Southwest Licking School District
Literature Selection Review

Teacher: Whitson
School: Watkins Memorial High School
Book Title: Inherit the Wind
Genre: Fiction/Drama
Author: Jerome Lawrence and Robert E Lee
Pages: 129
Publisher: Random House
Copyright: 1952

Book Summary and summary citation:

About the authors:
Together, Jerome Lawrence and Robert E Lee wrote famous works of American drama, including Inherit the Wind, The night Thoreau spent in jail and Auntie Mame. For their work as playwrights, they won two Peabody Awards, the Variety Critics Poll Award, and received multiple Tony Award nominations. Their plays have been widely produced in America and throughout the world, adapted as films, and translated into numerous languages. Lawrence currently serves as adjunct professor at the University of Southern California. Robert E Lee died in 1994.

Book Flap Summary:
One of the most moving and meaningful plays in the American Theater. The accused was a slight, frightened man who had deliberately broken the law. His trial was a Roman circus. The chief gladiators were the two great legal giants of the century. Like two bull elephants locked in mortal combat, they bellowed and roared imprecations and abuse. The spectators sat uneasily in the sweltering heat with murder in their hearts, barely able to restrain themselves. At stake was the freedom of every American.

Inside Book Flap:
Inherit the Wind is not history. The events which took place in Dayton, Tennessee, during the scorching July of 1925 are clearly the genesis of this play. It has, however, an exodus entirely its own.

Only a handful of phrases have been taken from the actual transcript of the famous Scopes Trial. Some of the characters of the play are related to the colorful figures in that battle of giants; but they have life and language of their own – and therefore, names of their own.

The greatest reporters and historians of the century have written millions of words about the “Monkey Trial”. We are indebted to them for their brilliant reportage. And we
are grateful to the large Arthur Garfield Hays, who recounted to us much of the unwritten
to vividness of the Dayton adventure from his own memory and experience.

The collision of Bryan and Darrow at Dayton was dramatic, but it was not a
drama. Moreover, the issues of their conflict have acquired new dimension and meaning
in the thirty years since they clashed at the Rhea County Courthouse. So Inherit the Wind
does not pretend to be journalism. It is theatre. It is not 1925. The stage directions set the
time as “not too long ago”. It might have been yesterday. It could be tomorrow.

Provide an instructional rationale for the use of this title, including specific
reference to the curriculum map(s):

Acquisition of Vocabulary
Use context clues and text structures to determine the meaning of new vocabulary.
Recognize the importance and function of figurative language.
Use multiple resources to enhance comprehension of vocabulary.

Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies
Apply reading comprehension strategies to understand grade appropriate text.
Demonstrate comprehension of print and electronic text by responding to questions
(e.g., literal, inferential, evaluative and synthesizing).
Use appropriate self-monitoring strategies for comprehension.

Reading Applications: Informational, Technical and Persuasive Text
Evaluate how features and characteristics make information accessible and usable and how
structures help authors achieve their purposes.
Identify examples of rhetorical devices and valid and invalid inferences, and explain how
authors use these devices to achieve their purposes and reach their intended audiences.
Explain and analyze how an author appeals to an audience and develops an argument or
viewpoint in text.

Reading Applications: Literary Text
Analyze interactions between characters in literary text and how the interactions affect the
plot.
Explain and analyze how the context of setting and the author’s choice of point of view
impact a literary text
Identify similar recurring themes across different works.
Analyze the use of a genre to express a theme or topic.
Identify and analyze how an author uses figurative language, sound devices and literary
techniques to shape plot, set meaning and develop tone.

Writing Applications
Write responses to literature that extend beyond the summary and support references to the
text, other works, and other authors or to personal knowledge
Use documented textual evidence to justify interpretations of literature or to support a
research topic
Write a persuasive piece that states a clear position, includes relevant information and offers
compelling evidence in the form of facts and details.
Writing Conventions
A. Use correct spelling conventions.
B. Use correct punctuation and capitalization.
C. Demonstrate understanding of the grammatical conventions

Rationale:
This play is based upon two historical events, McCarthyism and the Monkey Scopes Trials of 1925. This play addressed not only multiple Language Art standards, but also effectively demonstrates how this course can easily translate into Science and History. This play primarily focuses on the theme of freedom of speech, thought and action. Through analysis of dialogue and characterization, topics of study can easily address the Language Arts Curriculum at Watkins Memorial High School, as well as some of those within Science and History.

Include two professional reviews of this title: (a suggested list of resources for identifying professional reviews is shown below. Reviews may be “cut and pasted” (with citation) into the form or printed reviews may be attached to the form)

Review #1

Review #2

What alternate text(s) could also fulfill the instructional requirements?
Title: 12 Angry Men Author: Reginald Rose
Title: Our Town Author: Thorton Wilder
Title: To Kill A Mockingbird Author: Harper Lee
Title: Crucible Author: Arthur Miller
Title:  Author:  
Title:  Author:  

Document any potentially controversial content:
The teaching of evolution in the school system. As stated before, this topic will only be explained as to what it is – the focal point of the unit will be freedom of speech and how that applies to our democratic system. Discussions, group work and research topics will pertain to our individual rights, not this topic specifically.
Keeping in mind the age, academic level, and maturity of the intended reader, what is the suggested classroom use: (check all that apply)

GRADE LEVEL(S): 6 7 8 9 10 11 12

INTEREST LEVEL(S): 6 7 8 9 10 11 12

Reading level of this title (if applicable): 8th grade

Date Submitted to Website: 4/12/2011

Suggested Professional Literary Review Sources: