

Challenged Book Evaluation Form

'Sold' by Patricia McCormick

General

	NO ← <i>Circle</i> → YES	Comment
1. In general, are there readers at the middle school or junior high level whose maturity is compatible with the 'crossover' type of genre and Young Adult (YA) literature?	1 2 3 4 5	
2. Has 'Sold' received honors, awards, or literary recognition from professional organizations?	1 2 3 4 5	
3. Has 'Sold' appeared on any recognized educationally approved lists for junior high students?	1 2 3 4 5	
4. Has the author written other books that have been recognized for their literary quality?	1 2 3 4 5	
5. Were district selection guidelines and/or ALA guidelines followed in the choice of 'Sold'?	1 2 3 4 5	
6. Is realistic fiction about <i>child trafficking</i> appropriate for YA readers in junior high?	1 2 3 4 5	
7. Has 'Sold' been properly managed and labeled (<i>as Teens only</i>) in the Middle School library?	1 2 3 4 5	
8. Was the language and vocabulary used in 'Sold' appropriate for junior high YA readers?	1 2 3 4 5	
9. Were the brothel scenes in 'Sold' appropriately handled for junior high YA readers?	1 2 3 4 5	
10. Do students have alternate selections available to them from this genre if a parent objects to her child reading, 'Sold'?	1 2 3 4 5	

Judging 'Sold' as a work of realistic fiction

Based on articles by K. Bucher & M. L. Manning - (*Pearson Allyn Bacon Prentice Hall*)

	NO ← <i>Circle</i> → YES	Comment
1. Does 'Sold' have engaging, true-to-life, and well-rounded characters who grow and change?	1 2 3 4 5	
2. Does the story contain an accurate reflection of the human condition and contemporary life without stereotyping?	1 2 3 4 5	
3. Is there a sensitivity to all people regardless of sex or sexual orientation, race, religion, age, socioeconomic level, social group, or culture?	1 2 3 4 5	
4. Does the plot of 'Sold' appeal to young adults; address the challenges, hopes, and fears as well as the problems faced by contemporary adolescents; and offer hope for the future?	1 2 3 4 5	
5. Does the plot ask readers to consider or reconsider their own values and beliefs, inspire without providing "handy resolutions" and not talk down to readers or tell them what to think?	1 2 3 4 5	
6. Is the setting and circumstances believable?	1 2 3 4 5	
7. Is the treatment of violence or sex appropriate for the story? (<i>Meaning that, the story never glamorizes it, or depicts it more graphically than necessary, or includes it gratuitously?</i>)	1 2 3 4 5	
8. Does the language used to tell the story accurately reflect the characters as well as their educational status, social class, culture, and the place in which they live?	1 2 3 4 5	

**Determining if 'Sold', as a literary work, has
any redeeming social or artistic value?**

	NO ← <i>Circle</i> → YES	Comment
1. Artistry - Does 'Sold' provide an authentic reproduction of the character's voice? Is the narrative true to the selected genre? Does the story reflect a high level of literary craftsmanship and creativity on the part of the author?	1 2 3 4 5	
2. Intellectual Value - Does 'Sold' stimulate student thinking? Does it raise issues that the reader is forced to confront and think about? Does it make the reader consider any fundamental issues about human nature or ourselves?	1 2 3 4 5	
3. Spiritual Value - Does 'Sold' move the reader emotionally? Does it convey any universally positive messages (<i>such as, love or triumph or hope</i>) that lends affirmation to the strength of the human spirit?	1 2 3 4 5	
4. Permanence - Is this story about events that are "timely" to the reader? Yet, can the reader relate to "timeless" universal themes in the telling of this story? In other words, can the story still be relevant even after mentioned events have passed into history?	1 2 3 4 5	
5. Style - Is the writing style suitable for the intended audiences in terms of subject matter, reading level, word choice, sentence/paragraph structure, readability, length, and interpretation?	1 2 3 4 5	

Miller Test for Obscenity

(1973 Supreme Court ruling, Miller vs California)

	NO ← <i>Circle</i> → YES	Comment
1. "Does the work, taken as a whole, lack serious literary, artistic, political or scientific value?"	1 2 3 4 5	
2. "Would 'the average person applying contemporary community standards', find that this work, taken as a whole, appeals mainly to the prurient interests of individuals?"	1 2 3 4 5	
3. "Does the work describe, in a patently offensive way, sexual conduct specifically defined by applicable state law."	1 2 3 4 5	

Please read these questions carefully before answering

Recommendation

REMOVE 'Sold' from the Middle School Library (*place it in the High School Library*).

KEEP 'Sold' in the Middle School Library

Supplemental recommendations/comments _____

Committee Question

	NO ← <i>Circle</i> → YES	Comment
As a member of the reconsideration committee do you feel that this process was conducted in a fair, open and professional manner and that you had ample opportunity to express your opinion and be heard?	1 2 3 4 5	

