin in the Sun* – Lorraine Hansberry, 1959
- *Fahrenheit 451* – Ray Bradbury, New Look for Bradbury’s ‘Fahrenheit 451’, Calvin Reid. Publishers Weekly. New York: April 27, 2009.
- *Pride and Prejudice* – Jane Austen
- *Lives of a Cell: Notes of a biology Watcher* – Lewis Thomas
- *In Defense of Food: An Eater’s Manifesto* – Michael Pollen
- *The Strength in What Remains* – Tracey Kidder
- *Nickel and Dimed: On (not) Getting by in America* – Barbara Ehrenreich
- *Annie Dillard Reader* – Annie Dillard
- *The Worst Hard Time: The Untold Story of Those Who Survived the Great American Dust Bowl* – Timothy Egan

The recommended adoption for the Career and Technology Education (CTE) is the following:

- *Business and Personal Law* – Glencoe, 2008
- *Mathematics, Business and Personal Finance* – Glencoe, 2010
- *Math to Build On*, Cons. Trades Press, 1993

This recommendation is made with the conviction that understanding is the desired outcome for the teaching and learning expectations in the district. The Instructional Materials Committee continues its commitment to supporting the essential vision and mission of the district. The aforementioned recommendation has been thoughtfully visited and spiritedly discussed. Like a crucible, the final recommendation(s) are better for having been passionately debated. This work is not easy work; but, it is the right work.

Appendices to this report are:

- Appendix A, Business Law (CTE) Adoption Summary of Forms
- Appendix B, Financial Fitness (CTE) Adoption Summary of Forms
- Appendix C, Fine Woodworking (CTE) Adoption Summary of Forms
- Appendix D, Managing Complex Change
- Appendix E, Literary Reviews for English 9 and 12

Appendix A

Business Law (CTE) Adoption Summary of Forms
SUMMARY OF FORMS USED FOR TEXTBOOK EVALUATION
GROUP SUMMARY REPORT

SUBJECT AREA BUSINESS TITLE Business and Personal Law
 PUBLISHER Glencoe COPYRIGHT DATE 2008 GRADE LEVEL 10-12

DIRECTION FOR EVALUATION Scale of 1 to 5: High.....Low, M-missing NA-not applicable

Format

- 1. Is the book sufficiently durable for 6 years of classroom use? 5 4 3 2 1 NAM
- 2. Are the page layouts uncluttered and attractive? 5 4 3 2 1 NAM
- 3. Are illustrations, charts, and graphs well chosen to clarify and enrich the text material? 5 4 3 2 1 NAM

Organization

- 1. Are the materials useful in various instructional settings; i.e., large group, small group, individual instruction? 5 4 3 2 1 NAM
- 2. Is there a good chapter summary, index, glossary, bibliography, headings, and table of contents? 5 4 3 2 1 NAM
- 3. Are performance objectives specified? 5 4 3 2 1 NAM
- 4. Are there activities included throughout the lesson to stimulate understanding? 5 4 3 2 1 NAM
- 5. Are there special in-text features that contribute to student involvement and understanding? 5 4 3 2 1 NAM

Content

- 1. Is the material appropriate to student age and maturity? 5 4 3 2 1 NAM
- 2. Is there a balanced presentation of any controversial material? 5 4 3 2 1 NAM
- 3. Does the material support the district curriculum? 5 4 3 2 1 NAM
- 4. Have minority groups been presented with integrity? 5 4 3 2 1 NAM
- 5. Are racial, sexual, religious, and ethnic stereotypes avoided? 5 4 3 2 1 NAM
- 6. Are the reading level and vocabulary appropriate for the students who will be using the textbook? 5 4 3 2 1 NAM

Skills and Activities

- 1. Is there a plan for developing study skills? 5 4 3 2 1 NAM
- 2. Is there a plan for developing thinking skills? 5 4 3 2 1 NAM
- 3. Are there activities for writing, listening, speaking, and groups? 5 4 3 2 1 NAM
- 4. Are there sufficient activities for the various ability levels within the class? 5 4 3 2 1 NAM
- 5. Do the materials accommodate various learning styles? 5 4 3 2 1 NAM
- 6. Are provisions made for skills maintenance and reinforcement? 5 4 3 2 1 NAM

Management System

- 1. Is the manual accompanying the text meaningful and helpful to the teacher without being too confining? 5 4 3 2 1 NAM
- 2. Is there supplementary material to accompany the book, such as: audio-visual aids, transparencies, software, etc.? 5 4 3 2 1 NAM
- 3. Are materials available for measurement of student achievement? 5 4 3 2 1 NAM
- 4. Software evaluation (if available) 5 4 3 2 1 NAM

Authorship

- 1. Is the author(s) an expert in the field covered by the text? 5 4 3 2 1 NAM
- 2. Is the author(s) an experienced classroom teacher(s)? 5 4 3 2 1 NAM
- 3. Does the text incorporate the latest findings on the subject? 5 4 3 2 1 NAM

Appendix B

Financial Fitness (CTE) Adoption Summary of Forms
SUMMARY OF FORMS USED FOR TEXTBOOK EVALUATION
GROUP SUMMARY REPORT

SUBJECT AREA MATH AND BUSINESS TITLE Mathematics Business & Personal Finance

PUBLISHER Glencoe COPYRIGHT DATE 2010 GRADE LEVEL 9-12

DIRECTION FOR EVALUATION: Scale of 1 to 5: High.....Low, M-missing NA-not applicable

Format

- | | | | | | | | |
|---|----------|---|---|---|---|----|---|
| 1. Is the book sufficiently durable for 6 years of classroom use? | 5 | 4 | 3 | 2 | 1 | NA | M |
| 2. Are the page layouts uncluttered and attractive? | 5 | 4 | 3 | 2 | 1 | NA | M |
| 3. Are illustrations, charts, and graphs well chosen to clarify and enrich the text material? | 5 | 4 | 3 | 2 | 1 | NA | M |

Organization

- | | | | | | | | |
|--|----------|---|---|---|---|----|---|
| 1. Are the materials useful in various instructional settings; i.e., large group, small group, individual instruction? | 5 | 4 | 3 | 2 | 1 | NA | M |
| 2. Is there a good chapter summary, index, glossary, bibliography, headings, and table of contents? | 5 | 4 | 3 | 2 | 1 | NA | M |
| 3. Are performance objectives specified? | 5 | 4 | 3 | 2 | 1 | NA | M |
| 4. Are there activities included throughout the lesson to stimulate understanding? | 5 | 4 | 3 | 2 | 1 | NA | M |
| 5. Are there special in-text features that contribute to student involvement and understanding? | 5 | 4 | 3 | 2 | 1 | NA | M |

Content

- | | | | | | | | |
|--|----------|---|---|---|---|----|---|
| 1. Is the material appropriate to student age and maturity? | 5 | 4 | 3 | 2 | 1 | NA | M |
| 2. Is there a balanced presentation of any controversial material? | 5 | 4 | 3 | 2 | 1 | NA | M |
| 3. Does the material support the district curriculum? | 5 | 4 | 3 | 2 | 1 | NA | M |
| 4. Have minority groups been presented with integrity? | 5 | 4 | 3 | 2 | 1 | NA | M |
| 5. Are racial, sexual, religious, and ethnic stereotypes avoided? | 5 | 4 | 3 | 2 | 1 | NA | M |
| 6. Are the reading level and vocabulary appropriate for the students who will be using the textbook? | 5 | 4 | 3 | 2 | 1 | NA | M |

Skills and Activities

- | | | | | | | | |
|---|----------|---|---|---|---|----|---|
| 1. Is there a plan for developing study skills? | 5 | 4 | 3 | 2 | 1 | NA | M |
| 2. Is there a plan for developing thinking skills? | 5 | 4 | 3 | 2 | 1 | NA | M |
| 3. Are there activities for writing, listening, speaking, and groups? | 5 | 4 | 3 | 2 | 1 | NA | M |
| 4. Are there sufficient activities for the various ability levels within the class? | 5 | 4 | 3 | 2 | 1 | NA | M |
| 5. Do the materials accommodate various learning styles? | 5 | 4 | 3 | 2 | 1 | NA | M |
| 6. Are provisions made for skills maintenance and reinforcement? | 5 | 4 | 3 | 2 | 1 | NA | M |

Management System

- | | | | | | | | |
|---|---|---|---|---|---|----|----------|
| 1. Is the manual accompanying the text meaningful and helpful to the teacher without being too confining? | 5 | 4 | 3 | 2 | 1 | NA | M |
| 2. Is there supplementary material to accompany the book, such as: audio-visual aids, transparencies, software, etc.? | 5 | 4 | 3 | 2 | 1 | NA | M |
| 3. Are materials available for measurement of student achievement? | 5 | 4 | 3 | 2 | 1 | NA | M |
| 4. Software evaluation (if available) | 5 | 4 | 3 | 2 | 1 | NA | M |

Authorship

- | | | | | | | | |
|--|----------|---|---|---|---|----|---|
| 1. Is the author(s) an expert in the field covered by the text? | 5 | 4 | 3 | 2 | 1 | NA | M |
| 2. Is the author(s) an experienced classroom teacher(s)? | 5 | 4 | 3 | 2 | 1 | NA | M |
| 3. Does the text incorporate the latest findings on the subject? | 5 | 4 | 3 | 2 | 1 | NA | M |

Appendix C

**Fine Woodworking (CTE) Adoption Summary Forms
SUMMARY OF FORMS USED FOR TEXTBOOK EVALUATION
GROUP SUMMARY REPORT**

SUBJECT AREA MATH/T&I TITLE Math to Build On

PUBLISHER Cons. Trades Press COPYRIGHT DATE 1993 GRADE LEVEL 10-12

DIRECTION FOR EVALUATION: Scale of 1 to 5: High.....Low, M-missing NA-not applicable

Format

1.	Is the book sufficiently durable for 6 years of classroom use?	5	4	3	2	1	NA	M
2.	Are the page layouts uncluttered and attractive?	5	4	3	2	1	NA	M
3.	Are illustrations, charts, and graphs well chosen to clarify and enrich the text material?	5	4	3	2	1	NA	M

Organization

1.	Are the materials useful in various instructional settings; i.e., large group, small group, individual instruction?	5	4	3	2	1	NA	M
2.	Is there a good chapter summary, index, glossary, bibliography, headings, and table of contents?	5	4	3	2	1	NA	M
3.	Are performance objectives specified?	5	4	3	2	1	NA	M
4.	Are there activities included throughout the lesson to stimulate understanding?	5	4	3	2	1	NA	M
5.	Are there special in-text features that contribute to student involvement and understanding?	5	4	3	2	1	NA	M

Content

1.	Is the material appropriate to student age and maturity?	5	4	3	2	1	NA	M
2.	Is there a balanced presentation of any controversial material?	5	4	3	2	1	NA	M
3.	Does the material support the district curriculum?	5	4	3	2	1	NA	M
4.	Have minority groups been presented with integrity?	5	4	3	2	1	NA	M
5.	Are racial, sexual, religious, and ethnic stereotypes avoided?	5	4	3	2	1	NA	M
6.	Are the reading level and vocabulary appropriate for the students who will be using the textbook?	5	4	3	2	1	NA	M

Skills and Activities

1.	Is there a plan for developing study skills?	5	4	3	2	1	NA	M
2.	Is there a plan for developing thinking skills?	5	4	3	2	1	NA	M
3.	Are there activities for writing, listening, speaking, and group discussion?	5	4	3	2	1	NA	M
4.	Are there sufficient activities for the various ability levels within the class?	5	4	3	2	1	NA	M
5.	Do the materials accommodate various learning styles?	5	4	3	2	1	NA	M
6.	Are provisions made for skills maintenance and reinforcement?	5	4	3	2	1	NA	M

Management System

1.	Is the manual accompanying the text meaningful and helpful to the teacher without being too confining?	5	4	3	2	1	NA	M
2.	Is there supplementary material to accompany the book, such as: audio-visual aids, transparencies, software, etc.?	5	4	3	2	1	NA	M
3.	Are materials available for measurement of student achievement?	5	4	3	2	1	NA	M
4.	Software evaluation (if available)	5	4	3	2	1	NA	M

Authorship

1.	Is the author(s) an expert in the field covered by the text?	5	4	3	2	1	NA	M
2.	Is the author(s) an experienced classroom teacher(s)?	5	4	3	2	1	NA	M
3.	Does the text incorporate the latest findings on the subject?	5	3	4	2	1	NA	M

APPENDIX D

Managing Complex Change

$\boxed{\text{Skills}} + \boxed{\text{Incentive}} + \boxed{\text{Resources}} + \boxed{\text{Action Plan}} + \boxed{\text{Evaluation}} = \text{Confusion}$

$\boxed{\text{Vision, Beliefs \& Values}} + \boxed{\text{Incentive}} + \boxed{\text{Resources}} + \boxed{\text{Action Plan}} + \boxed{\text{Evaluation}} = \text{Anxiety}$

$\boxed{\text{Vision, Beliefs \& Values}} + \boxed{\text{Skills}} + \boxed{\text{Incentive}} + \boxed{\text{Resources}} + \boxed{\text{Evaluation}} = \text{False Starts}$

$\boxed{\text{Vision, Beliefs \& Values}} + \boxed{\text{Skills}} + \boxed{\text{Incentive}} + \boxed{\text{Action Plan}} + \boxed{\text{Evaluation}} = \text{Frustration}$

APPENDIX E

Literacy Reviews for English 9 and 12

***The Kite Runner* – Khaled Hosseini**

Booklist (July 2003 (Vol. 99, No. 21)) Hosseini's debut novel opens in Kabul in the mid-1970s. Amir is the son of a wealthy man, but his best friend is Hassan, the son of one of his father's servants. His father encourages the friendship and dotes on Hassan, who worships the ground Amir walks on. But Amir is envious of Hassan and his own father's apparent affection for the boy. Amir is not nearly as loyal to Hassan, and one day, when he comes across a group of local bullies raping Hassan, he does nothing. Shamed by his own inaction, Amir pushes Hassan away, even going so far as to accuse him of stealing. Eventually, Hassan and his father are forced to leave. Years later, Amir, now living in America, receives a visit from an old family friend who gives him an opportunity to make amends for his treatment of Hassan. Current events will garner interest for this novel; the quality of Hosseini's writing and the emotional impact of the story will guarantee its longevity.

Kirkus Review starred (May 1, 2003) Here's a real find: a striking debut from an Afghan now living in the US. His passionate story of betrayal and redemption is framed by Afghanistan's tragic recent past.

Moving back and forth between Afghanistan and California, and spanning almost 40 years, the story begins in Afghanistan in the tranquil 1960s. Our protagonist Amir is a child in Kabul. The most important people in his life are Baba and Hassan. Father Baba is a wealthy Pashtun merchant, a larger-than-life figure, fretting over his bookish weakling of a son (the mother died giving birth); Hassan is his sweet-natured playmate, son of their servant Ali and a Hazara. Pashtuns have always dominated and ridiculed Hazaras, so Amir can't help teasing Hassan, even though the Hazara staunchly defends him against neighborhood bullies like the "sociopath" Assef. The day, in 1975, when 12-year-old Amir wins the annual kite-fighting tournament is the best and worst of his young life. He bonds with Baba at last but deserts Hassan when the latter is raped by Assef. And it gets worse. With the still-loyal Hassan a constant reminder of his guilt, Amir makes life impossible for him and Ali, ultimately forcing them to leave town. Fast forward to the Russian occupation, flight to America, life in the Afghan exile community in the Bay Area. Amir becomes a writer and marries a beautiful Afghan; Baba dies of cancer. Then, in 2001, the past comes roaring back. Rahim, Baba's old business partner who knows all about Amir's transgressions, calls from Pakistan. Hassan has been executed by the Taliban; his son, Sohrab, must be rescued. Will Amir wipe the slate clean? So he returns to the hell of Taliban-ruled Afghanistan and reclaims Sohrab from a Taliban leader (none other than Assef) after a terrifying showdown. Amir brings the traumatized child back to California and a bittersweet ending.

Rather than settle for a coming-of-age or travails-of-immigrants story, Hosseini has folded them both into this searing spectacle of hard-won personal salvation. All this, and a rich slice of Afghan culture too: irresistible.

Library Journal (April 15, 2003) This novel relates the demise of friendship and the precipitous decline of Afghanistan at the end of the 20th century. Amir, a Pashtun, and his Hazara servant, Hassan, have grown up not only as master and servant but also as inseparable friends. Yet Amir is jealous of his father's affection for Hassan, who, though poor and illiterate, has many talents. Amir abandons Hassan at a time of extreme need and then, motivated by guilt, brutally betrays him. After he and his father escape to the United States following the Russian invasion, Amir continues to suffer from regret and guilt. In the latter half of the novel, Amir returns to Afghanistan and begins to atone for his childhood mistakes. Although

APPENDIX E, cont.**Literacy Reviews for English 9 and 12**

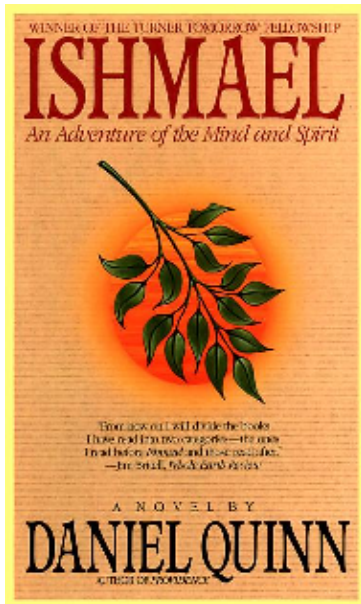
the narrative suffers from an over reliance on coincidence, it provides a vivid glimpse of life in Afghanistan over the past quarter century. The characters of Amir and his father, their relationship, and the relationship of Hassan and Amir are all carefully and convincingly described and developed. Hosseini, now a doctor in California, is possibly the only Afghan author writing in English, and his first novel is recommended for all public and academic libraries. [Previewed in Prepub Alert, LJ 2/1/03.]-Rebecca Stuhr, Grinnell Coll. Libs., IA Copyright 2003 Reed Business Information.

Publishers Weekly (May 12, 2003) Hosseini's stunning debut novel starts as an eloquent Afghan version of the American immigrant experience in the late 20th century, but betrayal and redemption come to the forefront when the narrator, a writer, returns to his ravaged homeland to rescue the son of his childhood friend after the boy's parents are shot during the Taliban takeover in the mid '90s. Amir, the son of a well-to-do Kabul merchant, is the first-person narrator, who marries, moves to California and becomes a successful novelist. But he remains haunted by a childhood incident in which he betrayed the trust of his best friend, a Hazara boy named Hassan, who receives a brutal beating from some local bullies. After establishing himself in America, Amir learns that the Taliban have murdered Hassan and his wife, raising questions about the fate of his son, Sohrab. Spurred on by childhood guilt, Amir makes the difficult journey to Kabul, only to learn the boy has been enslaved by a former childhood bully who has become a prominent Taliban official. The price Amir must pay to recover the boy is just one of several brilliant, startling plot twists that make this book memorable both as a political chronicle and a deeply personal tale about how childhood choices affect our adult lives. The character studies alone would make this a noteworthy debut, from the portrait of the sensitive, insecure Amir to the multilayered development of his father, Baba, whose sacrifices and scandalous behavior are fully revealed only when Amir returns to Afghanistan and learns the true nature of his relationship to Hassan. Add an incisive, perceptive examination of recent Afghan history and its ramifications in both America and the Middle East, and the result is a complete work of literature that succeeds in exploring the culture of a previously obscure nation that has become a pivot point in the global politics of the new millennium. (June 2) Forecast: It is rare that a book is at once so timely and of such high literary quality. Though Afghanistan is now on the media back burner, its fate is still of major interest and may become even more so as the U.S.'s nation-building efforts are scrutinized. 10-city author tour; foreign rights sold in Canada, Finland, France, Germany, Greece, Holland, Israel, Spain, Sweden and the U.K. Copyright 2003 Reed Business Information.

School Library Journal (November 1, 2003) Adult/High School-This beautifully written first novel presents a glimpse of life in Afghanistan before the Russian invasion and introduces richly drawn, memorable characters. Quiet, intellectual Amir craves the attention of his father, a wealthy Kabul businessman. Kind and self-confident Hassan is the son of Amir's father's servant. The motherless boys play together daily, and when Amir wins the annual kite contest, Hassan offers to track down the opponent's runaway kite as a prize. When he finds it, the neighborhood bullies trap and rape him, as Amir stands by too terrified to help. Their lives and their friendship are forever changed, and the memory of his cowardice haunts Amir as he grows into manhood. Hassan and his father return to the village of their ancestors, and later Amir and his father flee to Los Angeles to avoid political persecution. Amir attends college, marries, and fulfills his dream of becoming a writer. When Amir receives word of his former friend's death under the Taliban, he returns to Kabul to learn the fate of Hassan's son. This gripping story of personal redemption will capture readers' interest.-Penny Stevens, Andover College, Portland, ME Copyright 2003 Reed Business Information.

APPENDIX E, cont.

Literacy Reviews for English 9 and 12

**Ishmael Daniel Quinn**

From Publishers Weekly Quinn (*Dreamer*) won the Turner Tomorrow Award's half-million-dollar first prize for this fascinating and odd book--not a novel by any conventional definition--which was written 13 years ago but could not find a publisher. The unnamed narrator is a disillusioned modern writer who answers a personal ad ("Teacher seeks pupil. . . . Apply in person.") and thereby meets a wise, learned gorilla named Ishmael that can communicate telepathically. The bulk of the book consists entirely of philosophical dialogues between gorilla and man, on the model of Plato's Republic. Through Ishmael, Quinn offers a wide-ranging if highly general examination of the history of our civilization, illuminating the assumptions and philosophies at the heart of many global problems. Despite some gross oversimplifications, Quinn's ideas are fairly convincing; it's hard not to agree that unrestrained population growth and an obsession with conquest and control of the environment are among the key issues of our times. Quinn also traces these problems back to the agricultural revolution and offers a provocative rereading of the biblical stories of Genesis. Though

hardly any plot to speak of lies behind this long dialogue, Quinn's smooth style and his intriguing proposals should hold the attention of readers interested in the daunting dilemmas that beset our planet. 50,000 first printing; major ad/promo.

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From Library Journal Winner of the Turner Tomorrow Fellowship, a literary competition intended to foster works of fiction that present positive solutions to global problems, this book offers proof that good ideas do not necessarily equal good literature. Ishmael, a gorilla rescued from a traveling show who has learned to reason and communicate, uses these skills to educate himself in human history and culture. Through a series of philosophical conversations with the unnamed narrator, a disillusioned Sixties idealist, Ishmael lays out a theory of what has gone wrong with human civilization and how to correct it, a theory based on the tenet that humanity belongs to the planet rather than vice versa. While the message is an important one, Quinn rarely goes beyond a didactic exposition of his argument, never quite succeeding in transforming idea into art. Despite this, heavy publicity should create demand. Previewed in Prepub Alert, LJ 10/15/91.- Lawrence Rungren, Bedford Free P.L., Mass.

Copyright 1991 Reed Business Information, Inc. --This text refers to the Hardcover edition.

From Kirkus Reviews Here's the novel that, out of 2500 submissions, won the ecological-minded Turner Tomorrow Award--and caused a mutiny among the judges when it was awarded the \$500,000 first prize. Is it that good--or bad? No, but it's certainly unusual, even eccentric, enough to place Quinn (the paperback *Dreamer*, 1988) on the cult literary map.

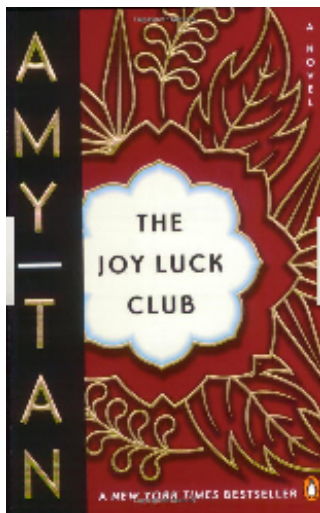
What's most unusual is that this novel scarcely is one: beneath a thin narrative glaze, it's really a series of Socratic dialogues between man and ape, with the ape as Socrates. The nameless man, who narrates, answers a newspaper ad ("TEACHER seeks pupil...") that takes him to a shabby office tenanted by a giant gorilla; lo! the ape begins to talk to him telepathically (Quinn's failure to explain this ability is typical of his approach: idea supersedes story). Over several days, the ape, Ishmael, as gruff as his Greek model, drags the man into a new understanding of humanity's place in the world. In a nutshell, Ishmael argues that humanity has evolved two ways of living: There are the "Leavers," or hunter-gatherers (e.g., Bushmen), who live in harmony with the rest of life; and there are the "Takers" (our civilization), who arose

APPENDIX E, cont.

Literacy Reviews for English 9 and 12

with the agricultural revolution, aim to conquer the rest of life, and are destroying it in the process. Takers, Ishmael says, have woven a "story" to rationalize their conquest; central to this story is the idea that humanity is flawed--e.g., as told in the Bible. But not so, Ishmael proclaims; only the Taker way is flawed: Leavers offer a method for living well in the world ... A washout as a story, with zero emotional

punch; but of substantial intellectual appeal as the extensive Q&A passages (despite their wild generalities and smug self-assurance) invariably challenge and provoke: both Socrates and King Kong might be pleased. -- Copyright ©1991, Kirkus Associates, LP. All rights reserved.

***The Joy Luck Club* Amy Tan**

Kirkus Review starred (1989) An inordinately moving, electric exploration of two warring cultures fused in love, focused on the lives of four Chinese women--who emigrated, in their youth, at various times, to San Francisco--and their very American 30-ish daughters. Tan probes the tension of love and often angry bewilderment as the older women watch their daughters "as from another shore," and the daughters struggle to free themselves from maddening threads of arcane obligation. More than the gap between generations, more than the dwindling of old ways, the Chinese mothers most fear that their own hopes and truths--the secret gardens of the spirit that they have cultivated in the very worst of times--will not take root. A Chinese mother's responsibility here is to "give [my daughter] my spirit." The Joy Luck Club, begun in 1939 San Francisco, was a re-creation of the Club founded by Suyuan Woo in a beleaguered Chinese city. There, in the stench of starvation and death, four women told their "good stories," tried their luck with mah-jongg, laughed, and

"feasted" on scraps. Should we, thought Suyuan, "wait for death or choose our own happiness?" Now, the Chinese women in America tell their stories (but not to their daughters or to one another): in China, an unwilling bride uses her wits, learns that she is "strong. . .like the wind"; another witnesses the suicide of her mother; and there are tales of terror, humiliation and despair. One recognizes fate but survives. But what of the American daughters--in turn grieved, furious, exasperated, amused ("You can't ever tell a Chinese mother to shut up")? The daughters, in their confessional chapters, have attempted childhood rebellions--like the young chess champion; ever on maternal display, who learned that wiles of the chess-board did not apply when opposing Mother, who had warned her: "Strongest wind cannot be seen." Other daughters--in adulthood, in crises, and drifting or upscale life-styles--tilt with mothers, one of whom wonders: "How can she be her own person? When did I give her up?" With lantern-lit tales of old China, a rich humanity, and an acute ear for bicultural tuning, a splendid first novel--one that matches the vigor and sensitivity of Maxine Hong Kingston (*The Warrior Woman*, 1976; *China Men*, 1980) in her tributes to the abundant heritage of Chinese-Americans.

Library Journal (February 15, 1989) What a wonderful book! The "joy luck club" is a mah jong/storytelling support group formed by four Chinese women in San Francisco in 1949. Years later, when member Suyuan Woo dies, her daughter June (Jing-mei) is asked to take her place at the mah jong table. With chapters alternating between the mothers and the daughters of the group, we hear stories of the old times and the new; as parents struggle to adjust to America, their American children must struggle with the confusion of having immigrant parents. Reminiscent of Maxine Hong Kingston's *The Woman Warrior* in its vivid depiction of Chinese-American women, this novel is full of complicated, endearingly

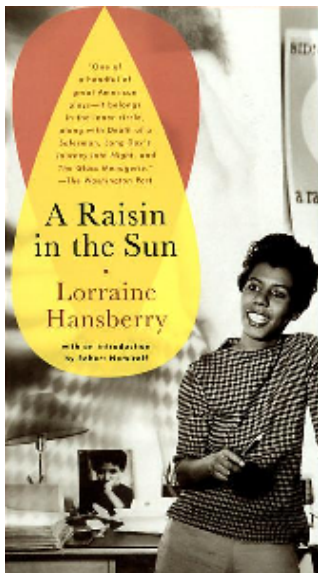
APPENDIX E, cont.

Literacy Reviews for English 9 and 12

human characters and first-rate story telling in the oral tradition. It should be a hit in any fiction collection.-- Ann H. Fisher, Radford P.L., Va.

Publishers Weekly (December 23, 1988) Intensely poetic, startlingly imaginative and moving, this remarkable book will speak to many women, mothers and grown daughters, about the persistent tensions and powerful bonds between generations and cultures. The narrative voice moves among seven characters. Jing-mei "June" Woo recounts her first session in a San Francisco mah-jong club founded by her recently dead, spiritually vital, mother. The three remaining club members and their daughters alternate

with stories of their lives, tales that are stunning, funny and heartbreaking. The mothers, all born in China, tell about grueling hardship and misery, the tyranny of family pride and the fear of losing face. The daughters try to reconcile their personalities, shaped by American standards, with seemingly irrational maternal expectations. "My mother and I never understood each other; we translated each other's meanings. I talked to her in English, she answered back in Chinese," says one character. A crippling generation gap is the result: the mothers, superstitious, full of dread, always fearing bad luck, raise their daughters with hope that their lives will be better, but they also mourn the loss of a heritage their daughters cannot comprehend. Deceptively simple, yet inherently dramatic, each chapter can stand alone; yet personalities unfold and details build to deepen the impact and meaning of the whole. Thus, when infants abandoned in China in the first chapter turn up as adults in the last, their reunion with the one remaining family member is a poignant reminder of what is possible and what is not. On the order of Maxine Hong Kingston's work, but more accessible, its Oriental orientation an irresistible magnet, Tan's first novel is a major achievement. First serial to Atlantic, Ladies' Home Journal and San Francisco Focus; BOMC and QPBC featured alternates. (Mar.)



***Raisin in the Sun* Lorraine Hansberry**

Because this play was written and published in 1959, there are no current reviews, I would direct you to a critical review of the play and the criticism surrounding it published in *Modern Drama*, 1999, "Inventing a Fishbowl: The Critical reception of Lorraine Hansberry's *A Raisin in the Sun*."

<http://www.people.fas.harvard.edu/~rbernst/hansberry.html>. It contains references to the original criticism and a good bibliography.

I would also point out the number of reading lists upon which this title appears - All of these are accessible through Follett Titlewave

LAUSD Other as of 04/30/2010

Found in: [California](#) » [California Bibliographies](#) » [Los Angeles Unified School District Approved Titles](#)

Adult

Found in: [Classical Literature](#)

Grades 6-12

Found in: [FOLLETTBOUND PLATINUM Catalog, Grades 6-12: Fall 2009](#)

» [Top-Selling FOLLETTBOUND PLATINUM Books](#)

Grades 6-12

Found in: [First Choice Catalog Grades 6-12: Summer 2009](#) » [Top-Selling FOLLETTBOUND Platinum Individual Titles](#)

Grades 6-12

Found in: [First Choice Catalog Grades 6-12: Summer 2009](#) » [Top-Selling Paperbacks](#)

APPENDIX E, cont.

Literacy Reviews for English 9 and 12

Drama

Found in: [Georgia](#) » [Georgia Bibliographies](#) » [Georgia Sample Reading Lists](#) » [American Literature](#)
[CPS Instructional Development System \(IDS\) - Kaplan 10h Grade Literacy, Language and Inquiry](#)

Found in: [Illinois](#) » [Illinois Bibliographies](#) » [Chicago Public Schools \(CPS\)](#) » [CPS IDS Material Management](#)

Adult

Found in: [Illinois](#) » [Illinois State Authors](#)

Adult

Found in: [Illinois](#) » [Illinois State Interest](#)

Nonfiction

Found in: [McDougal Littell](#) » [Literature Connections](#) » [High School](#)

***Fahrenheit 451* Ray Bradbury**

Another “classic read” in honor of its 50th birthday, *Publisher's Weekly* has this to say

New Look for Bradbury's '*Fahrenheit 451*'

Calvin Reid. Publishers Weekly. New York: [Apr 27, 2009](#). Vol. 256, Iss. 17; pg. 16, 1 pgs

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Hailed for its bracing portrait of a future media-addled society victimized by the systematic burning of all books, Ray Bradbury's classic science fiction novel *Fahrenheit 451* is the perfect work to highlight issues of censorship and the freedom to read. And in August, Farrar, Straus & Giroux's Hill and Wang imprint will republish the book to do just that. The house will publish a comics adaptation

of the novel-"a graphic translation"-created by artist Tim Hamilton, overseen by Ray Bradbury himself and supported by an elaborate marketing campaign that will peg the book to the American Library Association's Banned Books Week in September as well as a host of educational, book trade and comics industry events and promotions.

FSG will release a combined 75,000-copy first printing of the novel in hardcover and paperback. The house has also sold first serial rights to *Playboy* magazine, which ran a first serial of the original prose novel in 1954, to be published in the magazine's July/August issue. In-house enthusiasm for the new graphic work has generated a broadly synergistic marketing effort at Macmillan, according to Jeff Seroy, FSG senior v-p, publicity and marketing. "It's very unusual for all these departments to come together in this way," said Seroy. "This kind of active and imaginative level of involvement, cohering into a team over one project, is outside of our natural course of business."

The project was acquired by Hill and Wang's publisher, Thomas LeBien, who launched a line of nonfiction comics at Hill and Wang in 2006 with a bestselling comics adaptation of the 911 Commission Report. *Fahrenheit 451* is LeBien's first adaptation of fiction, and he plans to publish graphic versions of Bradbury's 1950 collection *The Martian Chronicles* and the 1962 novel *Something Wicked This Way*

APPENDIX E, cont.

Literacy Reviews for English 9 and 12

Comes , which are now in production. LeBien said Bradbury has always been "a huge comics fan and collector," and that Bradbury had always conceived of his books as prose novels, films and comics. Bradbury worked with the late publisher Byron Priess (and editor Howard Zimmerman) to create comics versions of his short stories in the 1990s, including beginning to adapt Fahrenheit 451 with Hamilton. LeBien said he saw an opportunity to create a "nuanced" graphic adaptation that offered "the subtle notes and tones of Bradbury's prose in images that would breathe the book's adjectives and verbs-capture all the atmospheric of the book. Ray looked over it all and gave it his stamp of approval."

Marketing plans are coming from all parts of Macmillan, ranging from its science fiction imprint, Tor Books, to FSG's academic/library marketing department and the company's digital marketing group. Among the slated initiatives: academic marketing director Talia Scherer plans to offer complementary copies through the ALA's Office of Intellectual Freedom for Banned Books Week. More comps will be offered through the Young Adult Library Services Association for Teen Read Week as well as contributions to the NEA's Big Read program, which includes the original Fahrenheit 451 . Posters created by artist Tim Hamilton for the American Booksellers Foundation for Free Expression will be distributed in print and by download. Giveaways will be available at the San Diego Comic-Con International in July, and there are hoped-for plans for the 88-year-old Bradbury to make an appearance at the Con. Prominent sci-fi site Tor.com will post a newly produced video interview with Bradbury (also available to e-tailers and on YouTube) and offer promotions. FSG is creating e-newsletters to promote the book to high schools, and a teachers guide is in production. The book will be featured at the National Council of Teachers of English meeting in November and the International Reading Association meeting next year.

Calvin Reid. "New Look for Bradbury's 'Fahrenheit 451'." *Publishers Weekly* 27 Apr. 2009: Platinum Periodicals, ProQuest. Web. 20 May. 2010.

Below is a listing of the Reading lists indexed by Follett Titlewave upon which the title appears.

[LAUSD Other as of 04/30/2010](#)

Found in: [California](#) » [California Bibliographies](#) » [Los Angeles Unified School District Approved Titles](#)

[California Authors: Young Adult](#)

Found in: [California](#) » [California State Authors](#)

[Young Adult](#)

Found in: [Classical Literature](#)

[Dual-Language YA](#)

Found in: [English Language Learners K-12 - Multiple Languages](#) » [German](#) » [Dual-Language/Bilingual](#)

[Grades 6-12](#)

Found in: [FOLLETTBOUND PLATINUM Catalog, Grades 6-12: Fall 2009](#) » [Top-Selling FOLLETTBOUND PLATINUM Books](#)

[Grades 6-12](#)

Found in: [First Choice Catalog Grades 6-12: Summer 2009](#) » [Top-Selling FOLLETTBOUND Platinum Individual Titles](#)

[Grades 6-12](#)

Found in: [First Choice Catalog Grades 6-12: Summer 2009](#) » [Top-Selling Paperbacks](#)

[Fiction](#)

Found in: [Georgia](#) » [Georgia Bibliographies](#) » [Georgia Sample Reading Lists](#) » [Ninth Grade](#)

[Dystopia](#)

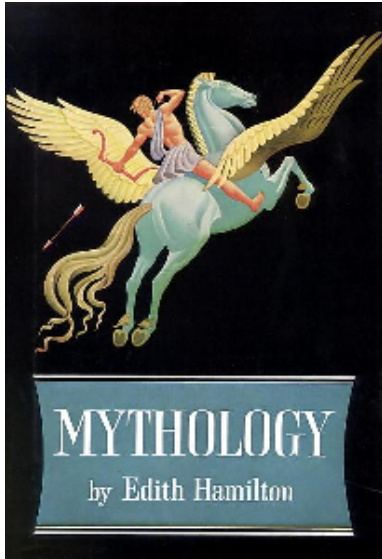
Found in: [High School - Popular Fiction](#)

[Battle of the Books 2009 - High School](#)

APPENDIX E, cont.

Literacy Reviews for English 9 and 12

Found in: [Illinois](#) » [Illinois Bibliographies](#) » [Chicago Public Schools \(CPS\)](#) » [CPS Battle of the Books](#) » [CPS Battle of the Books 2009](#)



Mythology Edith Hamilton

Amazon.com Review

Edith Hamilton loved the ancient Western myths with a passion--and this classic compendium is her tribute. "The tales of Greek mythology do not throw any clear light upon what early mankind was like," Hamilton explains in her introduction. "They do throw an abundance of light upon what early Greeks were like--a matter, it would seem, of more importance to us, who are their descendents intellectually, artistically, and politically. Nothing we learn about them is alien to ourselves." Fans of Greek mythology will find all the great stories and characters here--Perseus, Hercules, and Odysseus--each discussed in generous detail by the voice of an

impressively knowledgeable and engaging (with occasional lapses) narrator. This is also an excellent primer for middle- and high-school students who are studying ancient Greek and Roman culture and literature. --Gail

Hudson

Product Description

A new trade paperback edition of Edith Hamilton's world-renowned classic--a book that has enthralled and delighted generations of readers with its timeless tales of gods and heroes. 50 line drawings.

Reviewed in the following sources, but these are paid subscription resources to which we do not have access.

Notable/Best Books (A.L.A.)

Wilson's Public Library

Wilson's Children 10/01/06

Wilson's Senior High School 10/01/07

Wilson's Junior High School 01/09/10

Related Lists

[LAUSD Other as of 04/30/2010](#) Found in: [California](#) » [California Bibliographies](#) » [Los Angeles Unified School District Approved Titles](#)

[Grades 9-12](#)

Found in: [California](#) » [California Bibliographies](#) » [Recommended Readings in Literature List 2001](#)

[Grades 9-12](#)

Found in: [California](#) » [California Bibliographies](#) » [Recommended Readings in Literature List 2004](#)

[Grade 2](#)

Found in: [Core Knowledge Foundation](#) » [Core Knowledge Resources 2009](#)

[Memoir, Biography, Autobiography; Nonfiction, and Informational Texts](#)

Found in: [Georgia](#) » [Georgia Bibliographies](#) » [Georgia Sample Reading Lists](#) » [Ninth Grade](#)

[Complete List](#)

Found in: [Indiana](#) » [Indiana Bibliographies](#) » [Indiana Reading Lists](#)

[Level 4 Grades 9-12: Folklore/Fairy Tales/Mythology](#)

Found in: [Indiana](#) » [Indiana Bibliographies](#) » [Indiana Reading Lists](#)

APPENDIX E, cont.

Literacy Reviews for English 9 and 12

Grades 9-12

Found in: [Indiana](#) » [Indiana Bibliographies](#) » [Indiana Reading List](#)

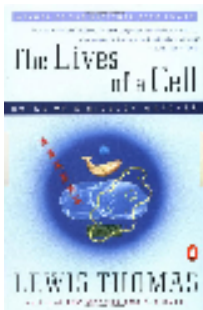
***Pride and Prejudice*** Jane Austen

Amazon.com Review

"It is a truth universally acknowledged, that a single man in possession of a good fortune, must be in want of a wife."

Next to the exhortation at the beginning of *Moby-Dick*, "Call me Ishmael," the first sentence of Jane Austen's *Pride and Prejudice* must be among the most quoted in literature. And certainly what Melville did for whaling Austen does for marriage--tracing the intricacies (not to mention the economics) of 19th-century British mating rituals with a sure hand and an unblinking eye. As usual, Austen trains her sights on a country village and a few families--in this case, the Bennets, the Philips, and the Lucases. Into their midst comes Mr. Bingley, a single man of good fortune, and his friend, Mr. Darcy, who is even richer. Mrs. Bennet, who married above her station, sees their arrival as an opportunity to marry off at least one of her five daughters. Bingley is complaisant and easily charmed by the eldest Bennet girl, Jane; Darcy, however, is harder to please. Put off by Mrs. Bennet's vulgarity and the untoward behavior of the three younger daughters, he is unable to see the true worth of the older girls, Jane and Elizabeth. His excessive pride offends Lizzy, who is more than willing to believe the worst that other people have to say of him; when George Wickham, a soldier stationed in the village, does indeed have a discreditable tale to tell, his words fall on fertile ground.

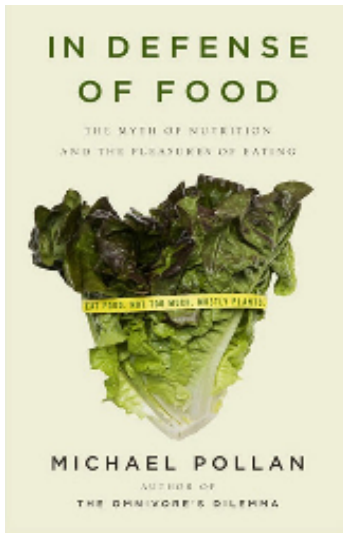
Having set up the central misunderstanding of the novel, Austen then brings in her cast of fascinating secondary characters: Mr. Collins, the sycophantic clergyman who aspires to Lizzy's hand but settles for her best friend, Charlotte, instead; Lady Catherine de Bourgh, Mr. Darcy's insufferably snobbish aunt; and the Gardiners, Jane and Elizabeth's low-born but noble-hearted aunt and uncle. Some of Austen's best comedy comes from mixing and matching these representatives of different classes and economic strata, demonstrating the hypocrisy at the heart of so many social interactions. And though the novel is rife with romantic misunderstandings, rejected proposals, disastrous elopements, and a requisite happy ending for those who deserve one, Austen never gets so carried away with the romance that she loses sight of the hard economic realities of 19th-century matrimonial maneuvering. Good marriages for penniless girls such as the Bennets are hard to come by, and even Lizzy, who comes to sincerely value Mr. Darcy, remarks when asked when she first began to love him: "It has been coming on so gradually, that I hardly know when it began. But I believe I must date it from my first seeing his beautiful grounds at Pemberley." She may be joking, but there's more than a little truth to her sentiment, as well. Jane Austen considered Elizabeth Bennet "as delightful a creature as ever appeared in print". Readers of *Pride and Prejudice* would be hard-pressed to disagree. --Alix Wilber --This text refers to the Paperback edition.

***Lives of a Cell: Notes of a Biology Watcher*** Lewis Thomas

Contains a collection of essays which appeared in the *New England Journal of Medicine*, in which the author shares his reflections and observations on man and nature, science and life, biology and life, and on health and language. Reviewed in *Kliatt* 05/01/01

APPENDIX E, cont.

Literacy Reviews for English 9 and 12

*In Defense of Food: An Eater's Manifesto* Michael Pollen

Includes bibliographical references (p. 206-230) and index. Challenges current approaches to healthy eating, arguing that the real food consumed by past generations is being replaced with commercialized, scientifically altered foods that offer no health benefits and may cause serious damage, and encourages people to change the way they eat and return to basic nutrition rules.

Booklist (January 1, 2008 (Vol. 104, No. 9))

Expanding on a theme from his popular *The Omnivore's Dilemma* (2007), Pollan mounts an assault on a reigning theory of the relationship between food and health. For Pollan, "nutritionism" offers too narrow a view of the role of eating, confining its benefits solely to food's chemical constituents.

This has resulted in an unnatural anxiety about the things we humans eat. To counteract this, Pollan appeals to tradition and common sense. The "Western diet," with its focus on meat as the principal food, produces cardiovascular problems, and nutritionists' attempts to correct this with a high-carbohydrate and sugar regimen has served only to spawn a generation of obese diabetics. Although Pollan doesn't advocate eliminating meat or any other whole food, he wants to place vegetables and fruits in the center of things, reassigning meat to the status of a side dish. Given the continuing fascination with Pollan's earlier work, this smaller tome will surely generate heavy demand.

Kirkus Review (November 15, 2007)

An anemic follow-up to *The Omnivore's Dilemma* examines food in a nutritional rather than an environmental context. As Pollan (*Science and Environmental Journalism/Univ. of California, Berkeley*) acknowledges on the first page, his thesis is simple. "Eat food," he writes. "Not too much. Mostly plants." Of course it's not as easy as all that. Like many modern nutritionists, Pollan is critical of what he calls the Western diet, which has been responsible for widespread obesity, heart disease, diabetes and cancer. To blame for this, Pollan argues, is the fact that in the last century in particular, Western societies have replaced natural, whole foods with processed food products increasingly loaded with sugars, fats and sodium. We have rationalized these decisions not only by blaming cultural changes, efficiency and convenience, but also by pitting the damages against one another in a health war. Blaming fats, for example, takes the pressure off of carbohydrates, and vice versa. But hope is not lost, says the author. With a new-found emphasis on locally grown agriculture and organic farming, Pollan claims that it is more possible than ever to avoid the problems of the Western diet without sacrificing quality of life. The author backs his theories with a variety of research, including a particularly compelling study from 1982 that sent Westernized Aborigines in Western Australia back to their natural diet in the outback, and found a drastic reduction in every typically Western health problem. While his research is sound and well-organized, the academic, secondary source-reliant text lacks the punch of the author's usual hands-on approach. Solid advice for healthy eating, but lacks Pollan's arrestingly original journalistic flair.

Library Journal (July 1, 2007)

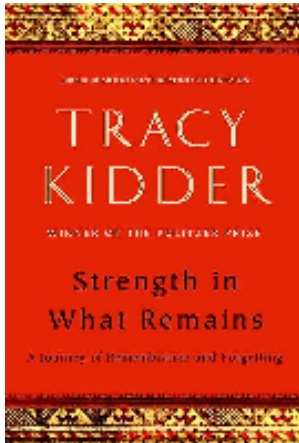
Our obsession with nutrition is ruining our health, argues Pollan-and it makes for some really bad meals. Copyright 2007 Reed Business Information.

Publishers Weekly (November 26, 2007)

APPENDIX E, cont.

Literacy Reviews for English 9 and 12

In his hugely influential treatise *The Omnivore's Dilemma*, Pollan traced a direct line between the industrialization of our food supply and the degradation of the environment. His new book takes up where the previous work left off. Examining the question of what to eat from the perspective of health, this powerfully argued, thoroughly researched and elegant manifesto cuts straight to the chase with a maxim that is deceptively simple: "Eat food, not too much, mostly plants." But as Pollan explains, "food" in a country that is driven by "a thirty-two billion-dollar marketing machine" is both a loaded term and, in its purest sense, a holy grail. The first section of his three-part essay refutes the authority of the diet bullies, pointing up the confluence of interests among manufacturers of processed foods, marketers and nutritional scientists—a cabal whose nutritional advice has given rise to "a notably unhealthy preoccupation with nutrition and diet and the idea of eating healthily." The second portion vivisects the Western diet, questioning, among other sacred cows, the idea that dietary fat leads to chronic illness. A writer of great subtlety, Pollan doesn't preach to the choir; in fact, rarely does he preach at all, preferring to let the facts speak for themselves. (Jan.) Copyright 2007 Reed Business Information.



The Strength in What Remains Tracey Kidder

The author relates his experiences speaking and traveling with an African refugee named Deo, who escaped genocide and earned his doctorate degree in medicine from Columbia University, to Burundi, where Deo built a hospital and reflected on the many deaths in the region.

Booklist (May 1, 2009 (Vol. 105, No. 17))

Deo was a young medical student in 1994 when ethnic tensions between Hutu and Tutsi in Burundi elevated to the level of massacres. He spent six months on the run from the Hutu militia, saved by a Hutu woman who claimed he was her son, and later he made his way to New York, saved by a former nun who helped him find housing and other assistance. In the first half of the book, Kidder recalls Deo's struggles as an illegal immigrant, working for poverty wages and sleeping in abandoned buildings, crack houses, and Central Park, all the while recovering from severe trauma and longing for a university setting. Through benefactors, Deo goes on to graduate from Columbia University and to attend medical school at Dartmouth. Eventually working with a nonprofit organization that provides health care in impoverished nations, Deo returned to Burundi to build a clinic. The second half of the book is Kidder's recollections of accompanying Deo on his return trip home, a frightening journey of remembrances. Kidder uses Deo's experiences to deliver a very personal and harrowing account of the ethnic genocide in East Central Africa.

Kirkus Review (June 15, 2009)

A tale of ethnocide, exile and healing by a master of narrative nonfiction. Deogratias, Deo for short, is a young African man who would be easy to lose in the busy streets of New York--timid, unsure of which subway goes where, speaking only halting English. So he arrived more than a decade ago, one of many with a sobering story. From Burundi, he narrowly escaped being massacred for being Tutsi, then fled across the border to Rwanda, where he narrowly escaped death in many guises. In New York, he was befriended by a kindhearted Senegalese who invited him to join a community of squatters from West Africa, Jamaica and other foreign lands. But when his friend returned to Africa--"it's so hard here," he told Deo--the young Burundian was on his own, living on the streets, sleeping in parks and libraries. From there, by

APPENDIX E, cont.

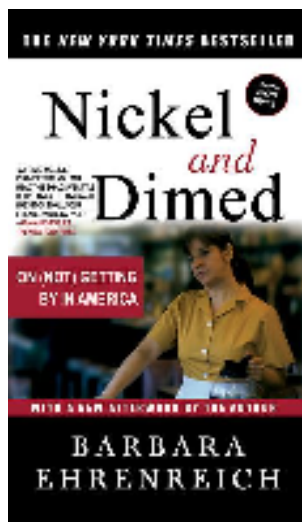
Literacy Reviews for English 9 and 12

virtue of hard work and personal charm, he steadily rose in a way that would do Horatio Alger proud. He gained admission to Columbia and worked to finish the medical degree he was earning back home, all the while sending hard-earned money to relatives and taking elective courses in literature and the humanities. When Kidder (*My Detachment*, 2005, etc.) picks up the tale in the first person, he accompanies Deo on a return trip to a remote part of Burundi, where the former refugee built a hospital. Upon seeing this place, called Village Health Works, one Hutu man who had pledged to killing Tutsis remarks, "I wish I had spent my life trying to do something like this." The moment, Kidder makes clear, does not portend forgiveness, for the graves of untold hundreds of thousands are still too fresh--but it does speak to the possibility of remembrance and, one hopes, reconciliation. Terrifying at turns, but tremendously inspiring--like Andrew Rice's *The Teeth May Smile But the Heart Does Not Forget* (2009), a key document in the growing literature devoted to post-genocidal justice.

Publishers Weekly (May 11, 2009)

With an anthropologist's eye and a novelist's pen, Pulitzer Prize-winning Kidder (*Mountains Beyond Mountains*) recounts the story of Deo, the Burundian former medical student turned American émigré at the center of this strikingly vivid story. Told in flashbacks from Deo's 2006 return visit to Burundi to mid-

1990s New York and the Burundi of childhood memory and young adulthood--as the Rwandan genocide spilled across the border following the same inflamed ethnic divisions--then picking up in 2003, when author and subject first meet, Deo's experience is conveyed with a remarkable depth of vision and feeling. Kidder renders his subject with deep yet unfussy fidelity and the conflict with detail and nuance. While the book might recall Dave Eggers's novelized version of a real-life Sudanese refugee's experience in *What Is the What*, reading this book hardly covers old ground, but enables one to walk in the footsteps of its singular subject and see worlds new and old afresh. This profoundly gripping, hopeful and crucial testament is a work of the utmost skill, sympathy and moral clarity. (Aug.) Copyright 2009 Reed Business Information.



Nickel and Dimed: On (not) Getting by in America Barbara. Ehrenreich, (Lexile 1340)

Millions of Americans work full-time, year-round, for poverty-level wages. Inspired in part by the rhetoric surrounding welfare reform, which promised that a job—any job—can be the ticket to a better life, Barbara Ehrenreich decided to join them. But how does anyone survive, let alone prosper, on \$6 an hour?

To find out, Ehrenreich left her home, took the cheapest lodgings she could find, and accepted whatever jobs she was offered. Moving from Florida to Maine to Minnesota, she worked as a waitress, a hotel maid, a cleaning woman, a nursing home aide, and a Wal-Mart sales clerk. She lived in trailer parks and crumbling residential motels. Very quickly, she discovered that no job is truly "unskilled," that even the lowliest occupations require exhausting mental and muscular effort. She also learned that one job is not enough; you need at least two if you intend to live indoors.

APPENDIX E, cont.

Literacy Reviews for English 9 and 12

Booklist 04/01/02	School Library Journal	Wilson's Senior High School
Publishers Weekly 05/14/01	01/01/02	10/01/07
Kirkus Review starred 04/10/01	Library Journal 05/01/01	New York Times 05/13/01

Winner of the Los Angeles Times Book Prize

Nickel and Dimed reveals low-rent America in all its tenacity, anxiety, and surprising generosity—a land of Big Boxes, fast food, and a thousand desperate stratagems for survival. Read it for the clarity of Ehrenreich's perspective and for a rare view of how "prosperity" looks from the bottom.

"A valuable and illuminating book . . . We have Barbara Ehrenreich to thank for bringing us the news of America's working poor so clearly and directly, and conveying with it a deep moral outrage . . . She is our premier reporter of the underside of capitalism."—Dorothy Gallagher, *The New York Times Book Review*

"*Nickel and Dimed* is a superb and frightening look into the lives of hard-working Americans . . . policymakers should be forced to read the last ten pages of Ehrenreich's book in which she concludes that affordable rent, food and health care should be among the chief measurements of a healthy economy, not simply high productivity and employment."—Tamara Straus, *San Francisco Chronicle*

"This book is thoroughly enjoyable, written with an affable, up-your-nose brio throughout. Ehrenreich is a superb and relaxed stylist, and she has a tremendous sense of rueful humor, especially when it comes to the evils of middle-management, absentee ownership and all the little self-consecrating bourgeois touches gracing the homes she sterilizes, inch-by-square-inch, as a maid in Maine."—Stephen Metcalf, *Los Angeles Times*

"With grace and wit, Ehrenreich discovers the irony of being 'nickel and dimed' during unprecedented prosperity . . . Living wages, she elegantly shows, might erase the shame that comes from our dependence 'on the underpaid labor of others.'"—Eileen Boris, *The Boston Globe*

"There is much to be learned from *Nickel and Dimed*. It opens a window into the daily lives of the invisible workforce that fuels the service economy, and endows the men and women who populate it with the honor that is often lacking on the job . . . In the grand tradition of the muck-raking journalist, [Ehrenreich] goes undercover for nearly a year . . . What emerges is an insider's view of the worst jobs (other than agricultural labor) the 'new economy' has to offer."—Katherine Newman, *The Washington Post Book World*

"*Nickel and Dimed* is an 'old-fashioned,' in-your-face exposé . . . this important volume will force anyone who reads it to acknowledge the often desperate plight of Ehrenreich's subjects."—Anne Colamosca, *Business Week*

"I commend Barbara Ehrenreich for conducting such an important experiment. Millions of Americans suffer daily trying to make ends meet. Ehrenreich's book forces people to acknowl

APPENDIX E, cont.

Literacy Reviews for English 9 and 12

edge the average worker's struggle and promises to be extremely influential."—Lynn Woolsey, U.S. Congress, Representing California's Sixth District

"With this book Barbara Ehrenreich takes her place among such giants of investigative journalism as George Orwell and Jack London. Ehrenreich's courage, empathy, and the immediacy with which she describes her experience bring us face to face with the fate of millions of American workers today."—Frances Fox Piven, author of *Regulating the Poor*

"I was absolutely knocked out by Barbara Ehrenreich's remarkable odyssey as a waitress, hotel maid, cleaning woman, nursing home aide and sales clerk. She has accomplished what no contemporary writer has even attempted—to be that 'nobody' who barely subsists on her essential labors. It is a stiff punch in the nose to those righteous apostles of 'welfare reform.' Not only is it must reading but it's mesmeric. You can't put the damn thing down. Bravo!"—Studs Terkel, author of *Working*

"One of the great American social critics, Barbara Ehrenreich has written an unforgettable memoir of what it was like to work in some of America's least attractive jobs. *Nickel and Dimed* is a passionate meditation on the blindness of those with money and power. It is one of those rare books that will provoke both outrage and self-reflection. No one who reads this book will be able to resist its power to make them see the world in a new way."—Mitchell Duneier, author of *Sidewalk*

"Drunk on dot-coms and day trading, America has gone blind to the down side of its great prosperity. In *Nickel and Dimed*, Barbara Ehrenreich does more than open her own eyes wide to the hidden human costs of the boom. She immerses herself in the practicalities of being poor, a subject rendered exotic by decades of media neglect. Once inside, Ehrenreich expertly peels away the layers of self-denial, self-interest and self-protection that separate the rich from poor, the served from the servers, the housed from the homeless. This is a brave and frank book that is ultimately a challenge to create a less divided society."—Naomi Klein, author of *No Logo*

"A tough, engaging, revealing look at life as a low-wage worker . . . Sobering."—Shelley Donald Coolidge, *Christian Science Monitor*



Annie Dillard Reader Annie Dillard

Presents a selection of works by the American author, including short stories, excerpts from novels, essays, and poems.

From *Publishers Weekly*

Pulitzer Prize winner Dillard (*Pilgrim at Tinker Creek*), a writer of acute and singular observation, gathers poems, short stories, essays and chapters of novels from her diverse body of work. While most of these selections have been previously published, included is a reworked version of the short story "The Living," first published in 1978 in *Harper's* and from which the characters in the novel of the same title were drawn.

There's also a new version of *Holy the Firm*,

APPENDIX E, cont.

Literacy Reviews for English 9 and 12

Dillard's meditation on and explanation of her search for God in everyday life. This sort of sampler approach works well for a writer whose prose-fiction and non-fiction-often reads like a journal; it also suits readers who like to browse. Dillard moves easily from the specific and physical to the theoretical and metaphysical, blending thought-provoking generalizations with images and descriptions of visceral sensuality. Sure to appeal to Dillard devotees, this collection serves admirably as an introduction to the uninitiated.

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From *Booklist*

While true Dillard aficionados will have read her nine books, including the unexpected novel, *The Living*, others may just have read, and treasured, *Pilgrim at Tinker Creek*, or may always have wondered what Dillard is all about. This selection of writings, chosen by Dillard herself, provides a perfect sampling of her incisive, versatile, and impeccable achievements. Dillard chose to include a generous number of chapters from *Pilgrim at Tinker Creek* and *An American Childhood*, the contemplative *Holy the Firm* in its entirety, and a group of essays from *Teaching a Stone to Talk*. Her 1992 novel was based on a short story, "The Living," published in 1978. Now it's published here in yet a third incarnation, as a new and "changed" short story. Donna Seaman --This text refers to an out of print or unavailable edition of this title.



The Worst Hard Time: The Untold Story of Those Who Survived the Great American Dust Bowl Timothy Egan

Includes bibliographical references (p. 315-327) and index. Recounts the experiences of six families and their communities as they struggle to survive the dust storms that terrorized America's High Plains during the Great Depression.

Booklist (December 15, 2005 (Vol. 102, No. 8))

Following the fortunes of representative settlers of the southern Great Plains, Egan's narrative of the dust bowl during the Depression begins with the seeds of environmental disaster. The area was the last tract of the continental U.S. to be homesteaded, the last episode of open-land real-estate showmanship that enticed people to start over. "Settlement was a dare," writes Egan, a dare of plowing rain-sparse, blustery grassland. And briefly, around World War I inflated grain prices, the dare paid off: towns materialized on the horizon, homesteaders such as Bam White moved in, cheered on by boosters like John McCarty, editor of the *Dalhart Texan*. "Every man a landlord" was the slogan of the era, a banner of optimism that eroded into despair due to dust storms of relentlessly increasing ferocity. In vivid fashion, Egan reports on the grit, the drifts, and the figures bent against the gusts. All the elements of the iconic dust bowl photographs come together in the author's evocative portrait of those who first prospered and then suffered during the 1930s drought.

Kirkus Review starred (November 15, 2005)

APPENDIX E, cont.**Literacy Reviews for English 9 and 12**

Grim, riveting account by New York Times reporter Egan makes clear that, although hurricanes and floods have grabbed recent headlines, America's worst assault from Mother Nature came in the form of ten long years of drought and dust.

The "dust bowl" of the 1930s covered 100 million acres spread over five states: Kansas, Oklahoma, Texas, Nebraska and Colorado. From 1930 to 1935, nearly a million people left their farms, littered with animal corpses and stunted crops. Schools closed. Towns simply disappeared. Thousands died from "dust pneumonia," a new condition born of swallowing and inhaling the swirling topsoil. The author personalizes this tragedy by focusing on a handful of hardy settlers who came to America's heartland with high hopes and boundless energy, then watched with growing despair as the earth turned against them. In truth, the dust bowl was largely a human creation. The great southern plains, once covered with native grasses that fed the buffalo and held the soil in place, were essentially stripped bare in the 1920s by wheat-farmers eager to cash in on cheap land and high grain prices. The newly invented tractor made the job easier, and unusually wet weather in the late '20s made farming on the arid plains seem feasible. But then the Depression hit, wheat prices crashed and once-bountiful farms went fallow, abandoned to the deepening drought and ever-blowing winds that literally sent the soil skyward. In the midst of disaster, Egan finds heroes. Among them is country physician Doc Dawson, who opened a sanitarium for dust pneumonia victims, lost all his money farming and spent his last, penniless years running a soup kitchen.

Stark and powerful, a gripping if depressing read and a timely reminder that a Nature abused can exact a terrible retribution.

Library Journal (September 15, 2005)

What happened when dust clouds settled over the Plains during the Depression? A Pulitzer Prize-winning reporter for the New York Times revisits the little-told story. An in-house favorite that's attracting huge attention. Copyright 2005 Reed Business Information.

Publishers Weekly (November 28, 2005)

Egan tells an extraordinary tale in this visceral account of how America's great, grassy plains turned to dust, and how the ferocious plains winds stirred up an endless series of "black blizzards" that were like a biblical plague: "Dust clouds boiled up, ten thousand feet or more in the sky, and rolled like moving mountains" in what became known as the Dust Bowl. But the plague was man-made, as Egan shows: the plains weren't suited to farming, and plowing up the grass to plant wheat, along with a confluence of economic disaster-the Depression-and natural disaster-eight years of drought-resulted in an ecological and human catastrophe that Egan details with stunning specificity. He grounds his tale in portraits of the people who settled the plains: hardy Americans and immigrants desperate for a piece of land to call their own and lured by the lies of promoters who said the ground was arable. Egan's interviews with survivors produce tales of courage and suffering: Hazel Lucas, for instance, dared to give birth in the midst of the blight only to see her baby die of "dust pneumonia" when her lungs clogged with the airborne dirt. With characters who seem to have sprung from a novel by Sinclair Lewis or Steinbeck, and Egan's powerful writing, this account will long remain in readers' minds. (Dec. 14) Copyright 2005 Reed Business Information.