

NOVEL/BOOK-LENGTH WORK (Fiction, Non-Fiction, Drama) PROPOSAL

Proposal Request Information

Prior to filling out this form, please read the [Novel Adoption Proposal Checklist](#) (scroll down to novel section) with pertinent policies regarding novel selection and adoption.

FOR DISTRICT USE ONLY FINAL COMMITTEE RECOMMENDED APPROVAL GRADE LEVELS:	11th & 12th
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Section I

To be filled out by requesting educator:

Ia. REQUESTOR AND REVIEW TEAM INFORMATION

School	Chaparral HS	
Date	5/10/23	
Requesting Educator Name	Heather Pitzel	
Requesting Educator Email	hpitzel@dcsdk12.org	
Novel Adoption School Process Manager Name	Damon Larson	
Novel Adoption School Process Manager Email	dllarson@dcsdk12.org	
Proposal Review Team Member	Reviewer's Name	Contact Information - email
District Coordinator	Elyse Rhodes	evrhodes@dcsdk12.org
Colleague	Mike McEwan	mike.mcewan@dcsdk12.org
Parent #1	Kate Muus	kmuus@dcsdk12.org
Parent #2	Michelle Fleet	michelle.fleet@dcsdk12.org

Ib. BOOK INFORMATION

Title of proposed book	The World's Wife
Author (s)	Carol Ann Duffy
Publisher	Macmillan/Imprint Publisher Farrar, Straus and Giroux

Edition	First
ISBN number	9780571199952
Copyright date	1999
Course and/or subject area in which work will be used	English/Language Arts: Contemporary Literature, World Literature, International Baccalaureate Programme
Grade level(s)	11-12
Lexile Level Score (If you are unsure, please visit https://hub.lexile.com/fina-a-boo k/search)	None available
Dates the book information was displayed at the school and posted on the school's website (2 week min.)	August 2023 for books on display at the school Announcement on the school website about all 4 texts all summer long and run in two Wolverine Weekly publications August-September
Date the book was communicated to the School Accountability Committee?	August 2022; SAC meeting Sept. 27

Ic. NOVEL DESCRIPTION

Please write a brief description of the novel in your own words and how it relates to the content and age group of students using this proposed book.

Having taught the poems from this collection abroad at international IB schools, I can attest to their relevance and interest for high school upperclassmen. Carol Ann Duffy provides fictional women's voices to the myths, fables, and history that have been absent, and she does it in an irreverent, witty, and often hilarious way. Duffy's use of language is utterly brilliant. Students often find poetry stuffy and difficult, but through this collection, they find that poetry can be fun, revelatory, and accessible.

Id. ALIGNMENT WITH DCSD'S CURRICULUM

Please write a detailed description of how the novel **aligns to DCSD's Curriculum - Colorado Academic Standards (CAS) and Essential Skills:**

(Please cite the specific CAS Grade Level Expectations and if applicable, the Evidence Outcomes (EOs) the novel will help address).

Because CAS Grade Level Expectations are about skills such as Oral Expression and Listening, much of

those skills are developed by the lessons created by a teacher and not the text itself. One area, however, that can be addressed by the text itself is Standard 2 where the CDE says on [page 6 of its CAS document](#) that “prepared graduates in reading, writing, and communicating” will “read a wide range of literary texts to build knowledge and to better understand the human experience.” The standards and EOs are copied below for easy reference.

This collection of poetry is relevant for junior and senior students who are approaching independence as adults and grappling with any current issue of the day, and in this case, the global issue of gender equality. The basis for the collection is the absence of women’s voices from history.

The poetry covers myths, fables, and history, and students will need to use context clues and some research to learn new vocabulary and references (EO b.i.).

Students examine the use of craft and structure of poetry, and how those contribute to audience understanding of persona, speaker, and theme (EO a.iii.).

This work addresses the EOs a.i. by requiring students to read critically in order to infer meaning for each poem and b.ii. by examining authorial choices in figurative language, rhyme, and rhythm.

The thematic topics of relationships, power, identity, and gender give students the chance to “determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account” (EO a.ii.). Understanding the original myth or fable or historical account will be integral to understanding how Duffy subverts the original with a new perspective. Learning about Duffy’s own personal history will also help students better understand some of the poems such as “Little Red Cap” and “Demeter,” which open and close the collection.

Evidence Outcomes for the 11th/12th grade band - Read a wide range of literary texts

Students Can:

a. Use Key Ideas and Details to:

- i. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (CCSS: RL.11-12.1)
- ii. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (CCSS: RL.11-12.2)
- iii. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (for example: where a story is set, how the action is ordered, how the characters are introduced and developed). (CCSS: RL.11-12.3)

b. Use Craft and Structure to:

- i. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) (CCSS: RL.11- 12.4)
- ii. Analyze how an author’s choices concerning how to structure specific parts of a text (for example: the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. (CCSS: RL.11-12.5)
- iii. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (for example: satire, sarcasm, irony, or understatement). (CCSS:

RL.11-12.6)

c. Use Integration of Knowledge and Ideas to:

i. By the end of 12th grade, analyze multiple interpretations of a story, drama, or poem (for example: recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (for example: a play by Shakespeare and/or a play by an American dramatist.) (adapted from CCSS: RL.11-12.7)

ii. By the end of 12th grade, demonstrate knowledge of foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. (adapted from CCSS: RL.11- 12.9)

d. Use Range of Reading and Complexity of Text to:

i. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.11-12.10)

ii. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently. (CCSS RL.11-12.10)

Essential Questions:

1. How does form affect meaning?
2. How is literature a product of its time?
3. How do we analyze texts to deepen our understanding?

Essential Reasoning Skills:

1. Evaluate the ethical implications of a character’s thinking or actions.
2. Examine texts through multiple critical lenses.
3. Rank the significance of multiple texts and justify the ranking.

Ie. RECOMMENDATIONS

Three recommendations, referrals or reviews must be included. Please use professional reviews (reviews from the School Library Journal, Kirkus, Booklist, Publisher’s weekly etc.). The District Library Media Center will be happy to direct you to these sources. List the sources of the reviews below and attach copies of all reviews.

Review #1

[Kirkus](#)

In her fifth volume of poetry, British poet Duffy presents to us the world of the liminal wife. Here we do not find annals of Victoria or Medea or Eleanor Roosevelt, but rather catch an imaginative glimpse into the lives of real and mythic women whose stories were not exactly their own: Mrs. Faust, Queen Herod, and Frau Freud, to name a few. Each of the 30 or so women featured in Duffy’s collection regales us with her side of her famous partner’s story, and the result is often insightful and always entertaining. Duffy’s verse is at once tight and resonant, her language colloquial and engaging, her rhymes refreshing. While a great strength of the volume is its thematic unity, these poems are better swallowed in short snatches, for the tone of the wife’s lament is often so consistent that the uniqueness of each woman’s plight gets debased. For instance, Mrs. Tiresias’s dilemma (“All I know is this: / he went out for his walk a man / and came home female”) differs quite a bit from Eurydice’s discomfort in hell (“the one place you’d think a girl would be safe / from the kind of a man who follows her round

/ writing poems”), yet they come to us in a strikingly similar voice. Reminiscent of Sexton’s *Transformations* (1971), these works take the plots of some classic tales and give them a wry, mod twist.

For lovers of myth, or just a good tell, this dark and darkly comic volume has much to offer.

Review #2

Booklist (Vol. 96, No. 15 (April 1, 2000))

Duffy's dramatic monologues expressing the perspectives of famous men's wives resemble the potato chips in the old ad campaign, for it is hard to read just one. "Mrs. Aesop" tells us what an excruciating bore the old moralist was. "Mrs. Sisyphus" bitterly complains about her hubby's job. "Frau Freud" reveals no penis envy at all. Yet, not all these wives' tales are funny. "Mrs. Lazarus" is as horrified as he by his resurrection. "Circe," after the disappointing experience with Odysseus, says she has lost her appetite for men, but not for "sizzling pig." "Mrs. Midas" yearns for his touch again, even as she rues marrying such a thoughtless, greedy man. And then there is the startling allegory of the power of poetry that Duffy makes out of "Little Red-Cap" (aka Little Red Riding Hood). Although intentionally more humorous than Anne Sexton's fairy tale retellings or Ann Stanford's re-envisioning of Greek myths, Duffy's takes on the stuff of legends are as richly rewarding as those much-admired poems.

Review #3

Publishers Weekly (April 17, 2000)

The voices of Mrs. Tiresias, Mrs. Faust, Mrs. Quasimodo and other wives wittily recast myth and history from a woman's point of view in the pages of Manchester-based Duffy's fifth collection. Self-contained Penelope is not waiting for her Odysseus; frustrated Mrs. Sisyphus is married to a workaholic; Pygmalion's statue, tired of being pestered by her groping suitor, "changed tack/ grew warm, like candle wax/ kissed back"—and after sex gets dumped. But while Duffy's revisionist dramatic monologues are rife with clever twists, this material has been well mined by such poets as Alta, Margaret Atwood and Alicia Ostriker. Even references to Viagra, sheep-cloning and Monica Lewinsky seem an updating of *Transformations* (1971), Anne Sexton's deadpan fairy tales studded with cultural references, with the poems trapped in a similarly polarized conception of gender relations. Thus Thetis is brutalized in a new way each time she changes form—man is cross-bow to her albatross, charmer to her snake, fisherman to her mermaid—and to Queen Herod, the Christ child is simply a threat to her infant girl: he's "The Wolf. The Rip. The Rake. The Rat./The Heartbreaker. The Ladykiller. Mr. Right." The luckiest in love is Mrs. Beast, married to a devoted creature that's hung like a mule, and just as hardworking: "And if his snot and trotters fouled/ my damask sheets, why, then, he'd wash them. Twice." The flippant tone elicits chuckles, but one imagines these characters would've come a longer way by now, baby. (Apr.)FYI: Duffy's anthology *Time's Tidings: Greeting the 21st Century* includes 50 contemporary poets, each of whom is represented by a poem of his or her own on "time," and by a favorite poem on the same subject. (Anvil [Dufour, dist.], \$18.95 paper 160p ISBN 0-85646-313-2).

SECTION II: Review Team Information

Each review team member will complete an individual section for a formal review of the book based on your stakeholder perspective. All members of the site review team **MUST read** the proposed novel/book **prior submission to the Curriculum, Instruction and Assessment Director.**

IIa. EVALUATION of Book (to be completed by requesting educator)

The proposed novel...	Y/N	Examples/Justification Please be specific and give examples when applicable
is appropriate for the following grade level(s)	Y	There are sexual references and profanity in some of the poems, which require maturity from readers.
requires parent permission for students to read the book?	N	There are sexual references and language that require the maturity of upperclassmen. The district already follows a Right to Read policy.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	The wide array of personas means most students will already know some of the fables, myths, and/or historical characters upon which the poems are based. They will be able to create meaning for the poems they have no prior knowledge of and learn about those characters and stories as well. The condensed focus on word choice and syntax in poetry lends itself to building a better understanding of the power of language.
actively engages students through the text	Y	The colloquial approach in the language and story-telling with its humor and wit is one that students find accessible and entertaining while still being educational.
Gives an opportunity for all students to access	Y	The collection of poetry can be found online and in pdf form as well as in audio format. There are also many videos of Duffy reading her poetry that can be found online.
Is in alignment with Board File ADB on Education Equity , AND contributes to an inclusive culture for all students?	Y	Many texts allow students to explore this African proverb: “Until the lion tells the story, the hunter will always be the hero.” This collection offers the opportunity to broaden that exploration – who is telling the story AND whose voices/perspectives are absent, and why? These questions can apply to literature or news stories. Asking students to consider the inclusivity of the texts they study in school contributes to an inclusive culture for all students.
Recommend novel for adoption	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Iib. EVALUATION of Book (to be completed by District Coordinator) Elyse Rhodes

The proposed novel...	Y/N	Examples/Justification Please be specific and give examples when applicable
is appropriate for the following grade level(s)	Y	The text is acceptable for 11th and 12th grade students.
requires parent permission for students to read the book?	N	No parent permission needed for this text.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	This collection of poems is a retelling of myths, fables, and Shakespeare that students are familiar with from previous English classes. What is unique and will engage students is that the poems are modern interpretations and told from a female perspective.
actively engages students through the text	Y	The text is modern, feminist, and lends itself to having rich discussions that compare the original text with these poems.
Gives an opportunity for all students to access	Y	Available as hard copy, eBook, and audiobook. This text will be challenging for students who are unfamiliar with the myths, fables, and Shakespeare texts the poems reference. Prior knowledge is essential to understanding these poems.
Is in alignment with Board File ADB on Education Equity , AND contributes to an inclusive culture for all students?	Y	The poems are told from a female perspective which gives voices to the women in mythology, fables, and Shakespeare. Seeing these stories from another perspective, specifically the powerless/insignificant females, is extremely powerful.
Recommend novel for adoption	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

IIc. EVALUATION of Book (to be completed by a colleague)

The proposed novel...	Y/N	Examples/Justification Please be specific and give examples when applicable
is appropriate for the following grade level(s)	Grades 10, 11, 12	This clever book of poetry opens the door for students to acquaint themselves with various well-known myths and fables from the past, but does it in a way that is fun and engaging. For example, the first poem takes a unique angle on “Little Red Riding Hood” that has the main character outsmarting her nemesis with the most clever verse. The same is true for poems about Lazarus, Circe, Thetis, King Herod, Tiresias, and King Midas, just to mention a few. All of these poems take unique perspectives on these well-known stories to give students a broader and more profound grasp of literature.
requires parent permission for students to read the book?	N	Any adult topics broached in the book would be age-appropriate for grades 10, 11, and 12.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	There are so many opportunities to bridge the content in this book to other well-known literary works.
actively engages students through the text	Y	The clever humor and unique perspective offered in this text allow students to see popular stories from an entirely new perspective.
Gives an opportunity for all students to access	Y	Absolutely, as long as copies are made available for all students.
Is in alignment with Board File ADB on Education Equity , AND contributes to an inclusive culture for all students?	Y	Yes.
Recommend novel for adoption		<input checked="" type="checkbox"/> Yes

IId. EVALUATION of Book (to be completed by Parent #1)

The proposed novel...	Y/N	Examples/Justification Please be specific and give examples when applicable
is appropriate for the following grade level(s)	Y	I would put the novel at 11-12.
requires parent permission for students to read the book?	N	Because of the “Right to Read” I do not think explicit parental permission should be required, but I do think parents should be made aware of the sexual references and language in the text.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	Yes. There are a lot of cultural references that would allow students to make connections to their learning in other courses.
actively engages students through the text	Y	The poems are interesting and engaging. They use some vivid imagery that would be easy for kids to visualize.
Gives an opportunity for all students to access	Y	Yes.
Recommend novel for adoption	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

Iie. EVALUATION of Book (to be completed by Parent #2)

The proposed novel...	Y/N	Examples/Justification Please be specific and give examples when applicable
is appropriate for the following grade level(s)	Y	Appropriate for grades 10-12
requires parent permission for students to read the book?	N	No. All students/parents are advised of our “Right to Read” policy. Material at times broaches mature content but appropriate for grade 10-12 students.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	Definitely! The playful, accessible language and engaging subject matter will allow students to make meaning and connections to other literary, mythological and historical figures as well as to life.
actively engages students through the text	Y	Rarely does a book of poetry manage to be so accessible. The down-to-earth language, engaging material, literary and historical allusions to famous personas and the surprising twist of perspective should thoroughly engage students. The humorous approach will keep them reading and thinking. I couldn’t help sharing poems out loud with my family as I was reading the text. They often generated laughter and good discussion.
Gives an opportunity for all students to access	Y	Slim volume of poetry, readily available, many online
Recommend novel for adoption	<input checked="" type="checkbox"/> Yes	

SECTION III: Requestor/Educator & District Coordinator Level Process Review

IIIa. Grade Level Recommendations (to be collaborated on between Requesting Educator & District Coordinator based on recommendations made by the review team)

Place initials in the columns indicating level of recommendation. Complete by initialing for every grade level indicated on the chart below. Please include justification if necessary for the level(s) of recommendation below the chart.

Note: If approved by the Board of Education, this novel can be used by all educators in DCSD. Please consider the use of this book for all PK-12 grades, not just the grade or content you teach.

Grade level	Recommended	Recommended: Requires parent notification and consent: The novel/book may contain some mature content and themes	Not Recommended: Content inappropriate for grade level(s)
PK/K			ER, HP
1			ER, HP
2			ER, HP
3			ER, HP
4			ER, HP
5			ER, HP
6			ER, HP
7			ER, HP
8			ER, HP
9			ER, HP
10			ER, HP
11	ER, HP		
12	ER, HP		

SECTION V: Signatures/Approvals

Va.

Does the evaluating Educator recommend adoption of this book?	YES	NO
Date <u>Oct 09 2023</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Evaluating Educator Signature <u>Heather Pitzel</u>		

Vb.

Does the evaluating Colleague recommend adoption of this book?	YES	NO
Date <u>Oct 09 2023</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Evaluating Colleague Signature <u>Mike McEwan</u>		

Vc.

Does the evaluating Parent #1 recommend adoption of this book?	YES	NO
Date <u>Oct 10 2023</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Evaluating Parent (#1) Signature <u>Kate Maus</u>		

Vd.

Does the evaluating Parent (#2) recommend adoption of this book?	YES	NO
Date <u>Oct 10 2023</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Evaluating Parent (#2) Signature <u>Michelle Fleet</u>		

Ve.

Does the evaluating educator's Administrator recommend adoption of this book?	YES	NO
Date <u>Oct 11 2023</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Administrator Signature <u>Greg Gatchey</u>		

Vf.

Does the District Coordinator certify that the information on this form accurately reflects the process followed at the site.	YES	NO
Date <u>Oct 11 2023</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
District Coordinator Signature <u>Elyse Rhodes</u>		

Vg.

Does the Director of Library Programming support adoption of this book?	YES	NO
Date <u>Oct 11 2023</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Director of Library Programming Signature <u>Tracie King</u>		

Vh.

Does the DCSD Cabinet Member support adoption of this book?	YES	NO
Date <u>Oct 11 2023</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
DCSD Cabinet Member Signature <u>Matt Reynolds</u>		

SECTION VI: Superintendent's Approval

SUPERINTENDENT'S APPROVAL

Does the Superintendent approve adoption of this book?	YES	NO
Date _____		
Superintendent Signature _____		

SECTION VII: Board of Education Approval

BOARD OF EDUCATION APPROVAL

Does the Board of Education approve adoption of this book?	YES	NO
Date _____		
Board of Education Signature _____		

OFFICE USE

	DATE	INITIALS
Approved novel list updated (including recommended grade level)		
Approved form with BOE signatures scanned to CIA folder on District server		