



OLENTANGY SCHOOLS LITERATURE SELECTION REVIEW FORM

LOCATION

Building(s): Olen tangy Liberty High School

Classes/Grade Level(s): English 11

ABOUT THE BOOK

Selection Title/Author: *Angel of Greenwood* by Randi Pink

Genre: Historical fiction

Lexile Reading Level: 770L

Total number of pages: 304

Book Summary (abbreviated, bulleted list or link to a book summary)

Summary from GoodReads:

Seventeen-year-old Isaiah Wilson is, on the surface, a town troublemaker, but is hiding that he is an avid reader and secret poet, never leaving home without his journal. A passionate follower of WEB. Du Bois, he believes that black people should rise up to claim their place as equals.

Sixteen-year-old Angel Hill is a loner, mostly disregarded by her peers as a goody-goody. Her father is dying, and her family's financial situation is in turmoil. Also, as a loyal follower of Booker T. Washington, she believes, through education and tolerance, that black people should rise slowly and without forced conflict.

Though they've attended the same schools, Isaiah never noticed Angel as anything but a dorky, Bible toting

Potentially Objectionable Content (list all categories and at least one example, referenced with a page or chapter number)

Racist violence / hate crime / mass casualty

- Chapters 41-52 – the massacre arc
- Example: The mob attack on Greenwood (arson, gunfire, killings, forced flight) during the night of May 31–June 1, 1921; homes and businesses burn; families are separated and people are killed.

Arson / property destruction / looting

- Chapters 41-52 – the massacre arc
- Example: Multiple scenes of buildings set on fire and neighborhoods destroyed during the attack.

Death / grief / serious illness

- Chapters 41-52 – the massacre arc
- Example: References to illness in Angel's family and deaths during the massacre; grief is a recurring theme.

Racism / racial slurs / discrimination (implied or referenced)

- Chapters 41-52 – the massacre arc
- Example: Systemic anti-Black racism contextualizing the massacre, specific racial slurs mentioned



church girl. Then their English teacher offers them a job on her mobile library, a three-wheel, two-seater bike. Angel can't turn down the money and Isaiah is soon eager to be in such close quarters with Angel every afternoon.

But life changes on May 31, 1921 when a vicious mob storms the community of Greenwood, leaving the town destroyed and thousands of residents displaced. Only then, Isaiah, Angel, and their peers realize who their real enemies are.

Violence (non-graphic descriptions)

- Chapters 41-52 – the massacre arc
- Example: Reports of assaults, gunfire, injuries, and destruction connected to the attack.

Teen romance

- Chapter 29 onward
- Example: Kissing and affectionate scenes between Angel and Isaiah; no explicit sexual content.

Book Reviews (1-2 link(s)) *Note: teacher is not responsible for broken links*

<https://www.supersummary.com/angel-of-greenwood/summary/>

ABOUT THE CLASS

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

Angel of Greenwood will act as the primary anchor text in a unit focused on narrative nonfiction and historical fiction. This text introduces students to the Tulsa Race Massacre of 1921 through the experiences of two fictional teenagers, Angel and Isaiah, whose stories emphasize themes of responsibility, community, and resilience. The broader context for the junior curriculum involves a year-long exploration of the American Dream: its promises, the individuals it encompasses or marginalizes, and the evolution of these ideals over time. Later in the academic year, students will engage with *The Great Gatsby*, analyzing the American Dream through the perspective of wealth and disillusionment in the 1920s. By placing these texts together, a clear contrast emerges: two interpretations of prosperity and potential within the same decade.

This novel allows students to deepen skills that are essential in the 11th grade curriculum, including textual analysis, understanding the author's craft, historical context, and argumentation, in a manner that is more engaging and accessible compared to several other historical fiction novels.



The dual-point-of-view narrative is effective for teaching about the author's choices (RL.11-12.3, RL.11-12.5). Students will examine how Randi Pink juxtaposes Angel's admiration for Booker T. Washington with Isaiah's loyalty to W.E.B. Du Bois, and synthesis discussions will be supplemented with poetry studies of both authors.

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](#)

1. CCSS.ELA-LITERACY.RL.11-12.5

Analyze how an author's choices concerning how to structure specific parts of a text (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 structure and meaning as well as its aesthetic impact.

2. CCSS.ELA-LITERACY.W.11-12.4

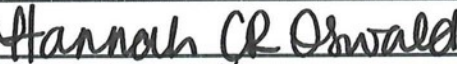
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

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. *To Kill a Mockingbird* – Harper Lee
2. *Their Eyes Were Watching God* – Zora Neale Hurston

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

Teacher:  Date: 9/23/25
ELA Department Chair:  Date: _____
Building Principal:  Date: 9/24/25
District Curriculum Administrator:  Date: 9/26/25