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**HISTORY**  
CENTER

# Tulsa Race Massacre

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1-Day Lesson

OHS Education 2021

## Tulsa Race Massacre 1-Day Lesson Plan

### Standards addressed:

<b>Grade 3:</b>	Content Standards 1.5; 2.1; 3.1; 3.2
<b>Grade 6:</b>	Content Standard 5.2
<b>Grade 9 Oklahoma History</b>	Content Standard 5.2
<b>High School Psychology</b>	Content Standard 6
<b>High School Sociology</b>	Content Standards 2.1, 2.5, 2.6, 3.2, 4.2, 5.3, 6.2, 8.2, 8.4, 8.5
<b>Grade 11 US History</b>	Content Standards 4.1
<b>World Human Geography</b>	Content Skills 3.3, 3.4, 7.3

### Practices addressed:

- Analyze and Address Authentic Civic Issues
- Read Critically and Interpret Informational Sources

### Objective:

This multi-tiered lesson will help students answer the following questions/themes regarding the events in the Greenwood District in Tulsa, Oklahoma, in 1921:  
What happened? Why/How did this happen? What happened after? What do we do in order to prevent similar happenings and heal now?

**Time needed:** one class period

### Supplies needed:

*Up from the Ashes* by Hannibal B. Johnson  
Smartboard and internet access (for older students)  
Handout or paper, pencil

### Vocabulary:

Different	Community	Property	Respect	City/Urban
Industry	Neighborhood	Timeline	Courage	Landmark
Culture	Economy	Population	Resources	Entrepreneur
Rights	Equality	Media	Discrimination	



Point of View	Segregation	Cultural Perspective	Race Relations Tulsa
Race Riot	Primary Sources	Secondary Sources	Cause and Effect
Massacre	Riot		

**Lesson Starter:** What is the difference between a riot and a massacre? (Discuss, write answers on the board)

Define the terms, connecting them with modern national or local events that the students are familiar with. After a quick discussion, tell them there was an incident in Oklahoma state history; in 1921 in a Tulsa neighborhood known as the Tulsa Race Massacre.

**For older students,** you can show photos on the smartboard, as well as listen to a short account of the riots by people who were there. (Excerpts of *Black Wall Street – Before They Die*, 6:31; may want to preview for racial language content) [https://www.youtube.com/watch?v=l\\_da-tHaXKU](https://www.youtube.com/watch?v=l_da-tHaXKU)

**Plan: Read Hannibal B. Johnson’s *Up from the Ashes* aloud to the class.**

**Assignment/Activity:** After reading the book, ask the students the following: (Elementary)

- What kind of place was Greenwood before the massacre?
- Why do you think that the massacre happened?
- What happened after the massacre was over?
- What are some things that we can do today to prevent this from happening again?
- How do we help the Greenwood community of Tulsa heal?

**For older students,** they can write the answers in complete sentences, discuss in groups, or as a class.

- What kind of place was Greenwood before the massacre?
- Why/how did people move to Greenwood?
- Why do you think that the massacre happened?
- Besides the rumors of what happened to Sarah, what else may have contributed to the violence?
- What happened in Greenwood after the massacre was over?
- What do you think would have happened if the technologies of today were present during this time? (television, social media, etc.)
- Do you think this event should be considered a riot or a massacre? Why?
- How do we help the Greenwood community of Tulsa heal?



**Watch:** Dr. Olivia Hooker’s interview (survivor)

<https://www.youtube.com/watch?v=bab3nZro4qE>

**Review/Assessment:**

Short discussion or writing activity of reflection expanding on the question “What are some things that we can do today to prevent something like this from happening again?”

**Extension Activities**

**Project** - Have your students create a timeline about the changes in the Greenwood area beginning in 1900 through the present using historical images they have found or drawn. This can be done on a wall in the classroom, the hallway, or on a large poster board. Each student gets a year or specific event, making this a larger as a class project. Have students not only use photos or drawings, but explain what their images are and what those images meant at the time. (Expand by assigning a research project where they examine primary sources, photos, and oral histories.) Students can then reflect on the whole incident in reference to what was going on in the world during that time and see how much (or how little) some things have changed since then.

**ELA/Art** - Have the students write a poem about the Tulsa Race Massacre, with an emphasis on healing. Have each student present their poem to the rest of the class, or draw a picture/poster of their reactions and reflections.

**For further information:**

*The Encyclopedia of Oklahoma History and Culture, “Tulsa Race Massacre”*

<http://www.okhistory.org/publications/enc/entry.php?entry=TU013>

Tulsa Historical Society <https://www.tulsahistory.org/exhibit/1921-tulsa-race-massacre/>

Greenwood Cultural Center <https://greenwoodculturalcenter.com/1921-tulsa-race-massacre>

