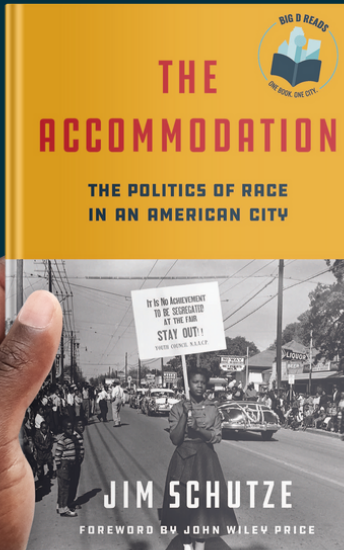




HIGH SCHOOL READER'S GUIDE



The book you hold in your hand is a conversation starter. A conversation that should include diverse voices and perspectives and space for vulnerability, courage, and reflection.

This is an opportunity to learn from one another and encourage others to tell their stories. We encourage you to read this book in community with others.

Discussion Questions:

1. What do you know about the author, Jim Schutze, and the history of the book itself?
2. Identify a statement in the book that you can argue is Schutze's thesis for his text.
3. What are Jim Schutze's supporting arguments for his claims?
4. How is the mayor characterized? The police? The bombers? The blue ribbon jury? Are there other characters? What roles do they play in the narrative?
5. What are some multimodal elements Schutze could have added to better inform his readers?
6. What are the names of major highways in the city of Dallas? Who are these men?
7. What is "Eminent Domain"? How is it utilized in a government? What are some positives and negatives of these policies?

Critical Thinking Questions:

1. How do you think the history of what you read is reflected in the neighborhoods that you live in today? Are there concrete events or policy decisions that shaped the Dallas that you know that were outlined in the book? Where can we see the effects of the Dallas developers' decision today?



Critical Thinking Questions, cont.

2. Define “quality of life.” Who has a right to it? Were some citizens in the book denied a “quality of life”? If so, how were they denied?
3. What is the profile of a “civically engaged citizen”?
4. Who are the decision makers in the book? How do you think this has evolved today?
5. Define what is meant by the “Dallas way.”
6. Analyze the way Schutze lays out his narrative. Did he use specific techniques or what do you wish he had done differently?

Key Passages:

Please read, consider and comment upon some of the following key passages.

- Need for a Compromise 18-19, 24-25, 28-29, 93-94
- Compromises Made 96-105, 162-163
- Effects of the Compromise 180-186, 222-231, 241-243

Activities:

What will/can you do after reading the book?

1. Identify and reach out to a “sister” school or organization to build interdependent relationships with a school that does not demographically (i.e. race, ethnicity, class, religion, etc.) look like yours. In what ways can both benefit from this relationship? Plan an activity together.
2. Build a demographic map of your current school and build a demographic map of your school in 1971 (or pick another relevant time in the book). Analyze to infer cause-effect relationships.
3. Choose a building in Dallas with historical significance in the book (such as a Fair Park building) and create a diorama or creative piece inspired by it (to scale if your class works cross-curriculum with engineering or math).
4. Prepare interview questions for Dallas natives and attend a Dallas Library “Reader’s Theatre” or “Human Library” to hear first hand accounts of life in Dallas from multiple types of Dallas native sources. Interview a participant and write about your experience.
5. Create multimodal elements to defend the claims in Schutze’s books. i.e. demographic maps of neighborhoods, a timeline.
6. In an essay, pick a few major decision makers from the following list and then compare and contrast the pressures that may have caused them to make their decisions. Be sure to outline what major decisions/actions each individual or group made.
 - a. Dallas Citizen’s Counsel
 - b. Mayor of Dallas
 - c. Business leaders and policies that ultimately displaced African Americans from their homes as neighborhoods were redeveloped.