

## The Curious Case of All-Black towns

Inquiry Design Model (IDM) Blueprint™

**Prior to implementing this lesson plan and its primary sources, review “Selecting Primary Sources: Criteria for Classroom Use” to determine if these selections are appropriate for your classroom. Many sources are included so that instructors may select based on their knowledge of their students.**

<https://primarysourcenus.org/2012/04/selecting-primary-sources-criteria-to-consider/>

Compelling Question	What caused many African Americans to come together and create All-Black towns in Oklahoma during the late 1800s?
Standards and Practices	<p><b>OKH.5.2</b> Examine multiple points of view regarding the evolution of race relations in Oklahoma, including:</p> <p><b>A.</b> growth of All-Black towns (1865-1920)</p> <p><b>Practice 3. Acquire, Apply, and Evaluate Evidence</b> Students will utilize interdisciplinary tools and master the basic concepts of the social studies in order to acquire and apply content understanding in all related fields of study.</p>
Staging the Question	Boley Rodeo photo, <a href="https://gateway.okhistory.org/ark:/67531/metadc659268/">https://gateway.okhistory.org/ark:/67531/metadc659268/</a> and introduce Boley as an All-Black town. Teacher will ask students what they know about Oklahoma’s All-Black towns. Teacher will explain All-Blacks towns offer an example of one of the solutions African-Americans devised in the face of profound challenges in the late 1800s and early 1900s.
<b>Supporting Question 1</b>	
<b>Why did so many All-Black towns emerge in Oklahoma?</b>	
<b>Formative Performance Task</b>	
<p>Students need to understand what role the Five Tribes, the Civil War, and the Reconstruction treaties played in the development of All-Black towns.</p> <p><b>To introduce this task, the teacher will show “Trail of Tears” by Elizabeth Janes. Students will discuss what they know about the Trail of Tears. The teacher will bring attention to the enslaved man in the painting and explain that some members of the Five Tribes enslaved African-Americans, who travelled with the tribes to Indian territory. Students will review the 1850 map. Teachers will briefly explain how the federal government viewed the tribes as siding with the Confederacy. Teachers will summarize the federal government’s demands of the Tribes. They will show them the section of the treaty that determines the status of freedmen. The students will review the placement of the All-Black towns in the</b></p>	

**second map. Students will read Chapter 1, “Life in a New Land,” in the Franklin book and use this information to create an “African-American history in Indian Territory, 1831-1907” timeline**

### Featured Sources

P. “Trail of Tears” by Elizabeth Janes [https://www.tulsaworld.com/news/local/exiled-to-indian-country-the-trails-to-indian-territory-define-what-later-became-oklahoma/article\\_b79cac5f-00ac-5873-982c-2cd7dd1d8b42.html](https://www.tulsaworld.com/news/local/exiled-to-indian-country-the-trails-to-indian-territory-define-what-later-became-oklahoma/article_b79cac5f-00ac-5873-982c-2cd7dd1d8b42.html)

P. Map of Indian territory, 1850 <https://www.okhistory.org/images/research/IT.3.1855.pdf>

P. US Treaty with Choctaws and Chickasaws, Articles 3 & 4

<https://www.blackpast.org/african-american-history/u-s-treaty-choctaw-chickasaw-nations-1866/>

P. Map of All-Black towns,

<https://www.okhistory.org/publications/enc/viewer?entry=AL009&id=26000#page/0/mode/1up>

S. Franklin, Jimmie Lewis. *Blacks in Oklahoma*

<https://www.digitalprairie.ok.gov/digital/collection/culture/id/112/rec/2>

S. William D. Pennington, "Reconstruction Treaties," *The Encyclopedia of Oklahoma History and Culture*, <https://www.okhistory.org/publications/enc/entry.php?entry=RE001>.

S. Larry O'Dell, "All-Black Towns," *The Encyclopedia of Oklahoma History and Culture*, <https://www.okhistory.org/publications/enc/entry.php?entry=AL009>.

S. Linda Reese, "Freedmen," *The Encyclopedia of Oklahoma History and Culture*, <https://www.okhistory.org/publications/enc/entry.php?entry=FR016>.

### Supporting Question 2

**What challenges did freedmen face after the Civil War in the South?**

### Formative Performance Task

**Students need to understand the implications of tenant farming as a labor strategy, the emergence of Jim Crow segregation, and the violence employed to enforce both.**

**Students will divide into groups and research one element (tenant farming, segregation, violence). Students will compose a basic newspaper article answering the basic journalistic questions about each of the topics. Then, they will share their efforts.**

### Featured Sources

P. Freedmen’s Bureau Record, 1866, <https://www.facinghistory.org/reconstruction-era/sharecropping-contract>

P. Sharecropper protest, 1898, <https://ualrexhibits.org/primarysources/files/2018/07/%E2%80%9CFarmer-and-Planter-Anti-Cash-Rent-Crusade%E2%80%9D.pdf>

P. Proposed sharecropper punishment law, 1900,  
<https://ualrexhibits.org/primarysources/files/2018/07/SimpsonObject5.jpeg>

P. Sharecropper interview, 1938, Pool, A.D, and W. O Saunders. *He Never Wanted Land Till Now*. North Carolina, 1938. Manuscript/Mixed Material. <https://www.loc.gov/item/wpalh001885/>.

P. Examples of segregation ordinances and laws, <https://americanhistory.si.edu/brown/history/1-segregated/detail/jim-crow-laws.html>

P. Protesting Jim Crow, 1904, <https://chroniclingamerica.loc.gov/lccn/sn83016810/1904-11-12/ed-1/seq-4/>

P. “Behind the Veil: Documenting African-American Life in the Jim Crow South.”

Charles Gratton, Alabama, [https://library.duke.edu/digitalcollections/behindtheveil\\_btvt02026/](https://library.duke.edu/digitalcollections/behindtheveil_btvt02026/) (audio and transcript)

P. “A Real Platform.” *Black Dispatch*, 1922. <https://gateway.okhistory.org/ark:/67531/metadc152400/>

P. NAACP letter to Woodrow Wilson regarding lynching statistics,  
<https://www.docsteach.org/documents/document/lynching-figures>

P. Charles William to Woodrow Wilson about violence against African Americans  
<https://www.docsteach.org/documents/document/lynching-figures>

P. Lynching Announcement, 1919. Lynching announcements from *New Orleans States and Jackson Daily News* reproduced in *The Crisis*, August 1919. <https://dp.la/primary-source-sets/ida-b-wells-and-anti-lynching-activism/sources/1119>

P. “Why is the Negro Lynched?” Frederick Douglass, 1895.  
<https://archive.org/details/whyisnegrolynche00doug/page/12/mode/2up>

P. American Map Company. *Lynchings by states and counties in the United States, -1931: data from Research Department, Tuskegee Institute*, [New York, NY: American Map Company, 1931] Map. <https://www.loc.gov/item/2006636636/>.

S. “Sharecropping.” *History.com* <https://www.history.com/topics/black-history/sharecropping>

S. “Sharecropping.” *PBS* <https://www.pbs.org/video/sharecropping-aftermath-tn-civil-war-150-ncp0kn/>

S. “Jim Crow.” *Khan Academy*. <https://www.khanacademy.org/humanities/us-history/the-gilded-age/south-after-civil-war/a/jim-crow>

S. "Jim Crow Laws Created 'Slavery By Another Name'." *National Geographic*.  
<https://www.nationalgeographic.com/history/reference/united-states-history/jim-crow-laws-created-slavery-another-name/>

S. Dianna Everett, "Lynching," *The Encyclopedia of Oklahoma History and Culture*,  
<https://www.okhistory.org/publications/enc/entry.php?entry=LY001>.

S. "What was Lynching?" *Daily History*. [https://dailyhistory.org/What\\_was\\_lynching%3F](https://dailyhistory.org/What_was_lynching%3F) \*GRAPHIC  
IMAGERY\*

### Supporting Question 3

What arguments did supporters of All-Black towns use to persuade others? What did critics say?

### Formative Performance Task

Students need to understand what All-Black towns offered its residents. They need to understand that All-Black towns allowed African Americans social, political, and economic opportunities while ensuring their physical safety through distance from whites.

**Students will examine primary sources documenting life in All-Blacks towns. They will create a list of potential reasons for why African-Americans during this time might have chosen to move to an All-Black town.**

### Featured Sources

P. "The Negro Exodus."  
<http://www.inmotionaame.org/gallery/large.cfm?migration=6&topic=99&id=434199&type=image&metadata=s&page=2>

P. "W.J. Ruffin Dry Goods Store in Red Bird."  
<http://www.inmotionaame.org/gallery/large.cfm?migration=&topic=&id=434493&type=image&metadata=&page=>

P. Boley Town Council,  
<http://www.inmotionaame.org/gallery/large.cfm?migration=6&topic=99&id=434511&type=image&metadata=&page=6>

P. Boley Bank,  
<http://www.inmotionaame.org/gallery/large.cfm?migration=6&topic=99&id=434606&type=image&metadata=&page=6>

P. LeGrand Residence, Boley,  
<http://www.inmotionaame.org/gallery/large.cfm?migration=6&topic=99&id=434614&type=image&metadata=&page=6P>.

P. Washington, Booker T. “Boley, A Negro Town in the West.”, *Outlook Magazine*, 1908.  
[http://www.inmotionaame.org/texts/viewer.cfm?id=6\\_017T&page=430](http://www.inmotionaame.org/texts/viewer.cfm?id=6_017T&page=430)

P. “The Only Distinctively Negro City In America.” Stewart, R. Emmett. *The Langston City Herald*. (Langston City, Okla. Terr.), Vol. 5, No. 9, Ed. 1, Saturday, June 22, 1895.  
<https://gateway.okhistory.org/ark:/67531/metadc69901/>

P. “City News.” *The Langston City Herald* (Langston City, O.T.) in *The Gateway to Oklahoma History*. Oklahoma Historical Society. <https://gateway.okhistory.org/explore/collections/LANGHD/>

P. “Films of Rev. S. S. Jones.” Department of Afro-American Research Arts Culture.  
<https://www.youtube.com/watch?v=w4btDbSvesU>

### Summative Performance Task

#### Argument

**Students will answer the original compelling question. The format of the answer may be a visual presentation, written essay, or podcast. All products will be evaluated with the rubric. The students will review the rubric with the teacher prior to beginning the assignment.**

#### Extension

**Students will conduct research to determine what happened to the All-Black towns of Oklahoma.**

### Taking Informed Action

**Students can invite a leader from one of the All-Black towns to speak to the class.**

## Rubric for Summative Assessment

Did student answer the question with a clearly stated thesis?

Complex

Yes

No

Embedded but not clearly stated

**Thesis Section**

Points Possible

Points Awarded

Did student provide at least three major points that support the thesis?

Insightful

Yes

No

Incomplete

**Main Points Section**

Points Possible

Points Awarded

Did student include at least three specific pieces of historical information as evidence to support the major points?

Comprehensive

Yes

No

Incomplete

**Evidence Section**

Points Possible

Points Awarded

Did student explain how the historical information demonstrated the major points?

Complex

Yes

No

Partial Analysis

**Analysis Section**

Points Possible

Points Awarded

Did the student show care in the creation of this assignment, minimizing errors and working to make a strong, positive impression of scholarship?

Excellent

Yes

No

Partial

**Professionalism Section**

Points Possible

Points Awarded