



## 2015 Sequoyah Book Awards Lessons + Activities

# It's Sequoyah Book Award Week!

Find out how to get your students reading and involved in the third-oldest youth-choice literary award program in the nation. Oklahoma's young readers will determine the three winners of the 2015 Sequoyah Book Award during voting next spring.



Visit [bit.ly/1kC6na7](http://bit.ly/1kC6na7) to find out more about this 55-year-old Oklahoma reading tradition.

## Day One:

Focusing on the High School Masterlist of books for grades 9-12

### Relationships, Trust, and Adversity

As young people grow toward adulthood, established relationships change, and new relationships are created. Oftentimes, romance blooms, bringing with it the possibilities of joy and sorrow. No one wants to read a story where everything is “just fine” and nothing can be learned from our armchair travels. Most books and stories are built around conflict and adversity, with the protagonists learning something important about the human experience—be it good or bad.

After your students complete reading a Sequoyah title, have them consider the book—via writing or discussion—from the standpoint of relationships and conflicts. **Questions to consider:**

- **What kinds of friendships are depicted in the book?** Are they trusting relationships or are there undercurrents of mistrust and tension? Why are the characters friends? Can you see any of the friendships lasting for a lifetime?
- **How are the familial relationships in the book?** Are they nurturing, or abusive, or

something else? Have relationships between family members changed over time?

- **Are romantic attachments in the book depicted realistically?** Is the romance good or bad for the characters? Why were the characters attracted to each other?
- **Who are the protagonists and antagonists of the story?** Why are there conflicts between these characters?
- **What advice would you give to a particular character** concerning a relationship he or she has with another character?
- **By the end of the book, what have the characters learned** about themselves, their relationships, and the world?

### Give ‘em the Pitch!

Young adult novels have invaded Hollywood. From *The Hunger Games* to *The Giver*, from *The Perks of Being a Wallflower* to *The Fault in Our Stars*, news about upcoming films based on YA novels fill the entertainment press. Your mission is to convince the studio suits that a Sequoyah book is ideal for conversion to the big screen. (NOTE: Writers sometimes have to pitch their books this way to publishers.)

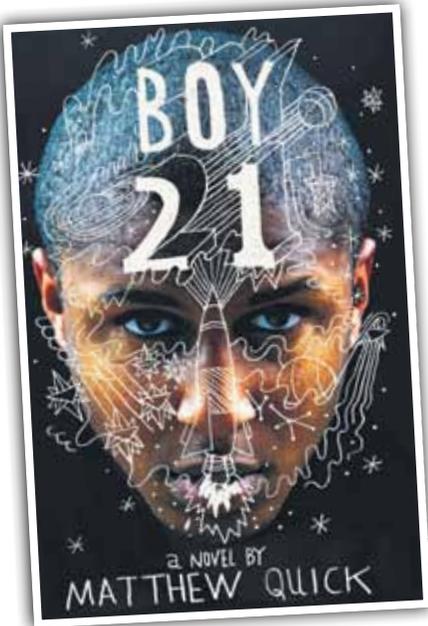
- **Write a one-sentence pitch (sometimes called a logline.)**

Look at this logline for Mario Puzo's novel *The Godfather*:

*A 1940's New York mafia family struggles to protect their empire from rival families as the leadership switches from the father to his youngest son.*

- **Write a one-paragraph pitch, adding some additional details from the book.**
- **Finally, write a two-paragraph pitch, further fleshing out the ideas and characters in the book.**

Author Nathan Bransford can give you more guidance with your pitches:  
<http://blog.nathanbransford.com/2010/05/one-sentence-one-paragraph-and-two.html>



Visit [bit.ly/1IYzFv9](http://bit.ly/1IYzFv9) to download the annotated high school masterlist, reading certificates, and a smorgasbord of promotional materials and ideas for Sequoyah titles, including *Boy21* by Matthew Quick.

Rebecca Spence, with the Norman Public Library, shares this video animation program she created to fulfill an assignment for library class at OU...

## **(How To) STOP MOTION with High School Sequoyah**

### **A video animation program for the High School Sequoyah booklist**

Teenagers in 9th to 12th grades will have the opportunity to participate in a stop-motion book trailer creation program and contest based around the 2014 OLA Sequoyah Book Award High School masterlist. This program is a series of workshops that can

be conducted in a public or school library setting. Participants will be expected to read at least one of the books on the list and learn to make a 1-5 minute stop-motion video about the book.

The project has three goals: to prompt teenagers to read grade-appropriate books; to introduce students to the basic principles of stop-motion animation; to encourage the use of 21st century technology to effectively interpret literary elements visually.

Participants will learn how to use Windows Movie Maker and online resources, such as StoryboardThat, and live-action techniques to create a stop-motion effect. Furthermore, by touching on the legal and ethical practices that must be observed, the program educates young adults about their responsibilities as a digital citizen.

Read "*Boy21: A Novel*" by Matthew Quick from the 2015 High School Sequoyah Masterlist. *Boy21* is a story of complexity and tragedy that brings two unlikely basketball players together, as they discover that social class and color has no significance in friendship or on the basketball court.

As you read the story, think about the visuals that you can highlight that captures the aesthetic of the book and the intention the author is trying to achieve. Consider what type of music might fit. Brainstorm how you want your stop motion animation to look. Examples: pictures, comic book style, highlighted words and phrases from the text that float and move across the screen, or scene reenactments.

Create your stop motion animation and share with your class.

Spies, Jane and Kristy Kilpatrick. 2014. "Book trailers." *LansdowneLibrary*. Accessed on April 20, 2014. <http://lansdownelibrary.wikispaces.com/Book+Trailers>.

A wikispace product that contains examples, links, and materials for creating a book trailer program at a school or library. Educators Spies and Kilpatrick provided step-by-step instructions any educator can use to plan, implement, and evaluate a book trailer class or workshop for teenagers.

Bass, Bill. February 22, 2013 "From inspiration to red carpet: elementary book trailer project." *Edutopia*. <http://www.edutopia.org/blog/film-festival-elementary-book-trailer-bill-bass>

Creative Commons. (n.d.). <http://creativecommons.org>.

A non-profit organization dedicated to developing and protecting creative efforts by allowing artists to regulate their own copyright-licenses through the Creative Commons regulations. This licence is free and open to the public to use and gives the creator the entitlement to designate how much, if any, of their work can be used, shared, and/or manipulated by others, such as at <http://www.flickr.com/creativecommons/>.

Phillips, Benjamin Reid, and David Harland Rousseau. 2013. *Storyboarding Essentials: SCAD Creative Essentials: how to translate your story to the screen for film, tv, and other media*. New York: Watson-Guptill. Search for the title at <http://rbdigital.oneclickdigital.com>.

The Savannah College of Art and Design offers solid instruction for the young filmmaker learning how to visually arrange images. This text provides a comprehensive guide to the set of skills that will be needed to understand translating ideas into visual logic.

Purves, Barry J. C. 2008. *Stop Motion: passion, process and performance*. Elsevier Science & Technology. <http://barrypurves.com/Stop-Motion>.

Purves shares his views and process of creating award-winning animations along with other artists of this craft. Those wishing to learn more about the animation and stop motion industry will find this insightful and inspirational.

StoryboardThat: the world's best online storyboard creator. 2014. <http://www.storyboardthat.com>.

This easy to use online tool allows users to create digital storyboards with simple, but helpful icons and image. By creating a digital storyboard, the user enjoys an interactive, educational experience using Web 2.0 technologies while also participating in a very important step in the video creation process.

Windows Movie Maker. (n.d.) <http://windows.microsoft.com/en-us/windows-live/movie-maker>. **Microsoft**.

This software enables users to create, edit, and publish videos from still images and videos, as well as adding voice and/or music files to the project. Computer users can download this software for free to make many different types of book trailers.



## Creative Commons Free Music

Freesound. <https://www.freesound.org/>

A collaborative database of Creative Commons Licensed sounds. Browse, download and share sounds.

Jamendo. <http://www.jamendo.com/en>

This is the largest platform for free music in the world. The Jamendo catalog is published under Creative Commons licenses that allow artists to publish their music and to preserve their rights, while providing users the freedom to download and share it.

Incompetech. <http://incompetech.com/>

Royalty free Creative Commons music. Requires credit.

Free Music Archive. <http://freemusicarchive.org/>

An interactive library of high-quality, legal audio downloads directed by WFMU, the most renowned freeform radio station in America.



# 2015 Sequoyah Book Awards Lessons + Activities

## Day Two:

Sequoyah Book Award Week focuses on the Intermediate Masterlist of books for grades 6-8.



Visit [bit.ly/1kC6na7](http://bit.ly/1kC6na7) on the web for background on this Oklahoma honor—the third oldest youth-choice literary award in the nation. You'll also find the masterlists, activities and promotional help to get your students reading and involved in selecting the next winning authors.

### Figuratively Writing

Figurative language is the use of words in an unusual or imaginative manner. “Joe is slow” tells readers the character is not in a hurry. “Joe is a turtle” does the same thing, and in much more expressive language. It also conjures a picture, as we can “see” how really slow Joe must be. Readers in the middle grades may notice that the metaphors, similes, and hyperbole in the books they are now reading are more colorful and abstract than in the books they read at a younger age. Craig Shriver's Grammer-Monster.com has great definitions and information on figurative language at [bit.ly/1vOxzYf](http://bit.ly/1vOxzYf).

- As students read Sequoyah books, have them keep a journal of their favorite examples of

figurative language from the stories. Have them identify the type of figurative language used (metaphor, personification, etc.) in each example.

### Let's Get Graphic!

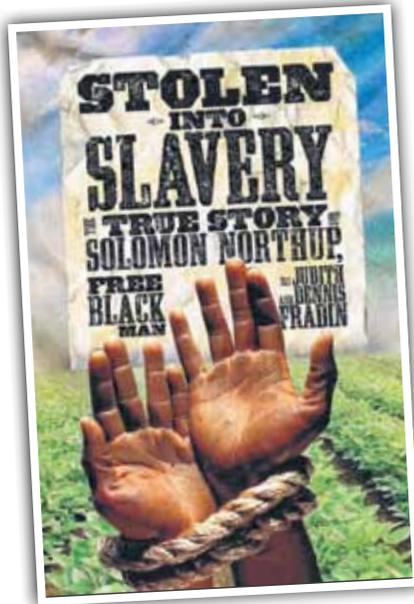
Have students or teams of students select a scene from a Sequoyah book, and then make a comic strip or storyboard depicting the scene. Tell them to think about the best way to depict the scene, including word choice and graphics. Following the activity, have a discussion where you ask:

- Why did they select their particular scenes?
- What challenges did they face translating the scenes into a graphic format?
- Would the book make for a good graphic novel or film? Why or why not?

### Reader's Theater

This activity involves students reading a script adapted from a book. It can help young people improve their speaking, writing and listening skills. Scholastic has a great webpage on Reader's Theater, listing tips on implementing a program, writing scripts, and performing: [bit.ly/1Aij5Ph](http://bit.ly/1Aij5Ph)





Visit [bit.ly/1IYzFv9](http://bit.ly/1IYzFv9) to find and download completed reader's theater scripts based on thirteen of the 2015 Intermediate Masterlist books, including *Stolen into Slavery* by Judith and Dennis Fradin.

## Lesson On...

### *Stolen Into Slavery: The True Story of Solomon Northup, Free Black Man*

By Judith Fradin and Dennis Fradin

#### Annotation:

*Solomon Northup was a free man until the moment he was tricked into leaving the State of New York, and subsequently kidnapped and forced into slavery. This is the story of his 12 years as a slave, a story filled with heartbreak and pain.*

#### Booktalk:

It is a well known fact that prior to 1863 many African Americans were kept as slaves. However, what is not so well known is that it was also a common practice to kidnap those who were free men, with free paper documentation, and sell them into slavery. This was such a common practice that many states enacted a law to locate and recover those who were free and kidnapped and sold into slavery.

This scenario is exactly what happened to Solomon Northup. Although a free man, Solomon was duped by two men, Merrill Brown and Abram Hamilton. These men told Solomon they would like to pay him as a violin player, an area in which Solomon was gifted. However, instead they drugged Solomon and sold him into slavery, solely for their own profit. Solomon spent twelve years as a slave, all the while never giving up once again being free and getting back to his wife and three children.

This story is the basis for the major motion picture, *Twelve Years A Slave*, and is riveting from beginning to end.

#### Social Studies:

Have students review the "Act to Protect the Free Citizens of this State from Being Kidnapped" referred to in Chapter 5.

[Passed May 14, 1840]

*The People of the State of New York, represented in Senate and Assembly, do enact as follows:*

- 1. Whenever the Governor of this State shall receive information satisfactory to him that any free citizen or any inhabitant of this State has been kidnapped or transported away out of this State, into any other State or Territory of the United States, for the purpose of being there held in slavery; or that such free citizen or inhabitant is wrongfully seized, imprisoned or held in slavery in any of the States or Territories of the United States, on the allegation or pretence that such a person is a slave, or by color of any usage or rule of law prevailing in such State or Territory, is deemed or taken to be a slave, or not entitled of right to the personal liberty belonging to a citizen; it shall be the duty of the said Governor to take such measures as he shall deem necessary to procure such person to be restored to his liberty and returned to this State. The Governor is hereby authorized to appoint and employ such agent or agents as he shall deem necessary to effect the restoration and return of such person; and shall furnish the said agent with such credentials and instructions as will be likely to accomplish the object of his appointment. The Governor may determine the compensation to be allowed to such agent for his services besides his necessary expenses.*
- 2. Such agent shall proceed to collect the proper proof to establish the right of such person to his freedom, and shall perform such journeys, take such measures, institute and procure to be prosecuted such legal proceedings, under the direction of the Governor, as shall be necessary to procure such person to be restored to his liberty and returned to this State.*

3. *The accounts for all services and expenses incurred in carrying this act into effect shall be audited by the Comptroller, and paid by the Treasurer on his warrant, out of any moneys in the treasury of this State not otherwise appropriated. The Treasurer may advance, on the warrant of the Comptroller, to such agent, such sum or sums as the Governor shall certify to be reasonable advances to enable him to accomplish the purposes of his appointment, for which advance such agent shall account, on the final audit of his warrant.*

4. *This act shall take effect immediately.*

## **Discuss this law with students and then ask the following questions**

- 1. What was the purpose of this law? Explain.**
- 2. When was this law passed? What part does this play into the life of Solomon Northup?**
- 3. Who was responsible for locating and freeing those free persons who had been kidnapped into slavery?**
- 4. List all of the people who played a key part in the freeing of Solomon Northup and explain the role played by each.**

### **Miscellany:**

***<http://docsouth.unc.edu/fpn/northup/northup.html>***

The electronic edition of the original *Twelve Years a Slave: Narrative of Solomon Northup, a Citizen of New-York, Kidnapped in Washington City in 1841, and Rescued in 1853*. Includes illustrations.

***[http://www.illinoisauthors.org/authors/Judith\\_Bloom\\_Fradin](http://www.illinoisauthors.org/authors/Judith_Bloom_Fradin)***

Includes biographical information of Judith Fradin, as well as a list of works.

***<http://freedomcenter.org/voice/solomon-northup-tour>***

The National Underground Railroad Freedom Center has a variety of resources, including the Solomon Northup Tour.



# 2015 Sequoyah Book Awards Lessons + Activities

## Day Three:

Sequoyah Book Award Week focuses on the Children's Masterlist of books for grades 3-5.



Visit [bit.ly/1kC6na7](http://bit.ly/1kC6na7) on the web for background on this Oklahoma honor—the third oldest youth-choice literary award in the nation. You'll also find the masterlists, activities and promotional help to get your students reading and involved in selecting the next winning authors.

### Who was Sequoyah and why does this famous book award honor him?

Have students research Sequoyah using the Britannica School online reference resource, free to all Oklahoma schools and libraries. To get free access to Britannica School and other reference databases from the Oklahoma Department of Libraries, visit: [www.odl.state.ok.us/prairie](http://www.odl.state.ok.us/prairie).

### Character Building, Part I

Dictionaries define "character" as "the combination of qualities or features that distinguishes one person from another." If we see a friend behaving in a way that

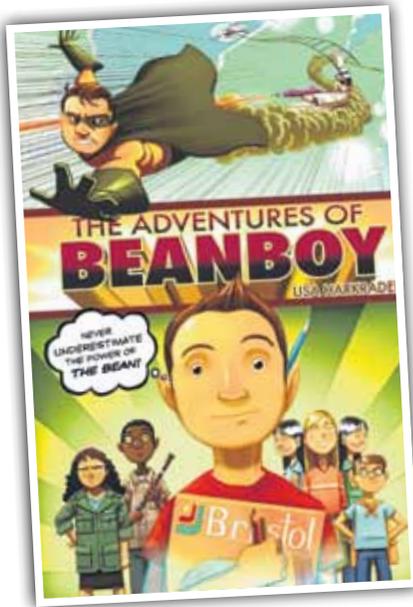
doesn't surprise us, we say that behavior is "characteristic" of her. (*Julie is always so kind. I'm not surprised she gave you a hug!*) If the behavior is surprising, we say the behavior is "uncharacteristic." (*I can't believe Julie was so mean! That's just not like her!*)

There are good character qualities—kindness, responsibility, loyalty, etc. And there are bad character qualities—selfishness, thievery, insensitivity, etc. Just as we all build our character traits as we grow into adulthood and continue to live, so do the people who populate books. There's a reason we call the fictional people in books "characters."

Have students list the main characters from a Sequoyah book, and have them consider the following questions, via writing or discussion:

- **How do the characters differ from each other?**
- **Do they have good character qualities or bad character qualities? Or both? What scenes in the book lead you to these conclusions?**
- **By the end of the book, have there been any changes in any of the characters? What were the changes?**
- **If the characters were real, which one would you want to have as a friend, and why?**





## Character Building, Part II

### Creating a comic book world

All authors create a world whether it is for books or comics. Authors get their ideas for their worlds from their own life and by observing others. Then they take what they see and translate it into words and pictures.

A comic book world is a fantastical place populated with character background information, a setting or place where the characters live, and a time period that is either parallel to our own or set in the past or future.

Have students read the Sequoyah book *The Adventures of Bean Boy* by Lisa Harkrader. Tucker MacBean is a fan of the comic superhero “H2O.” Throughout the book, Tucker has “case files” that describe other characters. These case files provide background information: the characters’ real names, their superpowers, where they live or work, their super weapon, and what their status is: whether they are good or they are evil. By providing this information, the reader can really develop a complete image of the characters in their head and start to relate to them on a personal level.

### Create characters to start building a Super Hero comic book world

On index cards, students can create characters by providing a name, status (good or evil or bystander or parent or friend, etc), if they have a super weapon, what their superpower is, what their real name is, and if they have a base of operation (like Superman’s “Fortress of Solitude” or Batman’s “Bat Cave”). Have students leave room to add more information to extend this exercise.

Other information students can provide later include personality traits: is the person friendly, mean, spiteful, hateful, generous, popular, shy, or happy? Physical descriptions of what characters look like can also be added later: the color of hair, eyes, and skin; is the character short or tall, thin or plump. To generate ideas, ask students to think of people they’ve seen. For instance, when going to the mall or playground, suggest students observe people and try to describe them. Have them write down what they see so they can use this information to build their own world.

Have students share their case files with the class.

### Extending the project

After students create their case files they can do the following to further extend the world they created:

- **Draw the characters, using the case files as a guide. Also, the case files can be updated or changed as the drawing develops.**
- **Start writing a story. Use the case files as a resource on what the characters can and cannot do. This is where the character’s superpowers and the villain’s super weapons information will come in handy. Students may also want to include the character’s weaknesses.**
- **Go online and create a comic book. There are several free online comic book applications. Students can also do what Tucker does in the book and use pen and paper, too!**

Make Beliefs Comicx: <http://www.makebeliefscomix.com/Comix/>. Terms of use is free print and online for K-12 schools with required attribution.

Marvel Create Your Own Comic: [http://marvel.com/games/play/34/create\\_your\\_own\\_comic](http://marvel.com/games/play/34/create_your_own_comic). Uses Marvel characters. Users can print and download (PDF), but must register to save work.

ToonDoo: <http://www.toondoo.com/>. Much more versatile. Requires registration.

Strip Generator: <http://stripgenerator.com/strip/create/>. Very versatile. Requires registration.

Teachers, take time to read the Terms and Conditions for each comic site, as they apply to your school.



# 2015 Sequoyah Book Awards Lessons + Activities

## Day Four:

Materials and ideas to promote the Sequoyah reading program, and a bonus lesson on picture books!



Visit [bit.ly/1kC6na7](http://bit.ly/1kC6na7) on the web for background on this Oklahoma honor—the third oldest youth-choice literary award in the nation.

### Promoting Sequoyah

Reading for pleasure is the best way for young people to develop a lifelong habit of reading. Each year, the Oklahoma Library Association's Sequoyah teams select books for three masterlists targeting three age groups: children (grades 3-5), intermediate students (grades 6-8) and high schoolers (grades 9-12). The teams then develop a wealth of materials and ideas.



Visit [bit.ly/1IYzFv9](http://bit.ly/1IYzFv9) to download the masterlists and a smorgasbord of promotional ideas:

- **Annotations and Booktalks**—Annotations are brief and written to entice students with a good hook. Booktalks are designed for presentations to an audience or class.
- **Reviews, Awards, and Honors** for books on the masterlists
- **Author websites** for selected titles
- **Downloadable Bookmarks and Reading Certificates**

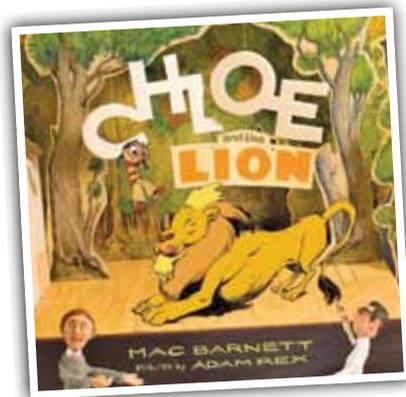
- **Reader's Theater Scripts** for grades 6-8
- **Not Quite Sequoyah Books**—There are only 15 titles on each masterlist. These books didn't quite make it—although, in an alternate universe, they did!—but are still worthy of introduction to your students.

### Did You Know?

The Oklahoma Library Association also honors picture books that have made a significant contribution to the field of literature for children ages pre-school to the third grade. The Donna Norvell Oklahoma Book Award is named for the children's services librarian who worked at the Oklahoma Department of Libraries from 1992 to 2004.

The 2014 Norvell book is *Chloe and the Lion*, by Mac Barnett, illustrated by Adam Rex. In the book, author Barnett clashes with illustrator Rex over creative differences. (Barnett writes "Lion," but Rex thinks a "Dragon" would be

much better!) During the debate between author and illustrator, readers of all ages are given privy to what it takes to create a successful picture book.



## Activity Ideas for Chloe and the Lion

- Have students each write their own story and have another student illustrate it. Is the author surprised at how the illustrator depicted the story?
- Cover up the speech bubbles in Chloe and the Lion and have students write their own conversation.
- Have students make their own Claymation story! Use salt dough and have students make their own self-portrait figurine using ideas from the book. Students then can create a setting with a shoebox diorama.
- Now that you have clay characters that you can move around within the setting, you can make a stop action video! Use a video camera with a timer so you will be able to stop every three seconds to create the illusion of motion.



### Your Kids Can Do It: Quick, Free, and Easy Stop-Motion Videos:

[http://www.scholastic.com/teachers/top\\_teaching/2011/05/your-kids-can-do-it-quick-free-and-easy-stop-motion-videos](http://www.scholastic.com/teachers/top_teaching/2011/05/your-kids-can-do-it-quick-free-and-easy-stop-motion-videos)

Chloe and the Lion book trailer: <https://www.youtube.com/watch?v=m-QLaSrY11o>

Mac Barnett's website: <http://macbarnett.com>

Adam Rex's website: <http://www.adamrex.com>