

# ***The Girl Who Owned A City* by O.T. Nelson (Published by Dell Publishing Co.)**

Approved for use in Communication Arts, Grade 7

## **Summary**

A virus has killed everyone over the age of 12 in America. Gangs of children have formed and are terrorizing other children. A group of children come together in order to survive, and Lisa becomes their leader. Lisa problem solves in order to find ways to help the children in the group survive the chaos that has been created by the virus and the gangs. She eventually creates a fortress where the children will be safe from the gangs.

## **Connection to the Curriculum**

This book allows students to discuss the elements of a novel (including a strong, intelligent female protagonist); it also supports the 7<sup>th</sup> grade social studies curriculum. By the end of the novel, students clearly understand the term “collective security” and can understand the need and function of NATO. Students discover the qualities of a good leader. This novel lends itself to great discussions concerning scarcity, as well as supply and demand.

## **Standards**

### ***Course Objectives (Benchmarks)***

**Reading:** 1.3- The students expand vocabulary. 1.4- The students comprehend a variety of texts.

**Literature:** 2.1- The students use literary concepts to interpret and respond to text.

### ***Possible Skills Taught (Indicators)***

#### **Reading:**

1.3.5- The student determines the meaning of words or phrases using context clues from sentences or paragraphs.

1.4.10- The student identifies characteristics of narrative, expository, technical, and persuasive texts.

1.4.17- The student compares and contrasts varying aspects (e.g., characters’ traits and motives, themes, problem-solution, cause-effect relationships, ideas and concepts, procedures, viewpoints) in one or more appropriate-level texts.

#### **Literature:**

2.1.1- The student describes different aspects of major and minor characters (e.g., their physical traits, personality traits, feelings, actions, motives) and explains how those aspects influence characters’ interactions with other characters and elements of the plot, including resolution of the major conflict.

2.1.2- The student identifies and describes the setting (e.g., environment, time of day or year, historical period, situation, place) and analyzes connections between the setting and other story elements (e.g., character, plot).

2.1.3- The student identifies major and minor elements of the plot (e.g., conflict, crisis/turning moment, climax, resolution, rising action, falling action, subplots, parallel episodes) and explains how these elements relate to another.

2.1.4- The student understands aspects of theme (e.g. moral, lesson, meaning, message, author’s ideas about the subject) and supports with implicit/explicit information from the text.

2.1.5- The student identifies the use of literary devices (e.g., foreshadowing, flashback, figurative language, irony, metaphor, tone/mood, symbolism).

## **A Note on the Text**

(The best way to evaluate and understand a novel is to personally read the book in its entirety.)

*This novel contains images of violence (including theft and weapons) as the children fight for survival. Readers see the characters work together to find solutions.*

## **Additional Unit Design Connections**

Coming soon:

To be completed during future curriculum development activities