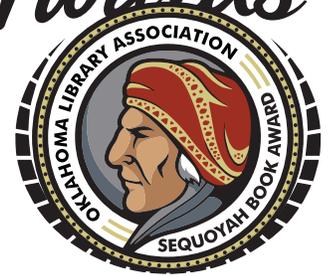


2019 Sequoyah Book Awards

Lessons & Activities



Celebrating 60 Years of the Sequoyah Book Awards!

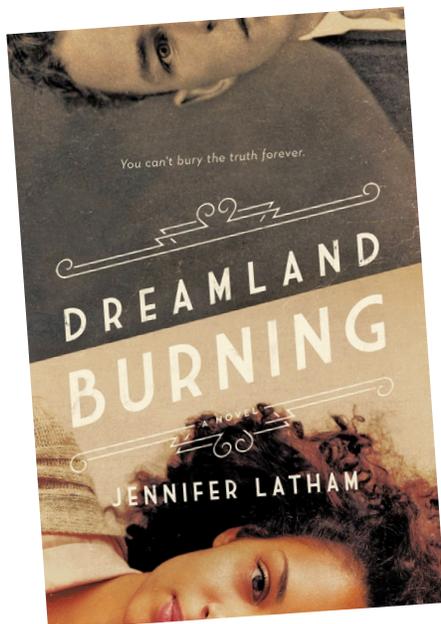
Remembering the Past, Looking To the Future

The first Sequoyah Book Award was given in April 1959 at Northwestern Oklahoma State College in Alva, making this the third oldest youth-choice literary award in the nation. To celebrate the 60th birthday of the award, this year's lesson plans will reflect the theme of "Remembering the Past, Looking to the Future" with activities that tie to history and/or STEAM.

Day Three: A High School Activity

Reading Then and Now—Once upon a time, there was the book. Then there was the ebook. A poll in 2014 indicated younger readers prefer ebooks to printed books. According to a study in 2018, younger readers *don't* have this preference. What about your high school students? Have your students research articles, studies, and opinion pieces on the printed book versus the ebook. The next stage of the activity could be a writing assignment or a group discussion:

- Ask students to write an essay about what their research has found, how they feel about print books versus ebooks, and why they hold their particular opinion.
- Have a group of students discuss the benefits and disadvantages of each format and then have a group vote to determine the most popular format.



2019 Children's Sequoyah Masterlist NIE Lesson Plan

***Dreamland Burning* by Jennifer Latham**

When 17-year old Rowan Chase finds a skeleton on her family's property, she begins an investigation that leads to painful discoveries about the past.

This lesson plan is designed for high school students.

OAS Social Studies Standard:

Content standard 4.2

"Examine multiple points of view regarding the historic evolution of race relations in Oklahoma including *Senate Bill 1* establishing Jim Crow laws, growth of all-Black towns, the Tulsa Race Riot, and the resurgence of the Ku Klux Klan."

Introduction:

The Tulsa Race Riot of 1921 killed an estimated 300 individuals, most of them African-American, and destroyed more than 35 blocks of the Greenwood District. This incident has been largely ignored and often not taught in schools.

Activities:

Students will participate in a class discussion on these topics:

1. Not many books have been written about this event and Jennifer Latham says, "Even the June 1 *Tulsa Tribune* editorial that reportedly called for Dick Rowland's lynching was physically torn from the Tribune's own archived copy. To this day, no one knows for sure what it said." (<http://littlebrownlibrary.com/jennifer-latham-on-dreamland-burning/>).

Why do you think this event was ignored and rarely mentioned in textbooks or not taught in schools?

2. Some people now refer to the Tulsa Race Riots as the Tulsa Race Massacre. (https://www.tulsaworld.com/news/education/race-riot-is-a-euphemism-teachers-learn-why-tulsa-race/article_37e95c53-9f55-5ba8-8ffa-c5586946a420.html). Discuss how the word change may affect how people understand the event.

Follow up the discussion with a research project with the students assigned to investigate the causes and effects of the riot.

Resources:

Digital Prairie-<http://digitalprairie.ok.gov/>

Encyclopedia of Oklahoma History and Culture <http://www.okhistory.org/publications/enc/entry.php?entry=TU013>

Gateway to Oklahoma History (Oklahoma Historical Society) <https://gateway.okhistory.org/>

Greenwood Cultural Center <http://www.greenwoodculturalcenter.com/tulsa-race-riot>

Tulsa Historical Society <http://tulsaohistory.org/learn/online-exhibits/the-tulsa-race-riot/>