

**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:	9th and up
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**Section I**

To be filled out by requesting educator:

**Ia. REQUESTOR AND REVIEW TEAM INFORMATION**

School	Castle View High School	
Date	12/1/22	
Requesting Educator Name	Gretchen Stulock	
Requesting Educator Email	gstulock@dcsdk12.org	
Novel Adoption School Process Manager Name	Jordi Owens	
Novel Adoption School Process Manager Email	jowens1@dcsdk12.org	
<b>Proposal Review Team Member</b>	<b>Reviewer's Name</b>	<b>Contact Information - email</b>
District Coordinator	Elyse Rhodes	evrhodes@dcsdk12.org
Colleague	Grace Shea	ghshea@dcsdk12.org
Parent #1	Brooke Craig	brookecraig73@gmail.com
Parent #2	Jami Haggerty	gatorjami@yahoo.com

**Ib. BOOK INFORMATION**

Title of proposed book	The Girl Who Smiled Beads: A Story of War and What Comes After
Author (s)	Clemantine Wamariya
Publisher	Crown Publishing Group of Penguin Random House
Edition	N/A

ISBN number	9780451495327
Copyright date	2018
Course and/or subject area in which work will be used	English: English 9, Humanities, World Literature, etc.
Grade level(s)	9, 10, 11, 12
Lexile Level Score (If you are unsure, please visit <a href="https://hub.lexile.com/fina-a-boo k/search">https://hub.lexile.com/fina-a-boo k/search</a> )	HL800L
Dates the book information was displayed at the school and posted on the school's website (2 week min.)	2/1-2/14/2023
Date the book was communicated to the School Accountability Committee?	2/1/2023

**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.

*The Girl Who Smiled Beads: A Story of War and What Came After* is a compelling memoir by Clemantine Wamariya. The memoir is full of vivid and powerful memories and experiences as Clemantine seeks safety and refuge from the Rwandan genocide. The memoir exposes the challenges and unimaginable loss that Clemantine experienced moving throughout multiple African countries, living in refugee camps, being separated from her own family, and eventually migrating to the United States.

The memoir fluidly integrates excerpts from Elie Wisel's holocaust text, *Night* and draws parallels between the two conflicts and genocides. Wamariya plays with plot structure and point of view in ways that are both challenging and new for students, particularly at the 9th grade level. The prose is beautifully crafted and gives students ample opportunities to study choices in diction, tone, and comparative language techniques. This memoir is engaging for young readers and will expose them to experiences of people outside of the United States. It would be a great pairing not only with *Night* but also with Ishmael Beah's *A Long Way Gone* about child soldiers in Sierra Leone. All of these texts feature young protagonists/narrators who face questions of faith, family, and survival and help us better understand the depths of the human spirit.

## **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).*

This memoir aligns to the following Colorado State Standards and Evidence Outcomes:

**Read a wide range of literary texts to build knowledge and to better understand the human experience. Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.**

- Analyze the influence of literary and/or historical context on a text and evaluate the contribution to society made by works of literature that deal with similar topics and themes.
- Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (for example: how the language evokes a sense of time and place; how it sets a formal or informal tone). (CCSS: RL.9-10.4)
- Analyze how an author's choices concerning how to structure a text, order events within it (for example: parallel plots), and manipulate time (for example: pacing, flashbacks) create such effects as mystery, tension, or surprise. (CCSS: RL.9-10.5)
- Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. (CCSS: RL.9-10.6)

**Read a wide range of informational texts to build knowledge and to better understand the human experience. Understand the logical progression of ideas in increasingly complex texts.**

- Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. (CCSS: RI.9-10.3)
- Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (for example: a section or chapter). (CCSS: RI.9-10.5)
- Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. (CCSS: RI.9-10.6)

**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

***Booklist (March 1, 2018 (Vol. 114, No. 13))***

Wamariya was only six years old in 1994, when massacres obliterated her home life in Rwanda. With her older sister, Claire, Wamariya escaped and became a perpetual refugee. The sisters spent the next six years moving around Africa, Claire always making sure that they never got too comfortable in their transient circumstances. After living in seven different countries, the girls were granted asylum to the U.S. When they arrived in Chicago, they had no idea whether their parents were alive or slaughtered. Eventually, they adjusted to their American lives; Wamariya excelled in school, and Claire reared her small children. In 2006, the sisters were featured on the Oprah show, wherein their parents were brought onstage as a Winfrey-style surprise. The book, coauthored with journalist Weil, demystifies life during and after the Rwandan Civil War and explores the difficult reality of such an epic familial reunion. In her prose as in her life, Wamariya is brave, intelligent, and generous. Sliding easily between past and present, this memoir is a soulful, searing story about how families survive.

**Recommended for teens (YA)**

Young readers will likely love this honest account of life as a teenage refugee.

Review #2

***Kirkus Reviews (March 1, 2018)***

Record of a childhood in flight from war and terror. "I hated that I had to eat," writes Wamariya. "I hated my stomach, I hated my needs." Growing children are always hungry, but the author, forced at the age of 6 to flee her native Rwanda during the genocide of 1994, was for years as a refugee never able to satisfy those elemental needs. Intercut with her chronicle of experiences in a series of refugee camps are moments from her new life in America, where she landed at the age of 12, adopted into a welcoming home in a bit of fortune that she did not trust: "I was callous and cynical...I thought I could fool people into thinking that I was not profoundly bruised." She had reason to worry, for on a six-year trail that passed through one African nation after another, she witnessed both generosity and depravity coupled with the constant worry that the older sister with whom she had fled would decide that she was too much of a burden and abandon her. She did not: Her sister's presence through one fraught situation after another is a constant. Wamariya's experiences adjusting to life in a country where, her sister declared, beer flowed from faucets and people owned six cars at a time are affecting, and there are some Cinderella moments in it, from being accepted to Yale to appearing on Oprah Winfrey's show. But more, there are moments of potent self-reckoning; being a victim of trauma means that "you, as a person, are empty and flattened, and that violence, that theft, keeps you from embodying a life that feels like your own." The work of finding home and feeling safe—it's something that every foe of immigration ought to ponder; in that alone Wamariya's narrative is valuable. Not quite as attention-getting as memoirs by Ismail Beah or Scholastique Mukasonga, but a powerful record of the refugee experience all the same.

Review #3

[School Library Journal](#)

Grade 8 Up—At six, Wamariya and her older sister fled home to avoid the Genocide Against the Tutsi in Rwanda. Over the next six years, they moved from camp to camp, eventually gaining refugee status and moving to Chicago. Wamariya vividly describes life as a refugee and how she relied on her sister to make important decisions at each juncture. As an adult, she wrestles with her past and the perceptions that many have of those who have survived genocide.

[School Library Journal](#)

Wamariya tells a devastating story of fleeing the Rwandan massacre. Graceful yet incisive, this profound meditation asks what it means to be a child of war—memoir at its best.

Review #4

[Alex Awards from the American Library Association](#)

**About the award:**

The Alex Awards are given to ten books written for adults that have special appeal to young adults, ages 12 through 18. The winning titles are selected from the previous year's publishing.

The Alex Awards were first given annually beginning in 1998. The titles were selected by the YALSA Adult Books for Young Adults Task Force from the previous year's publishing and were part of the Adult Books for Young Adults Project, which explored the role of adult books in the reading lives of teenagers and was funded by the Margaret Alexander Edwards Trust. Edwards was a young adult specialist for many years at the Enoch Pratt Library in Baltimore. Her work is described in her book *Fair Garden and the Swarm of Beasts*, and over the years she has served as an inspiration to librarians who serve young adults. With the approval of the Trust, the task force appointed to develop and implement the project named the awards the Alex Awards after Edwards, who was called “Alex” by her friends.

The task force decided to select ten titles annually, and also decided to select a top ten list rather than a single title or a long list because of the popularity of the concept and because it parallels the Top Ten titles selected by the Best Books for Young Adults and Quick Picks for Reluctant Young Adult Readers committees. The task force members also believed that selecting more than one book provided a greater variety of titles, whereas a longer list would be less selective than desired. A top ten list also allows for a more balanced list—fiction and nonfiction, as well as various genres. The task force also wanted to make diversity a priority in the lists.

In 2002 the Alex Awards were approved as an official ALA award, and the Task Force was superseded by the Alex Awards Committee.

The major sponsor of the Alex Awards continues to be the Margaret Alexander Edwards Trust.

Booklist is also a sponsor.

The Girl Who Smiled Beads: A Story of War and What Comes After

**Award:**

Alex Awards

**Year this Award was Won:**

2019

**Award Win Active Date:**

Thursday, January 31, 2019 - 12:32

**Winner Rank:**

SLCT

**Sort field for winners:**

Girl Who Smiled Beads: A Story of War and What Comes After

**Winner Description:**

by Clemantine Wamariya and Elizabeth Weil, published by Crown Publishing Group, a division of Penguin Random House

**Winner Image:**

cover image of The Girl Who Smiled Beads: A Story of War and What Comes After

**Title of a book, article or other published item (this will display to the public):**

The Girl Who Smiled Beads: A Story of War and What Comes After

**ISBN of the winning item:**

9780451495334

**What type of media is this winner?:**

Book

**Winner Detail Create Date:**

Thursday, January 31, 2019 - 12:32

**Winner Detail Change Date:**

Thursday, January 31, 2019 - 12:32

**Winner Type:**

PTMD

**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 <a href="#">following</a> grade level(s)	Y	This memoir does not diminish the pain and violence of the Rwandan genocide but does so in ways that are thoughtful and well-crafted. Students will be able to analyze word choice, sentence structure, and other creative nonfiction techniques that make the story both engaging and emotional.
requires parent permission for students to read the book?	N	No. This text is not unlike other texts currently on the DCSD approved text list in its portrayal of genocide and violence against humanity. Despite its dark subject, it does provide moments of hope and beauty.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	This memoir would be incredible if paired with the more traditional text, <i>Night</i> by Elie Wiesel. Throughout <i>The Girl Who Smiled Beads</i> , Wamariya blends her own experiences in the Rwandan genocide in with moving passages from Wiesel’s text. With many representations of genocide through Holocaust literature on the DCSD approved list, <i>The Girl Who Smiled Beads</i> gives students a more recent example of violence and genocide in our world.
actively engages students through the text	Y	Wamariya’s narration is moving and beautiful. Students can analyze structure – both sentence-level and full narrative structure. The book effectively begins <i>in medias res</i> , demonstrating the power of beginning a narrative in a moment <i>other</i> than the beginning. Wamariya’s voice is engaging and accessible for students. In the past, students have expressed that her storytelling style is easy to read and unlike other books they’ve read for a class.
Gives an opportunity for all students to access	Y	This text has many of the features of an accessible memoir: <ul style="list-style-type: none"> <li>- It provides a map of the continent of Africa for easy reference and study so that students can</li> </ul>

		<p>reference different locations and geographical features of the story.</p> <ul style="list-style-type: none"> <li>- It uses a timeline feature at the top of each chapter to help young readers navigate the shifts in chronology.</li> <li>- It provides an interview with the author at the end of the text, as well as discussion questions and guides for reading.</li> <li>- The writing style and narration are accessible and engaging for young readers, as written by a young-writer.</li> </ul> <p>In addition, e-readers and audiobooks are available at the Douglas County Public Libraries. Multiple formats of this text will allow for more inclusive student accessibility.</p>
<p>Is in alignment with <a href="#">Board File ADB on Education Equity</a>, AND contributes to an inclusive culture for all students?</p>	<p>Y</p>	<p>This memoir can help with <i>representation</i>, but building student understanding of genocide beyond the Holocaust. When studying the atrocities of the Holocaust, many students express that we learn about it so that “it never happens again.” By studying more contemporary examples of genocide (in non-European locations), students see the complex and sometimes ignored examples of violence in other communities.</p> <p>By adding this book to the approved book list, the DCSD Approved Novel list would become more <i>inclusive</i>, as this text is written by a young, Rwandan woman. We have very few texts by women of color on the approved text list, but students deserve to read a variety of texts with diverse representation of author experience, identity, and country of origin.</p>
<p><b>Recommend novel for adoption</b></p>	<p><input checked="" type="checkbox"/> Yes  <input type="checkbox"/> No</p>	



**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 <a href="#">following</a> grade level(s)	Y	<i>The Girl WHO Smiled Beads</i> is appropriate for grades 9-12.
requires parent permission for students to read the book?	N	This novel does not require parent permission.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	This novel is powerful and can be used to teach students about genocide, war, racism, trauma, and refugees. The author makes numerous references to the book <i>Night</i> by Elie Wiesel and the Holocaust, and students can also make connections to other global atrocities.
actively engages students through the text	Y	The author was reunited with her family on <i>The Oprah Winfrey Show</i> after winning a high school essay contest about the book <i>Night</i> by Elie Wiesel. Students will be engaged with this text because it is modern, well written, and each chapter switches from past to present.
Gives an opportunity for all students to access	Y	This text is available in print, audio, and digital formats. The lexile level is 800 which will allow most high school students to read and comprehend this text.
Is in alignment with <a href="#">Board File ADB on Education Equity</a> , AND contributes to an inclusive culture for all students?	Y	The author recounts her experience with the Rwandan genocide, escaping Africa after six years of travelling from on refugee camp to another, and immigrating to the USA. Learning about war, refugees, and immigrating to the USA from Africa will allow students to learn about genocide outside WWII.
<b>Recommend novel for adoption</b>	<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 <a href="#">following</a> grade level(s)	Y	This book is accessible and appropriate for high school readers.
requires parent permission for students to read the book?	N	There are no scenes of graphic violence or explicit sexual material.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	This book was used in my AP Human Geography/English I Honors course in our migration unit. Students were able to connect content from Human geography (forced migration, assylum, refugee status) to a personal story of the Rwandan Genocide. This provided important depth and personal experience to the material.
actively engages students through the text	Y	Because of the repeated references to Elie Wiesel’s book <i>Night</i> , as well as the shifting time periods and structure, kids must be active readers throughout. Students can keep track of multiple time periods, locations, and world events.
Gives an opportunity for all students to access	Y	The book, and audiobook are readily available at libraries and for purchase from online platforms. There is a map at the beginning of the book that provides context of locations for students who may be unfamiliar. The author of this piece is also a young, black woman with whom students of color may identify.
Is in alignment with <a href="#">Board File ADB on Education Equity</a> , AND contributes to an inclusive culture for all students?	Y	<i>The Girl Who Smiled Beads</i> provides students with a diverse and unique perspective regarding a global event they may be unfamiliar with. As a social studies teacher, I value literature that gives students various perspectives on events and can create empathy for global citizens, this book is an excellent example of this.
<b>Recommend novel for adoption</b>	<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 <a href="#">following</a> grade level(s)	Y	While the novel deals with difficult and violent situations, the narrator's feelings and reactions seem to be more of the focus. Most of the war violence is either only briefly described or is occurring "off-screen".
requires parent permission for students to read the book?	N	The language, actions and themes are in line with other high school approved novels so I don't see any reason this one should need permission.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	Since the main characters are children and young adults, I think students can make a connection but also see a vastly different childhood experience from their own. I think this book will allow them to build the capacity to see other perspectives and to gain a better understanding of devastating events and how those impact people long term. I can see this book also helping students make bigger connections to what they already know about genocides, civil wars, and extreme poverty, community and identity.
actively engages students through the text	Y	The story is engaging and keeps momentum going.
Gives an opportunity for all students to access	Y	I believe the book is on about the same reading level as those my 11th grade daughter has read in her previous English courses at CV.
<b>Recommend novel for adoption</b>	<input type="checkbox"/> <u>Yes</u> <input checked="" type="checkbox"/> <u>No</u>	

**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 <a href="#">following</a> grade level(s)	Y	This poignant memoir illustrates real world problems in a way that is not too distressing for students while also creating a true appreciation for what they have.
requires parent permission for students to read the book?	N	The memoir does not contain any graphic content and is appropriate for high school students.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	The author prompts the reader to analyze and re-consider everyday words such “genocide” and “holocaust” when she explains those words do not even begin to explain her experiences. The manner in which she shares her journey evokes compassion and forces students to better understand (1) they do not always understand their peers and their peers’ experiences and (2) to be a bit more compassionate.
actively engages students through the text	Y	My son does not enjoy reading and could not put this book down. It is the first book he has ever discussed with us at the dinner table. It sparked wonderful and thought provoking conversations.
Gives an opportunity for all students to access	Y	Students have access to this book in multiple formats - print, digital and audio.
<b>Recommend novel for adoption</b>	<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			GS, ER
1			GS, ER
2			GS, ER
3			GS, ER
4			GS, ER
5			GS, ER
6			GS, ER
7			GS, ER
8			GS, ER
9	GS, ER		
10	GS, ER		
11	GS, ER		
12	GS, ER		

**IIIb. CIA PROCESS REVIEW**

	District Coordinator
Sections I & II are complete.	ER
Building administrator has reviewed the proposal.	ER
The novel was on display at the school for two weeks.	ER
Information about the novel was available on the district's and school's website for two weeks prior to being submitted to the district coordinator.	ER
Information about the novel was shared with the School Advisory Council.	ER

**SECTION IV: District Level Process Review**

**IV. DISTRICT LEVEL REVIEW** (to be completed by the Director CIA)

	CIA Director Initials
The novel adoption process has been followed.	EM
The novel was displayed in the school that is making the request.	EM
The novel was displayed on the district website prior to approval.	EM
Notice was provided and the novel was available in the district office for two weeks prior to approval.	EM
Does the District Coordinator and review team support adoption of this book?	EM

**SECTION V: Signatures/Approvals**

**Va.**

Does the evaluating <b>Educator</b> recommend adoption of this book?	YES	NO
Date <u>Mar 09 2023</u>	<input checked="" type="checkbox"/>	
Evaluating Educator Signature <u>Gretchen Stulock</u>		

**Vb.**

Does the evaluating <b>Colleague</b> recommend adoption of this book?	YES	NO
Date <u>Mar 09 2023</u>	<input checked="" type="checkbox"/>	
Evaluating Colleague Signature <u>Grace Shea</u>		

**Vc.**

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

**Vd.**

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

**Ve.**

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

**Vf.**

Does the <b>District Coordinator</b> certify that the information on this form accurately reflects the process followed at the site.	YES	NO
Date <u>Mar 17 2023</u> District Coordinator Signature <u>Elyse Rhodes</u>	<input checked="" type="checkbox"/>	

**Vg.**

Does the <b>CIA Director</b> support adoption of this book?	YES	NO
Date <u>Mar 17 2023</u> CIA Director Signature <u>Erica Mason</u>	<input checked="" type="checkbox"/>	

**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		