



## OLENTANGY SCHOOLS LITERATURE SELECTION REVIEW FORM

### LOCATION

Building(s): OBMS

Classes/Grade Level(s): Grade 7

### ABOUT THE BOOK

Selection Title/Author: *Dreamland Burning* by Jennifer Latham

Genre: historical fiction

Lexile Reading Level: 890

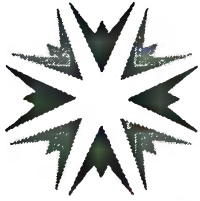
Total number of pages: 400

<p><b>Book Summary (abbreviated, bulleted list or link to a book summary)</b> When seventeen-year-old Rowan Chase finds a skeleton on her family's property, she has no idea that investigating the brutal century-old murder will lead to a summer of painful discoveries about the present and the past.</p> <p>Nearly one hundred years earlier, a misguided violent encounter propels seventeen-year-old Will Tillman into a racial firestorm. In a country rife with violence against blacks and a hometown segregated by Jim Crow, Will must make hard choices on a painful journey towards self discovery and face his inner demons in order to do what's right the night Tulsa burns.</p>	<p><b>Potentially Objectionable Content (list all categories and at least one example, referenced with a page or chapter number)</b></p> <p>Drinking/smoking: N/A</p> <p>Sex: Pages 180-182 reference to sexual activity</p> <p>Language: Page 10: Racial slurs used (Throughout the book to depict and reflect the racism from the time period).</p> <p>Violence: N/A</p> <p>Other trauma inducing content: N/A</p>
<p><b>Book Reviews (1-2 link(s))</b> <i>Note: teacher is not responsible for broken links</i> Kirkus Review for <i>Dreamland Burning</i></p>	

### ABOUT THE CLASS

**Rationale for the Literature Selection (in addition to standards):** (To be completed by the teacher or team)

This book is used for its high student engagement and the ability to make connections between the past and present in ways that facts and dates sometimes obscure. The author has completed



years of credible and reliable research to narrate the historical event in a respectful and honest manner. It presents historical facts mixed with a fictional story with protagonists in which middle schoolers can engage.

**The Ohio Department of Education ELA Standards (list priority standards *only and* abbreviations of the main ideas of the priority standards) [Link to Ohio's ELA Standards](#)**

**RL7.9:** Compare and contrast a fictional portrayal of a time, place, or character and historical account of the same period as a means of understanding how authors of fiction use or alter history.

**RL7.6:** Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.



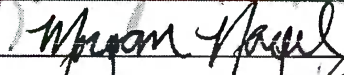

**W7.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

## ALTERNATIVE TEXTS

What alternative texts would allow students to meet the same objectives? (1-2 texts, title/author; **Note:** these texts must also have lit. reviews forms associated with their selection)

1. Salt to the Sea by Ruta Sepetys
2. They Went Left by Monica Hesse

**SIGNATURES** (embedded jpegs of authentic signatures are fine OR download/print form and obtain traditional signatures)

Teacher:  Date: 2/15/24  
Department Chair:  Date: 2/15/24  
Building Principal:  Date: 2/15/24  
District Curriculum Administrator:  Date: 2/23/24