

Paired Texts Teacher's Guide Assignment

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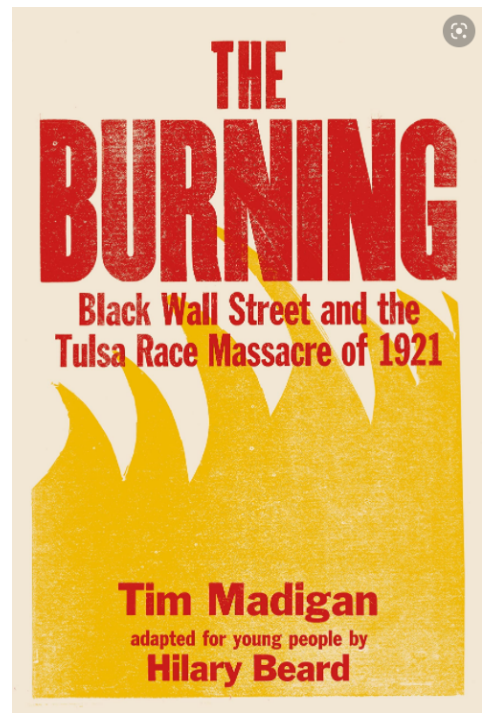
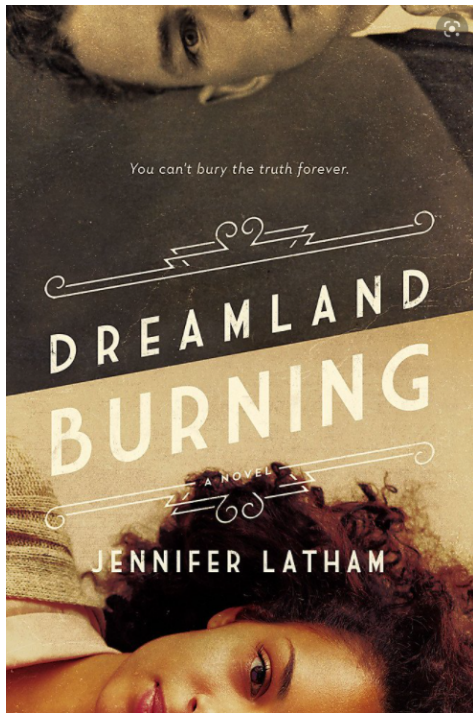
Library and Information Studies, Old Dominion University

LIBS 644: Literature and Media for Young Adults

Dr. Jeffrey DiScala

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Paired Text Teacher's Guide for:

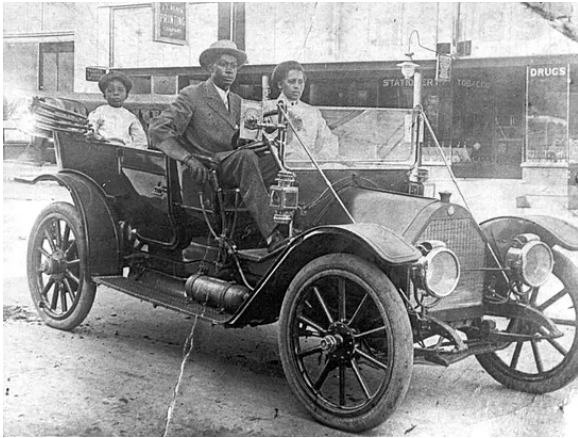


***Dreamland Burning* by Jennifer Latham & *The Burning: Black Wall Street and the Tulsa Race Massacre of 1921* by Tim Madigan and Hilary Beard**

This teacher's guide includes:

- Pre-reading warm-up activity
- Bulletin board idea
- Book reviews for *Dreamland Burning* and *The Burning: Black Wall Street and the Tulsa Race Massacre of 1921*
- Discussion questions for *Dreamland Burning*, *The Burning*, and for both texts
- Three instructional ideas for a US History class, Language Arts class, and Theater Arts class.
- Citations for professional reviews
- Five additional resources, including unit and lesson plans

Pre-Reading Warm-Up Activity



In groups of four or five, each student will be given the picture and background information on one of the following prominent members of the Greenwood community: John and Loula Williams, J.B. Stradford, O. W. Gurley, A. J. Smitherman, and Dr. A. C. Jackson from the Greenwood Cultural Center website about the Black Wall Street Pioneers (Greenwood Cultural Center, n.d.). After learning about that particular person from the Greenwood community of 1921, the groups will come together so that each member can share what they learned about their person with the rest of their group.

Bulletin Board Idea

In the beginning of this unit, the teacher will include pictures of the prominent members of the Greenwood community that were introduced during the pre-reading warm-up. As the graphic design students and history students learn and create images of what Greenwood looked like before and after the Tulsa Race Massacre in 1921, these pieces of work will be added to the bulletin board.

Dreamland Burning Book Review

Latham, Jennifer

Dreamland Burning

2017. 371pp. \$18.99 bhk. Little, Brown and Company. 9780316384933. Grades 10 & Up

This young adult historical fiction with elements of mystery will capture any reader's attention as they delve into what life was like in Tulsa, Oklahoma in the late spring of 1921 right before one of the most horrific massacres to ever happen in the history of the United States. The book alternates between the perspective of Rowan Chase, a seventeen year old living in the twenty-first century, and William Tillman, a seventeen year old who lived in 1921. Both Rowan and William live in Tulsa, Oklahoma and both are somewhat sheltered from the racial tensions that existed back in 1921 and currently. The story starts with Rowan finding a dead body under the floorboards on her family's property that seems to be decades old. Readers are introduced to William, when he is involved in an altercation at a local bar that results in the death of a young black man. Each chapter alternates between Rowan and William as Rowan tries to discover the identity of the body and William's loyalties are tested as during the events that lead up to the Tulsa Race Massacre of 1921. Readers will be on the edge of their seats as they try to guess the identity of the body and Rowan's and William's connection to each other, despite being alive in different time periods. This title is an absolutely necessary addition to any young adult library collection, but especially in a high school library. *Dreamland Burning* is an important

look into a seldom talked about piece of US history that shows readers the importance of doing what is right, even if it is easier to walk away from the issue. **Alexandra Enriquez, M.L.I.S. Candidate, Old Dominion University, Norfolk, Virginia**
Highly Recommend

The Burning: Black Wall Street and the Tulsa Race Massacre of 1921 Book Review

Madigan, Tim & Beard, Hilary

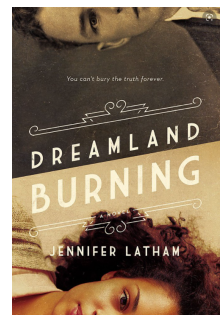
The Burning: Black Wall Street and the Tulsa Race Massacre of 1921

2021. 302pp. \$19.99 hbk. Henry Holt and Company. 9781250787699. Grades 9 & Up

This young reader's edition of Madigan's adult 2001 nonfiction book about Black Wall Street and the Tulsa Race Massacre is a must read for all high school students. Beard adapted the original into a shorter edition with added female perspective into history of Tulsa, Oklahoma and it's residents in order to have an understanding of what lead up to what we now know to be one of the worst racist attacks to occur in the US after the Civil War. Both Madigan and Beard take readers into an indepth look at the members of the community, both white and black, within Tulsa and Greenwood that lead to Black Wall Street being as successful as it was and the events that lead up to the deaths of at least 300 people between May 31 and June 1, 1921. This book also goes into detail about what happened to Tulsa's community and the survivors in the years after the massacre and how this horrific event remained a secret from most of the country even to this day. The young reader edition of *The Burning: Black Wall Street and the Tulsa Race Massacre of 1921* will give readers as well rounded understanding as possible of this terrifying event that happened 100 years old this year. Readers will have a much better understanding of this event and how racial violence continues to be an issue in this country. **Alexandra Enriquez, M.L.I.S. Candidate, Old Dominion University, Norfolk, Virginia**
Highly Recommended

Discussion Questions for *Dreamland Burning*

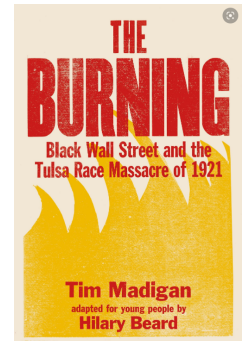
1. Why did Latham choose to have two narrators from different time periods? Do you think the story would have been as meaningful to students in the twenty-first century if it only had been written from William's perspective?
2. Why do you think Latham chose to have both William and Rowan be biracial? How did being biracial affect William and Rowan both positively and negatively?
3. How did being biracial lead Vernon Fish to become a racist who targeted anyone who was not white, even though he himself was biracial?
4. Throughout the story, the author foreshadowed the identity of the dead body that Rowan found under the floorboards by having Rowan find the receipt that William wrote for Joseph in the wallet on the body. Why do you think Latham chose to make Vernon the identity of that body instead of Joseph or even William?



5. Why do you think that both William Tillman and Ruby Goodhope refused to tell anyone what happened the night that Vernon Fish was killed, even though William knew that no one would be looking to punish William, Joseph or Ruby for what happened?

Discussion Questions for *The Burning: Black Wall Street and the Tulsa Race Massacre of 1921*

1. The Tulsa police commissioner, J. M. Adison suggested that Dick Rowland be moved out of Tulsa, but Sheriff McCullough thought it would be better to wait. What do you think about Sheriff McCullough's decision to keep Dick Rowland at the Tulsa courthouse instead of secretly hustling out of town?
2. Reread through chapters 21 - 23. Do you think the city of Tulsa has made adequate amends to the survivors of the massacre? Why do you think other states (like Florida in response to what happened in Rosewood in 1923) offered reparations before Oklahoma even considered it? (Tulsa Public Schools, 2021)
3. Think about Don Ross, the high school student that was introduced in chapter 1 who didn't believe his teacher when he first told him about the Tulsa Race Massacre. Ross did not like school, but he still took something he learned from school and turned it into his life work, even though he wasn't alive during the time of the massacre and did not lose any close family members to it. Don Ross went on to become a civil rights activist, journalist, and was elected to the Oklahoma State Legislature in 1982. Do you think he would have pursued a career in civil rights if he hadn't learned about the Tulsa Race Massacre from his teacher? Is there something you have learned about in school that you could turn into a passion for yourself? (SLJ Staff, 2021)
4. Page 65 states that "Greenwood undercut the idea that white people were the superior race? Why did some white people feel threatened by the prosperity that Greenwood had to the point they tried to destroy it?
5. Do you think the members of the Greenwood community regretted their choice to try to protect Dick Rowland from the angry mob outside the courthouse?



Discussion Questions - Combined

1. After reading *Dreamland Burning* and *The Burning: Black Wall Street and the Tulsa Race Massacre of 1921*, how far have race relations come in the US? Explain your answer.
2. How did reading *The Burning* help you to better understand the motivation of the characters in *Dreamland Burning*?

3. Based on the community members mentioned in *The Burning* and the characters from *Dreamland Burning*, do you think Latham accurately portrayed William and the other characters she wrote about from 1921?
4. Consider what you have learned about the Tulsa Race Massacre based on what you have read in *The Burning* and *Dreamland Burning*. How did the historical trauma that the citizens of Tulsa experienced affect Rowan's generation, even though they didn't have a lot of knowledge about what happened between the dates of May 31 - June 1 1921?
5. In the author's note, Latham stated that any characters with dialogue were fictional. Why do you think Latham didn't base her characters on any of the famous members of Greenwood or Tulsa's community that were mentioned in *The Burning*?

Three Instructional Ideas



US History students can create a visual presentation of Greenwood before and after the Massacre. This visual presentation can be a powerpoint presentation, Google Slides presentation, or using a video recording platform, such as Adobe Spark Video or WeVideo. Students will utilize primary and secondary source documents, interviews, and pictures in order to create an accurate portrayal of the success of Greenwood before the massacre, the destruction that occurred during the massacre, and how the community rebuilt

and continues to be rebuilt after the Tulsa Race Massacre. This assignment supports the United States History: 1865 to the Present, SOL standard USII.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by a) analyzing and interpreting artifacts and primary and secondary sources to understand events in United States history.

English students can create a journal about Ruby's experiences while Joseph and William were looking for her. This journal can include drawings, poetry, and text to demonstrate their understanding of what happened the afternoon and night of May 31, 1921 and Ruby's personality. This journal needs to chronicle what happened from the time Ruby left William to when William and Joseph found her at the church. Students will need to include her account of how she arrived at the church (which will be based on *Dreamland Burning*, but the rest of Ruby's journal can be a combination of fiction and what is known about what happened the afternoon and night of May 31, 1921. This assignment supports the English SOL Writing Strand 9.6, a) generate, gather, and organize ideas for writing; b) plan and organize writing to address a



specific audience and purpose; e) elaborate ideas clearly through word choice and vivid description; and h) revise writing for clarity of content, accuracy, and depth of information.



Theater Art students will choose a part of *Dreamland Burning* or *The Burning* to turn into a performance piece. The students will need to create a script, costumes, and any necessary props. This assignment supports the Theater Art II SOL TII.5: The student will apply communication and collaboration skills for theater experiences a.) create theater projects and productions through collaboration by assuming shared responsibility for group work and respecting the ideas and point of views of others.

Citations for Professional Reviews

Leeper, A. (2021). *The Burning: Black Wall Street and the Tulsa Race Massacre of 1921* [Review of the book by Madigan, T.& Beard, H.]. *Booklist*. <https://www.booklistonline.com/The-Burning-Young-Readers-Edition-Black-Wall-Street-and-the-Tulsa-Race-Massacre-of-1921-/pid=9745489>

Quealy-Gainer, K. (2017). *Dreamland Burning* [Review of the book by Latham, J.]. *Bulletin of the Center for Children's Books*. <https://enterprise-clcd-com.proxy.lib.odu.edu/#/bookdetail/1/0/qEQkjlLKJmGnFmjn/bdrto p>

Quealy-Gainer, K. (2021). *The Burning: Black Wall Street and the Tulsa Race Massacre of 1921* [Review of the book by Madigan, T.& Beard, H.]. *Bulletin of the Center for Children's Books*. <https://muse.jhu.edu/article/792285>

Wildsmith, S. (2017). *Dreamland Burning* [Review of the book by Latham, J.]. *Booklist*. <https://enterprise-clcd-com.proxy.lib.odu.edu/#/bookdetail/1/0/qEQkjlLKJmGnFmjn/bdrto p>

Additional Resources

Kalalea (Host). (2021, May 28 - July 2). *Blindspot: Tulsa Burning* [Audio podcast]. The History Channel and WNYC Studios. <https://www.history.com/blindspot>

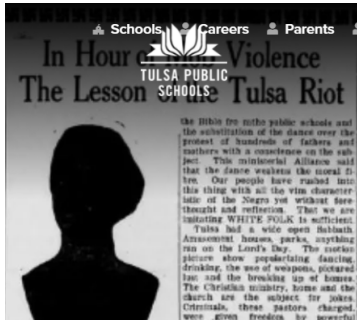


Annotation: The six-episode narrative podcast *Blindspot: Tulsa Burning* provides a different way to follow the timeline and process what happened during the Tulsa Race Massacre on the dates of May 31 - June 1, 1921. Listeners will be exposed to the founding of Oklahoma, the exploding of wealth and possibility, what made Greenwood thrive and track the causes that lead up to its demise. Listeners will also be able to hear from the people who were affected by the massacre. The series also visits present

day Greenwood and tries to understand how the massacre has impacted Tulsa and our country.

Tulsa Public Schools. (2021). *Inquiry-Driven Lesson Plans and Resources on the Tulsa Race Massacre*. Tulsa Public Schools.

<https://www.tulsaschools.org/tulsaracemassacre/lessonplans>



Annotation: With the support of the Greenwood Cultural Center, Tulsa Public Schools create inquiry-driven lesson plans and resources to honor the victims and their descendents of the 1921 Tulsa Race Massacre. This resource offers in depth unit plans for high school and middle grades US History, high school World History, Government, Geography, and elementary school grades. Each lesson has a unit description, learning objectives, supporting questions, a summative assessment, along with hyperlinks to videos and articles. Even though these lessons are created to align with the Oklahoma standards,

teachers should be able to easily tailor these lessons to comply with the Virginia SOL standards.

Greenwood Cultural Center. (n.d.). *Resources for Teaching About Black Wall Street & 1921 Tulsa Race Massacre*. Greenwood Cultural Center.

<https://www.greenwoodculturalcenter.org/gcc-resources-portal>



Annotation: Greenwood Cultural Center a plethora of resources, that allow students to explore Black Wall Street before, during, and after the Tulsa Race Massacre of 1921. Students can learn what life was like on Black Wall Street in a Black Wall Street inspired Minecraft and by exploring the Heritage House, which belonged to Mabel B. Little, who was one of the entrepreneurs and victims of the 1921 Tulsa Race Massacre. There are also resources

specifically for families as well as lesson plans for teachers to use starting in kindergarten all the way through high school. Last of all, there are oral histories and stories from the survivors available for people to listen to.

Greenwood Cultural Center. (n.d.). *Resources to Teach About Race*. Greenwood Cultural Center. <https://www.greenwoodculturalcenter.org/teaching-about-race>



Annotation: This is another resource curated by the Greenwood Cultural Center to help support teachers as they talk about race and racism in the classroom. They have pulled together videos and documents about how to speak with kids about race, a teaching tolerance guide from the Southern Poverty Law Center, a parent and family guide about how to talk about race, extra resources about race, racism and diversity, and a how to discuss anti-racism

with children and teens. This resource can be invaluable in helping teachers feel more

comfortable speaking about race and racism and learning how to create a safe and supportive environment that allows students to speak and process as they learn about the 1921 Tulsa Race Massacre.

1921 Tulsa Race Massacre Centennial Commission. (n.d.). *Resources*. 1921 Tulsa Race Massacre Centennial Commission. <https://www.tulsa2021.org/resources/>



Annotation: The goal of the 1921 Tulsa Race Massacre Centennial Commission is to use the rich history surrounding the 1921 Tulsa Race Massacre to commemorate and educate all citizens (1921 Tulsa Race Massacre Centennial Commission, n.d.). This organization created an in-depth curriculum, list of literature about the 1921 Tulsa Race Massacre and additional resources that include audio, visuals, and video archives. The Curriculum covers much of what was in *The Burning*, but in 27 pages instead of 300 pages. This curriculum resource could be used as a refresher or quick guide after reading *The Burning* for any assignments related to the 1921 Tulsa Race

Massacre. The curriculum provides a thorough explanation of the causes and catalysts to the massacre.

Resource Citations

The 1921 Tulsa Race Massacre Centennial Commission. (n.d.). *Who We Are*. The 1921 Tulsa Race Massacre Centennial Commission. <https://www.tulsa2021.org/about>

Clker-Free-Vector-Images. (2014). *Mask-Venice-Carnival-Masquerade-310474* [image]. Pixabay. <https://pixabay.com/vectors/masks-venice-carnival-masquerade-310474/>

Darkmoon_Art. (2021). *Book-cover-Vintage-5954318* [image]. Pixabay. <https://pixabay.com/illustrations/book-cover-vintage-5954318/>

Enriquez, A. (2021). *The Burning (Young Readers Edition): Black Wall Street and the Tulsa Race Massacre of 1921* [Screenshot]. https://www.amazon.com/dp/B08R2KHS8G/ref=dp-kindle-redirect?_encoding=UTF8&btcr=1

Enriquez, A. (2021). *Dreamland Burning Cover* [Screenshot]. https://www.amazon.com/dp/B01FRASFKO/ref=dp-kindle-redirect?_encoding=UTF8&tkr=1

Enriquez, A. (2021). *Greenwood Community Center Logo* [Screenshot]. <https://www.greenwoodculturalcenter.org/gcc-resources-portal>

- Enriquez, A. (2021). *John and Loula Williams* [Screenshot].
<https://www.greenwoodculturalcenter.org/black-wall-street-pioneers>
- Enriquez, A. (2021). *Mann Brothers' Grocery Store* [Screenshot].
<https://www.greenwoodculturalcenter.org/early-greenwood>
- Enriquez, A. (2021). *Tulsa Burning Podcast* [Screenshot]. <https://www.history.com/blindspot>
- Enriquez, A. (2021). *Tulsa Public Schools Lesson Plans* [Screenshot].
<https://www.tulsaschools.org/tulsaracemassacre/lessonplans>
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- SLJ Staff. (2021, May 21). Hilary Beard and Tim Madigan in Conversation on “The Burning” and the Tulsa Race Massacre. *School Library Journal*.
<https://www.slj.com/?detailStory=hilary-beard-and-tim-madigan-in-conversation-on-the-burning-and-the-tulsa-race-massacre>
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