

NOVEL/BOOK-LENGTH WORK (Fiction, Non-Fiction, Drama) PROPOSAL - Dreamland Burning

Proposal Request Information

Prior to filling out this form, please read the [Novel Adoption Proposal Checklist](#) (scroll down to novel section) with pertinent policies regarding novel selection and adoption.

FOR DISTRICT USE ONLY FINAL COMMITTEE RECOMMENDED APPROVAL GRADE LEVELS:	9th - 12th
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Section I

To be filled out by requesting educator:

Ia. REQUESTOR AND REVIEW TEAM INFORMATION

School	RCHS	
Date	8/24/22	
Requesting Educator Name	Karen Whitney	
Requesting Educator Email	kwhitney1@dcsdk12.org	
Novel Adoption School Process Manager Name	Jason Parker	
Novel Adoption School Process Manager Email	japarker@dcsdk12.org	
Proposal Review Team Member	Reviewer's Name	Contact Information - email
District Coordinator	Debra Yarcho	dyarcho@dcsdk12.org
Colleague	Bryan Winkelman	bryan.winkelman@dcsdk12.org
Parent #1	Kristin London	klondon@dclibraries.org
Parent #2	Victoria Parker	vvparker5@gmail.com

Ib. BOOK INFORMATION

Title of proposed book	Dreamland Burning
Author (s)	Jennifer Latham
Publisher	Little, Brown Books for Young Readers
Edition	paperback

ISBN number	9780316384933
Copyright date	2017
Course and/or subject area in which work will be used	English Language Arts
Grade level(s)	9-12
Lexil Level Score (If you are unsure, please visit https://hub.lexile.com/fina-a-boo k/search)	890L
Dates the book information was displayed at the school and posted on the school's website (2 week min.)	9/6/2022
Date the book was communicated to the School Accountability Committee?	9/7/2022

Ic. NOVEL DESCRIPTION

A story that spans more than a century, *Dreamland Burning* starts a mystery when seventeen-year-old Rowan Chase finds a skeleton buried on his property. This is more than a regularly murder mystery, however, for the story this body tells ties into the 1921 Tulsa race riot, exposing bare the volatile state of race relations of the time and casting light on where they are today.

Id. ALIGNMENT WITH DCSD'S CURRICULUM

Please write a detailed description of how the novel **aligns to DCSD's Curriculum - Colorado Academic Standards (CAS) and Essential Skills:**

Grade Level Expectation:

1. Interpret and evaluate complex literature using various critical reading strategies.

Use Key Ideas and Details to:

- Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (for example: where a story is set, how the action is ordered, how the characters are introduced and developed). (CCSS: RL.11-12.3)

Use Craft and Structure to:

- Analyze how an author's choices concerning how to structure specific parts of a text (for example: 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. (CCSS: RL.11-12.5)
- Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (for example: satire, sarcasm, irony, or understatement). (CCSS: RL.11-12.6)

Ie. RECOMMENDATIONS

Three recommendations, referrals or reviews must be included. Please use professional reviews (reviews from the School Library Journal, Kirkus, Booklist, Publisher's weekly etc.). The District Library Media Center will be happy to direct you to these sources. List the sources of the reviews below and attach copies of all reviews.

Review #1

After the remains of a skeleton are found in her Tulsa, OK, backyard, 17-year-old Rowan Chase becomes consumed with finding out the story behind the death. As she digs into the mystery, Rowan's contemporary perspective alternates with that of another Tulsa teen: Will, a 17-year-old in the 1920s. Though separated by decades, the characters' lives intersect as the mystery of the skeleton unfolds in both time periods. Race, social inequalities, and entitlement are subjects the teens grapple with as they enter adulthood, Rowan in the current day and Will during the Tulsa race riots of 1921. Latham's enthralling, expertly paced plot will keep readers engaged, and the detailed imagery creates a strong sense of place in both time periods. The occasional mature language is deftly integrated and realistic for both the situations and the protagonists, who are relatable and well-developed. (School Library Journal, Gr 8-Up)

Review #2

The discovery of a skeleton connects the lives of two teens, a century apart, with the brutality and terror of the 1921 Tulsa race riots. After 17-year-old Rowan Chase finds a skeleton in an outbuilding on her family's property in Tulsa, Oklahoma, she sets out to investigate. Almost 100 years earlier, in Jim Crow-era Tulsa, 17-year-old Will Tillman finds himself at the center of violence and lawlessness on the night whites looted and burned Greenwood, a thriving African-American community within the city. In all, 35 blocks and nearly 1,300 homes and businesses were destroyed; 8,000 black Tulsans lost everything they owned; and at least 300 people died. Will is white and Osage. Like Will, Rowan is biracial (African-American and white). She comes from a wealthy family and must face her own class privilege as well as uncomfortable parallels between the century-old murder mystery she's trying to solve and present-day race relations in her community and the nation as a whole. Alternating narration chapter by chapter between Rowan and Will, Latham presents a fast-paced historical novel brimming with unsparing detail and unshakable truths about a shameful chapter in American history. For more than 50 years, Tulsa's schoolchildren didn't learn about the race riot, and many outside of Tulsa remain unaware today. This masterfully told story fills this void. An unflinching, superbly written story about family, friendship, and integrity, set during one of America's deadliest race riots. (author's note) (Mystery/historical fiction. 14-18) (Kirkus Reviews, November 1, 2016)

Review #3

Rowan wants to enjoy one day of summer before her internship begins, but that ends when contractors working on her house find a skeleton in an outbuilding. Suddenly she's caught up in the mystery of

who the dead man was, why he was killed almost a century before, and how his death relates to a brutal race riot that wiped out the black Tulsa neighborhood of Greenwood in 1921. Latham masterfully weaves together the story of two well-off, mixed-race teenagers—Rowan, in the present, and Will, who lived in Tulsa in 1921—in this fast-paced, tension-filled look at race, privilege, and violence in America. Both struggle to do the right thing, even as Rowan tries to look past her family’s wealth, and as the Klan begins to bear down on Will and his family. Latham skillfully uses the chapter-by-chapter narrator switch to ratchet up tension, all the while keeping readers guessing as to the true identity of the skeleton and to the ultimate fate of Will and the friends he helps save. This timely story gives readers an unflinching look at the problem of racism, both past and present, while simultaneously offering the hope of overcoming that hatred. Grades 8-11 (Reviewed 11/15/2016) (Booklist, vol 113, number 6, p49)

SECTION II: Review Team Information

Each review team member will complete an individual section for a formal review of the book based on your stakeholder perspective. All members of the site review team **MUST read** the proposed novel/book **prior submission to the Curriculum, Instruction and Assessment Director.**

IIa. EVALUATION of Book (to be completed by requesting educator) Karen Whitney

The proposed novel...	Y/N	Examples/Justification Please be specific and give examples when applicable
is appropriate for the following grade level(s) 9-12	Y	Historical fiction with teen characters. Reading level and content appropriate for High school students
requires parent permission for students to read the book?	N	Not necessary. Historical fiction. Young adult novel
allows students to create meaning and make relevant connections to other knowledge and experience	Y	Students can connect to what they know about history and learn new concepts that they do not know. They can also connect to the challenges and successes the teenagers encounter throughout the text. Interesting perspectives about the impact of race throughout history and today.
actively engages students through the text	Y	Engaging story that vacillates between a fictional story and real events from history.
Gives an opportunity for all students to access	Y	Teen reading level. Content and reading level appropriate for High school students
Is in alignment with Board File ADB on Education Equity , AND contributes to an inclusive culture for all students?	Y	Diverse perspectives and stories.
Recommend novel for adoption	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

IIIb. EVALUATION of Book (to be completed by District Coordinator) Debra Yarcho

The proposed novel...	Y/N	Examples/Justification Please be specific and give examples when applicable
is appropriate for the following grade level(s)	Y	Content and reading level appropriate for high school students
requires parent permission for students to read the book?	N	No, this book is appropriate for 9-12 grade levels
allows students to create meaning and make relevant connections to other knowledge and experience	Y	Author includes different points of view and narrates between the past and present time.
actively engages students through the text	Y	The style of alternating point of view is very engaging and keeps readers actively engaged.
Gives an opportunity for all students to access	Y	
Is in alignment with Board File ADB on Education Equity , AND contributes to an inclusive culture for all students?	Y	This novel includes diverse perspectives and stories.
Recommend novel for adoption	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

IIc. EVALUATION of Book (to be completed by a colleague) Bryan Winkelman

The proposed novel...	Y/N	Examples/Justification Please be specific and give examples when applicable
is appropriate for the following grade level(s)	Y	Teenage narrators and language make this YA novel appropriate for high school students.
requires parent permission for students to read the book?	N	No ... this was one of our high school Battle of the Books titles from a few years ago and was deemed appropriate for all grade levels.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	Really great double narrative that tells about a little known historical event through the lens of a teenager and connecting it to a modern day story about the long-term consequences of that event through a teenage viewpoint; appropriate for history and language arts classes.
actively engages students through the text	Y	Combines history, mystery, thriller and social commentary in a story that will engage readers from beginning to end.
Gives an opportunity for all students to access	Y	Different viewpoints and narrative voices allow for multiple points of connection.
Is in alignment with Board File ADB on Education Equity , AND contributes to an inclusive culture for all students?	Y	Variety of perspectives and overall message about the long-term impacts of racism make for a powerful message.
Recommend novel for adoption	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

IId. EVALUATION of Book (to be completed by Parent #1) Kristin London

The proposed novel...	Y/N	Examples/Justification Please be specific and give examples when applicable
is appropriate for the following grade level(s)	Y	YA(young adult/technically gr.7-12) book; appropriate for high school reading level and content
requires parent permission for students to read the book?	N	YA labeled book; there are a few instances of language, namely ethnic slurs, but is fitting to situations in the story.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	This book features teen characters with family and friend relationships that students can relate to. Students can learn about the historical event of the 1921 Tulsa race riot, and explore/make connections to concepts/themes of privilege, racism, integrity as characters in the past and present deal with their circumstances.
actively engages students through the text	Y	This is an historical fiction novel melded with a mystery, which makes for an interesting but also attention-grabbing and fast-paced story. It's a dual-narrative, taking place in different time settings, which is engaging.
Gives an opportunity for all students to access	Y	Reading level and content accessible for high school students.
Recommend novel for adoption		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

IIe. EVALUATION of Book (to be completed by Parent #2) Victoria Parker

The proposed novel...	Y/N	Examples/Justification Please be specific and give examples when applicable
is appropriate for the following grade level(s)	Y	The word choice and story telling style should be reasonable for most students.
requires parent permission for students to read the book?	Y	There is use of the “N” word that I think some parents might object to.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	The story shows race relations across two very different time periods.
actively engages students through the text	Y	The book is excellent and will draw them into the story while still showing the struggle of black americans.
Gives an opportunity for all students to access	Y	Both of the main characters in the book experience life changing events that alter their perspectives on race relations. I believe that all children can relate to a story where characters are proven that their initial thoughts/actions/assumptions are wrong and that there is always redemption in change.
Recommend novel for adoption		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

SECTION III: Requestor/Educator & District Coordinator Level Process Review

IIIa. Grade Level Recommendations (to be collaborated on between Requesting Educator & District Coordinator based on recommendations made by the review team)

Place initials in the columns indicating level of recommendation. Complete by initialing for every grade level indicated on the chart below. Please include justification if necessary for the level(s) of recommendation below the chart.

Note: If approved by the Board of Education, this novel can be used by all educators in DCSD. Please consider the use of this book for all PK-12 grades, not just the grade or content you teach.

Grade level	Recommended	Recommended: Requires parent notification and consent: The novel/book may contain some mature content and themes	Not Recommended: Content inappropriate for grade level(s)
PK/K			
1			
2			
3			
4			
5			
6			
7			
8			
9	DY, KW		
10	DY, KW		
11	DY, KW		
12	DY, KW		

IIIb. CIA PROCESS REVIEW

	Director of Library Programming
Sections I & II are complete.	TK
Building administrator has reviewed the proposal.	TK
The novel was on display at the school for two weeks.	TK
Information about the novel was available on the district's and school's website for two weeks prior to being submitted to the district coordinator.	TK
Information about the novel was shared with the School Advisory Council.	TK

SECTION IV: District Level Process Review

IV. DISTRICT LEVEL REVIEW (to be completed by the Director CIA)

	CIA Director Initials
The novel adoption process has been followed.	EM
The novel was displayed in the school that is making the request.	EM
The novel was displayed on the district website prior to approval.	EM
Notice was provided and the novel was available in the district office for two weeks prior to approval.	EM
Does the District Coordinator and review team support adoption of this book?	EM

SECTION V: Signatures/Approvals

Va.

Does the evaluating <i>Educator</i> recommend adoption of this book?	YES	NO
Date <u>Oct 24 2022</u>	<input checked="" type="checkbox"/>	
Evaluating Educator Signature <u>Karen Whitney</u>		

Vb.

Does the evaluating <i>Colleague</i> recommend adoption of this book?	YES	NO
Date <u>Oct 24 2022</u>	<input checked="" type="checkbox"/>	
Evaluating Colleague Signature <u>Bryan Winkelmann</u>		

Vc.

Does the evaluating <i>Parent #1</i> recommend adoption of this book?	YES	NO
Date <u>Oct 24 2022</u>	<input checked="" type="checkbox"/>	
Evaluating Parent (#1) Signature <u>Kristin London</u>		

Vd.

Does the evaluating <i>Parent (#2)</i> recommend adoption of this book?	YES	NO
Date <u>Oct 24 2022</u>	<input checked="" type="checkbox"/>	
Evaluating Parent (#2) Signature <u>Victoria Parker</u>		

Ve.

Does the evaluating educator's <i>Administrator</i> recommend adoption of this book?	YES	NO
Date <u>Oct 24 2022</u>	<input checked="" type="checkbox"/>	
Administrator Signature <u>Jeff Eary</u>		

Vf.

Does the District Coordinator certify that the information on this form accurately reflects the process followed at the site.	YES	NO
Date <u>Oct 24 2022</u>	<input checked="" type="checkbox"/>	
District Coordinator Signature <u>Debra Yarcho</u>		

Vg.

Does the CIA Director support adoption of this book?	YES	NO
Date <u>Oct 25 2022</u>	✓	
CIA Director Signature <u>Erica Mason</u>		

SECTION VI: Superintendent's Approval

SUPERINTENDENT'S APPROVAL

Does the Superintendent approve adoption of this book?	YES	NO
Date <u>Oct 27 2022</u>	<input checked="" type="checkbox"/>	
Superintendent Signature <u>Erin Kane</u>		

SECTION VII: Board of Education Approval

BOARD OF EDUCATION APPROVAL

Does the Board of Education approve adoption of this book?	YES	NO
Date _____		
Board of Education Signature _____		

OFFICE USE

	DATE	INITIALS
Approved novel list updated (including recommended grade level)		
Approved form with BOE signatures scanned to CIA folder on District server		