

## The Tulsa Race Massacre

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 causes people to engage in racial violence?
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>E.</b> causes of the Tulsa Race Riot and its continued social and economic impact.</p> <p><b>Practice 3. Acquire, Apply, and Evaluate Evidence</b></p> <p>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	<p>Allow students to listen to Olivia Hooker’s story (Start at 2:22 to avoid commercials)</p> <p><a href="http://www.radiodiaries.org/tulsa-race-riot/">http://www.radiodiaries.org/tulsa-race-riot/</a></p> <p>Prepare students to engage with challenging events in history. Establish guidelines for working respectfully with others as they move through the material.</p>
<b>Supporting Question 1</b>	
<b>Why did white Tulsans invade and destroy Greenwood?</b>	
<b>Formative Performance Task</b>	
<p><b>This task allows students to examine the causes of the Tulsa Race Massacre and assess whether they were catalysts or causes. It is acceptable if there is disagreement on the answers. The focus of the task is for students to consider, critically, the contributing factors.</b></p> <p><b>Students will read the “Causes and Catalysts” section of the source and complete the graphic organizer. They may work individually or in small groups. The teacher will then facilitate a discussion to see what agreement exists in the students’ thinking.</b></p>	
<b>Featured Sources</b>	
S. “The Tulsa Race Massacre” Oklahoma History Education Department, <a href="http://okhistory.org/kids/trm">okhistory.org/kids/trm</a>	

### Supporting Question 2

What happened to the African American survivors? What happened to the white Tulsans that committed the looting, arson, and violence?

### Formative Performance Task

This task allows students to explore their expectations about justice and race during this time.

Students will read “The Massacre” and, before they read “Aftermath” and “Controversies” sections, they will make predictions about the impacts of the massacre using the graphic organizer. The teacher may choose to conduct a brief discussion and create a class list of predictions. Then, students will read “Aftermath” and “Controversies.” They will see how closely their guesses aligned with the historical record. Again, the teacher may choose to conduct a discussion to process the outcomes of the massacre.

### Featured Sources

S. “The Tulsa Race Massacre” Oklahoma History Education Department, [okhistory.org/kids/trm](http://okhistory.org/kids/trm)

### Summative Performance Task

#### Argument

Students will create an instructional material (poster, student reading, visual or recorded presentation) on the Tulsa Race Massacre. The rubric at the end of this plan may be used to assess the product but it is recommended teacher review the rubric expectations to students before beginning the project.

#### Extension

Research recent coverage on the Tulsa Race Massacre. Based on your investigation, what issues remain unsettled from this century-old event?

### Taking Informed Action

Students can tour the John Hope Franklin Reconciliation Park.

<http://www.panowalks.com/embed/7izaQPRaovbF5JjZm8KtkyrzkzD4/>

Once they complete the tour, students should reflect on the narrative the park conveys.

What story is told?

Whose perspectives are recognized or highlighted?

What purpose does the Reconciliation Park serve? Does the park achieve that purpose?

Would you—having read about, reflected on, and researched the Tulsa Race Massacre—suggest any changes to reflect a more recent understanding of this event?

## The Tulsa Race Massacre

### Section 1: Contributing factors of the Tulsa Race Massacre

A **contributing factor** is something that played a role in something else occurring. There are different kinds of **contributing factors**. A **cause** is a reason why something happened. A **catalyst** is a reason why something happened when, where, and how it did.

For example, in World War I, an outdated balance of power system was a **major cause**.

The **catalyst** for World War I (why it happened when it did) was the assassination of Archduke Ferdinand.

The Voting Rights Act became law because many states placed long-standing barriers in the path of African American voters. (Major Cause)

A primary **catalyst** for the passage of the Voting Rights Act was the violent attacks on protestors for voting rights in the Selma campaign.

A **cause** will be a factor in an event regardless of when, where, or how it happened. A **catalyst** will be a factor in that specific incident.

For example, the institution and expansion of slavery would be the **major cause** of the Civil War. This would be true even if the Civil War happened at a different time or with a different division of states or if had been fought with bows and arrows. The election of Abraham Lincoln was a **catalyst** in that it contributed to the outbreak of the war in 1861.

As you learn about the Tulsa Race Massacre, record the different contributing factors. Determine whether the factor was a **cause** (a reason why something happened) or a **catalyst** (something happening in a specific place, way, or time). Be prepared to justify your answer!

Contributing Factor	Cause or Catalyst?



Based on the reading and your knowledge of history, what was the **MOST IMPORTANT** cause of the Tulsa Race Massacre? What facts convinced you?

Based on the reading and your knowledge of history, what was the **MOST IMPORTANT** catalyst of the Tulsa Race Massacre? What facts convinced you?

## Section 2: Predictions

What do you think will happen to the Greenwood residents interned by the National Guard?

What do you think will happen to the white Tulsans that invaded Greenwood?

What do you think will happen to the authorities in charge of keeping order?

Who will be blamed for the Tulsa Race Massacre?

What help will black residents receive?

### Section 3: Reflection—How accurate were your predictions?

Did you accurately predict the impacts the massacre would have? Why do you think people responded the way they did to the Tulsa Race Massacre?

### Section 4: Extension—Short- and Long-Term Consequences

Just as contributing factors can be divided into causes and catalysts, the impact of an event can include both short-term and long-term consequences. **Short-term consequences** happen immediately or soon after the event. **Long-term consequences** are impacts that occur over a long time. They can also include the effects of events that happen as time passes and more people have an opportunity to respond to the original event.

What are three or four short-term consequences of the Tulsa Race Massacre?

What are two long-term consequences of the Tulsa Race Massacre? How do you know what you describe are consequences of the Tulsa Race Massacre?

## The Tulsa Race Massacre

### Rubric for Summative Assessment

Did student explain the **contributing factors** of the Tulsa Race Massacre?

**Contributing factors** presented with context and complexity

Multiple **contributing factors** identified

**Causes Section**

Minimal **contributing factors** identified

Points Possible

No **contributing factors** identified

Points Awarded

Did student provide a clear, thorough **timeline** of the events of May 31-June 1?

Clear and Complete

Adequate

Needs More Information

Not present

**Timeline Section**

Points Possible

Points Awarded

Did student explain the various **impacts** of the Tulsa Race Massacre?

**Impacts** explained with context and complexity

Multiple **impacts** identified

**Impacts Section**

Minimal **impacts** identified

Points Possible

No **impacts** identified

Points Awarded

Did student include an introduction and conclusion?

Intro/conclusion offer an overview and analysis

Intro/conclusion offer an overview

One element is missing

No introduction or conclusion

**Intro/Conclusion  
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