

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	Karen Cross	kcross@dcsdk12.org
Parent #1	Joseph Culotta	joseph.culotta@dcsdk12.org
Parent #2	Leslee Herre	lherre@dcsdk12.org

Ib. BOOK INFORMATION

Title of proposed book	Interpreter of Maladies
Author (s)	Jhumpa Lahiri
Publisher	HarperCollins Publishers
Edition	2nd

ISBN number	9780358213260
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)	1050L
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 2023; 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.

This Pulitzer Prize-winning collection of nine short stories offers a variety of narrators and perspectives on what it means to be an immigrant, to be bicultural, to be a first-generation child born in America, and to be Indian. The stories explore relationships in settings that range from India to the United States. Having taught the novel abroad at international IB schools, I can attest to its relevance and interest for high school upperclassmen.

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 short stories 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 immigration. Additional issues include poverty, power, identity, and relationships.

The short stories range in location between the U.S. and India, 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 for short stories, and how those contribute to audience understanding of character development and theme (EO a.iii.).

This work addresses the EOs a.i. through the use of a subtle writing style that requires students to read critically in order to infer meaning for each story and b.ii. by examining whether each story adheres to the traditional plot diagram and other authorial choices.

The thematic topics of relationships, power, tradition, identity, alienation, and change 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.). Although each story can be analyzed independently, the collection offers a rich opportunity to find the connections among the stories.

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

[Publisher's Weekly](#)

The rituals of traditional Indian domesticity--curry-making, hair-vermilioning--both buttress the characters of Lahiri's elegant first collection and mark the measure of these fragile people's dissolution. Frequently finding themselves in Cambridge, Mass., or similar but unnamed Eastern seaboard university towns, Lahiri's characters suffer on an intimate level the dislocation and disruption brought on by India's tumultuous political history. Displaced to the States by her husband's appointment as a professor of mathematics, Mrs. Sen (in the same-named story) leaves her expensive and extensive collection of saris folded neatly in the drawer. The two things that sustain her, as the little boy she looks after every afternoon notices, are aerograms from home--written by family members who so deeply misunderstand the nature of her life that they envy her--and the fresh fish she buys to remind her of Calcutta. The arranged marriage of ""This Blessed House"" mismatches the conservative, self-conscious Sanjeev with ebullient, dramatic Twinkle--a smoker and drinker who wears leopard-print high heels and takes joy in the plastic Christian paraphernalia she discovers in their new house. In ""A Real Durwan,"" the middle-class occupants of a tenement in post-partition Calcutta tolerate the rantings of the stair-sweeper Boori Ma. Delusions of grandeur and lament for what she's lost--""such comforts you cannot even dream them""--give her an odd, Chekhovian charm but ultimately do not convince her bourgeois audience that she is a desirable fixture in their up-and-coming property. Lahiri's touch in these nine tales is delicate, but her observations remain damningly accurate, and her bittersweet stories are unhampered by nostalgia.

Review #2

[Harvard Review](#)

One of the standouts of The New Yorker's recent fiction issue was Jhumpa Lahiri's tale of rapid displacement, awkward acquaintance, and unexpected tenderness, "The Third and Final Continent." In this story, which finishes the book and begins in 1969, a marriage arranged in Calcutta takes a surprising turn in Cambridge, Massachusetts. The Indian narrator's landlady, who is 103 years old, repeats the same announcement daily to her tenant: "There is an American flag on the moon!" These characters are anchored in a moment of historical upheaval, a stark emotional context in which to play out the quiet drama of their daily lives. The old American landlady and her young Indian tenant come to understand one another and connect in a subtle, but never trivial situation. The husband and wife must also face the silence and remoteness in their relationship as they adjust to a country as marked and peculiar as the moon. Lahiri is preoccupied with emotional, as well as physical, geography in many of these pieces. It is difficult to summarize her meticulous attention to character detail and deft management of secrets among lovers, husbands and wife, children, strangers, and neighbors. She is a master of the delayed plot development. In "A Temporary Matter," for example, Shoba and Shukumar, a married couple whose first child was stillborn, discover that a game conceived out of boredom can

have permanent consequences. When they receive a notice that their electricity will be cut off for one hour for five successive nights, they use the dark time to tell each other "something we've never told before." Innocent at first, the game soon triggers suspicions and concealed passions. It seems to rekindle intimacy, but on the final night, Shoba reveals that their "temporary matter" is in fact permanent, that she is leaving her husband. Lahiri always forces her characters to stare truth directly in the face:

Outside the evening was still warm, and the Bradfords were walking arm in arm. As he watched the couple the room went dark, and he spun around. Shoba had turned the lights off. She came back to the table and sat down, and after a moment Shukumar joined her. They wept together, for the things they now knew.

Elsewhere, the truths characters don't know or can't reconcile have similarly wounding effects. In the magnificent title story, which follows a family's guided tour in India, a revealed secret drives two strangers apart: a man able to translate a doctor's diagnoses into many languages cannot articulate his own awkward disappointment when a married woman discloses that one of her sons is the product of an affair. This son is henceforth attacked by a monkey, a heavily symbolic moment that points us to other instances throughout this collection where the outsider is cornered, made to pay for his pariah status. Lahiri questions the caste systems and customs of two cultures without shying away from bitter reality, and the confident objectivity that tempers her sympathetic approach allows her to inform and bewitch the reader. Not since Raymond Carver has a fiction writer so brilliantly documented the gestures of grief and survival.

Review #3

[World Literature Today](#)

Born in England of Indian parents and raised in America, Jhumpa Lahiri has evidently benefited from all three cultures. Their aroma drifts from the pages of her first collection of short fiction, titled *Interpreter of Maladies*, where she has woven their idiosyncrasies into well-crafted stories with a keen eye for observation and an admirable gift for details. Eight of the nine stories have been previously published, in slightly different form, in various literary and nonliterary journals across the nation. They not only study the experiences of immigrants but also deal with perennial universal issues. The title story, "Interpreter of Maladies," is about a young couple named Mr. and Mrs. Das, by birth American, who go to India with their three children to visit the land of their ancestors. While viewing monastic dwellings on the hills of Udayagiri, Mrs. Das confides in the car driver, a translator for a doctor, that her husband has not sired their eight-year-old boy. He is the product of an encounter with a guest in the house. This is the secret, the malady if you will, which she hides from her husband, just the way Dev hides his extramarital affair from his wife in "Sexy." Shoba is not so lucky in "A Temporary Matter." She thinks that her husband did not see the stillborn baby she had delivered while he was away at a conference. But when Shukumar tells her that he returned early from the conference to hold his son in his arms before the boy was cremated, the secret is out, adding more pain to their already miserable marriage.

Lahiri's stories are not just about this malady of secrets between spouses, but also concern broader social issues. In "A Real Durwan" the residents of a Calcutta tenement unjustly cast out an old sweeper because of a theft in the building while she was away in town. They show no sympathy for the innocent victim despite her pleading. Such lack of understanding forces BiBi to lead a desolate life in "The Treatment of BiBi Haldar," and pushes a professor's wife into an embarrassing car accident in "Mrs. Sen's." Compassion, on the other hand, goes a long way toward resolving differences in "This Blessed House," "When Mr. Pirzada Came to Dine," and "The Third and Final Continent." The last story, hitherto unpublished, is a first-person narrative of a man who has journeyed from India to America via England in search of a livelihood. He marries a traditional Indian woman who seems to be steeped in her native customs, which he, as a modern man, finds hard to accept. But when they visit his former landlady, an ancient who once found happiness in his sympathy, the old woman thinks his wife is "a perfect lady," a compliment that makes the couple smile at each other, lessening the distance between them. Thus, with sympathy, understanding, and a smile, one can narrow the gap not only between spouses but also between continents. E. M. Forster expressed it best with his "only connect" precept.

The value of these stories - although some of them are loosely constructed - lies in the fact they transcend the confined borders of immigrant experience to embrace larger human issues, age-old issues that are, in the words of Ralph Waldo Emerson, "cast into the mould of these new times" redefining America. So it is not surprising that the title story of Jhumpa Lahiri's laudable collection has been selected for both The Best American Short Stories and the year 1999's O. Henry Award.

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	Two of the stories deal with extra-marital affairs, which requires some maturity in students. Most of the stories' protagonists are adults, and the issues presented are most relevant to older students on the cusp of adulthood.
requires parent permission for students to read the book?	N	There's nothing explicitly sexual or violent or profane in the text that requires parental permission.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	These stories allow students to consider their own ethics and values as well as consider experiences and perspectives outside of their own. In "When Mr. Pirzada Came to Dine," a girl's family takes in a visitor for nightly meals, and she learns about how war impacts families. While few students will have personal knowledge of war, many can relate to the family ritual of nightly dinners and the feeling of compassion. Also, many of the stories offer opportunities for students to consider what it means to be an outsider, and regardless of circumstance, most students can understand that experience to some extent.
actively engages students through the text	Y	While the connecting fabric of the stories is about immigrant experiences, the characters bring alive the broader human connections and relationships in families and communities.
Gives an opportunity for all students to access	Y	Electronic text/PDFs and audio versions are available.
Is in alignment with Board File ADB on Education Equity , AND contributes to an inclusive culture for all students?	Y	Because this text connects to foundational U.S. history of immigration, it allows for all students to consider their own family's immigration to this country.
Recommend novel for adoption	<input checked="" 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	This book is appropriate for 11th and 12th grades. There are 9 different realistic fiction stories that deal with love, death, immigration, marriage, war, identity, etc.
requires parent permission for students to read the book?	N	No parental permission needed.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	The 9 different stories allow the reader to make connections to their own personal experiences and to see new perspectives regarding Indian culture and assimilation.
actively engages students through the text	Y	Students will connect to the characters in this book through shared experiences, beliefs, challenges, triumphs, etc. These shared experiences can foster community, empathy, and understanding.
Gives an opportunity for all students to access	Y	The book is available in a variety of formats and translations (print, audio - 6 hours and 15 minutes, eBook). The book can be broken up into 9 parts as each story can be read as a stand alone text.
Is in alignment with Board File ADB on Education Equity , AND contributes to an inclusive culture for all students?	Y	Pulitzer Prize winning author Jhumpa Lahiri writes about life, relationships, and situations that Indian men and women face and what it is like to be Indian in America.
Recommend novel for adoption	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

Ic. 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)	Y	This collection of short stories does speak to some sensitive subjects (pregnancy loss, affairs, etc.) that require maturity, but there is nothing explicit and older students will recognize the issues presented as part of the fabric of the world they live in.
requires parent permission for students to read the book?	N	There is nothing overtly explicit within the stories. If teachers or parents have concerns, certain stories within the collection could always be substituted for others without losing the whole of the collection.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	Yes, this collection will ask students to consider their own morals and how to deal with people whose morals differ from their own, a very real life-skill. It will also ask them to examine family dynamics, which takes a central role in each of the stories. Finally, the collection also centers itself on immigrant experiences, which would allow students to look at our own multicultural society through different lenses.
actively engages students through the text	Y	Though focusing on immigrant experiences that may be unfamiliar to some students, the collection does invite students to engage with and find human connections to characters such as Bibi Haldar, a young woman plagued with a mysterious sickness, or Eliot, a young boy being babysat by a professor’s wife who struggles with some cultural barriers. Ultimately, the collection invites students to find compassion and empathy for others.
Gives an opportunity for all students to access	Y	Stories can be accessed digitally, in print, and as an audiobook.
Is in alignment with Board File ADB on Education Equity , AND contributes to an inclusive culture for all students?	Y	Various mediums of access Content invites conversation about immigrant experiences, past and present (America is a country of immigrants from one generation or another) Explores identity within familiar and unfamiliar contexts
Recommend novel for adoption	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

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	Although the subjects in these short stories do carry some sensitivity, there were not any subjects deemed inappropriate for HS students
requires parent permission for students to read the book?	N	No parental permission necessary despite some sensitive subjects such as loss, divorce, cultural challenges, and the like because it's juniors and seniors
allows students to create meaning and make relevant connections to other knowledge and experience	Y	The exposure of students to the unique voices offered in this text will allow for connection to other texts and comparisons to student's lives. The subjects are treated respectfully in these short stories, which serves as an invitation for discourse and development.
actively engages students through the text	Y	This is very well written and presented in a way that offers areas of connection for students, along with opportunities to be exposed to what may be an altogether unfamiliar experience for a student to consider.
Gives an opportunity for all students to access	Y	There are audio options on YouTube, along with other paid sites. Online versions on .pdf are available as well. It is also translated into Spanish, among other languages.
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	This book is appropriate for high school students. The short stories explore sensitive subjects such as immigration, miscarriage, relationships, and sexuality. Chapter 5 is titled Sexy, however, it does not contain sexual content. Just an undertone of a woman wanting to feel noticed and seen.
requires parent permission for students to read the book?	N	Junior/Senior level
allows students to create meaning and make relevant connections to other knowledge and experience	Y	Yes, this book covers various topics both controversial and things that students will face in everyday life such as fitting in, culture, relationship struggles and loss. We live in such a multicultural society, this book broaches on the many aspects of diversity and its challenges. Family dynamics are also at the heart of this book from Lilia and her connection to Mr. Pirzada over her parents to Bobby, the child from an affair.
actively engages students through the text	Y	The characters and their stories will allow students to compare and contrast their lives and experiences to what happens within the stories of the book. Some may be similar (Elliot, his single mother and the babysitter Mrs. Sen may be a situation some students are familiar with), some may be vastly different (arranged marriages, struggling in a new country) and open up a new perspective to life lessons and journeys.
Gives an opportunity for all students to access	Y	There are plenty of options including an audiobook. Online versions on .pdf are available as well. It is also translated into Spanish, among other languages. Libraries also have versions available.
Recommend novel for adoption	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

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 <i>Educator</i> 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 <i>Colleague</i> recommend adoption of this book?	YES	NO
Date <u>Oct 09 2023</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Evaluating Colleague Signature <u>Karen Cross</u>		

Vc.

Does the evaluating <i>Parent #1</i> recommend adoption of this book?	YES	NO
Date <u>Oct 09 2023</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Evaluating Parent (#1) Signature <u>Joseph Culotta</u>		

Vd.

Does the evaluating <i>Parent (#2)</i> 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>Leslee Henne</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		