

English 11 PLC
August 2026

PROPOSAL: To offer *Collapse* by Jared Diamond as a **choice novel** in English 11 Regular classes. This book will fit into a thematic reading unit regarding dystopian visions of the future.

RATIONALE:

Book	Synopsis	Awards & Honors
<i>Collapse: : How Societies Choose to Fail or Succeed</i> by Jared Diamond	Environmental damage, climate change, globalization, rapid population growth, and unwise political choices were all factors in the demise of societies around the world, but some found solutions and persisted. As in <i>Guns, Germs, and Steel</i>, Diamond traces the fundamental pattern of catastrophe, and weaves an all-encompassing global thesis through a series of fascinating historical-cultural narratives. <i>Collapse</i> moves from the Polynesian cultures on Easter Island to the flourishing American civilizations of the Anasazi and the Maya and finally to the doomed Viking colony on Greenland. Similar problems face us today and have already brought disaster to Rwanda and Haiti, even as China and Australia are trying to cope in innovative ways. Despite our own society's apparently inexhaustible wealth and unrivaled political power, ominous warning signs have begun to emerge even in ecologically robust areas like Montana. Brilliant, illuminating, and immensely absorbing, <i>Collapse</i> is destined to take its place as one of the essential books of our time, raising the urgent question: How can our world best avoid committing ecological suicide? (Amazon) This is a nonfiction book about societies that have collapsed in the past, written by a world famous historian. It includes mentions of violence and genocide, but this is essentially a nonfiction history text	International bestseller Aventis Prizes for Science Books (2006): Shortlisted Amazon Editor's Picks Best Books of the Year 2005

	written by a scholar. It does not contain profanity or sexual content.	
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The following state standards will be addressed through the exploration of the novel:

- 11-12 RC.1- Analyze what a text says explicitly and implicitly (e.g., inferences and interpretations) by citing strong and thorough textual evidence to support and explain how the evidence develops the analysis, including where the text leaves matters uncertain.
- 11-12.RC.2 - Compare and contrast the development of similar themes across two or more works of literature, and analyze how they emerge and are shaped and refined by specific details.
- 11-12 RC.3- Analyze and evaluate how an author's choices concerning how to structure specific parts of a work of literature (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall meaning and effect of a work.
- 11-12.RC.4 - Analyze and evaluate works of literary or cultural significance in history for the way in which these works have used archetypes drawn from myths, traditional stories, or religious works, as well as how two or more of the works treat similar themes, conflicts, issues, or topics, and maintain relevance for current audiences.
- 11-12 RC.6- Analyze a complex set of ideas or sequence of events and explain how specific ideas, events, and individuals develop throughout the text.
- 11-12 RC.7- Determine an author's perspective or purpose in a text in which the rhetoric is particularly effective (e.g., appeals to both friendly and hostile audiences, anticipates and addresses reader concerns and counterclaims), and analyze how style and content contribute to the power and persuasiveness of the text.
- 11-12.RC.13 - Analyze the meaning of words and phrases as they are used in works of literature,
- 11-12 CC.1 Initiate and engage in a range of collaborative discussions on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively.
- 11-12 CC.2 Engage in a thoughtful, well-reasoned exchange of ideas by referring to specific evidence.