

# ***Stotan* by Chris Crutcher** (Published by Bantam Doubleday Dell Publishing Group)

Approved for use in Communication Arts I

## **Summary**

A group of high school athletes who are members of the school swim team take up a week-long marathon challenge issued by their swim coach. During the course of this demanding physical and emotional endurance test, they find out what it means to be a “Stotan” (a cross between a Stoic and Spartan) while creating a strong bond of friendship.

## **Connection to the Curriculum**

The novel has numerous connections to the search for identity emphasized in the CA I curriculum. Students will relate to characters constructing and examining their personal identity through peer interactions as they face numerous contemporary teenage issues. The humorous and witty first person narration will allow students to survey characterization techniques employed by Crutcher. Crutcher’s characters represent the variety of backgrounds, cultures, and adolescent personalities students see in their own school environment, a characteristic that makes this novel unique to the CA I curriculum. Readers will be encouraged to examine positive resolutions to the numerous internal and external conflicts. The novel appeals to a sense of responsibility, courage in the face of adversity, and standing up for what one believes.

## **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.

**Writing:** 3.2- The students use the writing process including preparing, drafting, revising, editing, and publishing to produce a written text.

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

#### **Reading:**

1.3.4- The student determines meaning of words through Greek roots.

1.4.10- The student uses information from the text to make inferences and draw conclusions.

1.4.16- The student identifies topic, main idea and supporting details.

#### **Literature:**

2.1.1- The student identifies and describes different types of character (protagonist, antagonist, round, flat, static and dynamic) and analyzes the development of characters.

2.1.3- The student analyzes and evaluates how the author uses various plot elements (e.g., conflict, crisis/turning moment, climax, resolution, rising action, falling action, subplots, parallel episodes) to advance the plot and make connections between events.

#### **Writing:**

3.2.2- The student generates ideas using prewriting strategies.

3.2.5- The student uses the writing process to publish a final copy of an expository essay.

**A Note on the Text:** (The best way to evaluate and understand a novel is to personally read the book in its entirety.)

*The story of these teenagers includes mild violence (in the form of fighting), sexual references, one set of abusive parents, a student with cancer, mild profanity, and references to alcohol, drugs, and suicide. These situations are connected to the development of the characters, the conflicts, and their ultimate resolutions.*

## **Additional Unit Design Connections**

Coming soon:

To be completed during future curriculum development activities