

Tulsa: Terror and Triumph

Lesson Plan

Overview:

Tulsa's "Black Wall Street" thrived as a self-contained hub of business and culture in the early 1900's until the city's Black district of Greenwood was attacked by a White mob, resulting in two days of bloodshed and destruction in 1921. Black residents, full of renewed vision and determination, successfully sued the city and rebuilt Greenwood by 1925.

Lesson Objectives:

In this lesson, students will:

- Study the geography and political conflicts that preceded Oklahoma's statehood
- Discover the history of Indian involvement with slavery and the Trail of Tears
- Learn how White supremacy led to the Greenwood conflict
- Learn historical outcomes of racial segregation and integration and urban renewal
- Evaluate the rise of Black wealth and civil rights activism in Tulsa
- Discuss society's reactions to, and the implications of, certain words and phrases (e.g., terror, mob, riot)
- Apply the example of Tulsa's Black residents to current events (wealth creation, racism, political corruption, etc.)
- Discuss media's roll in conveying history to future generations, including filters, bias, and eyewitness accounts

Lesson Prompt:

When you hear the words "Wall Street," what comes to mind? What sort of people do you envision, and where are they located? Have you ever heard of something called "Black Wall Street?" Did you know there were race riots in America during the 1910's and 20's?

This lesson includes a prepared PowerPoint slide deck summarizing the Tulsa riots and massacre. Share the slide show, which includes discussion questions to stimulate interest. The accompanying Activity Pack includes a range of grade-appropriate activities to promote and measure basic comprehension and prompt deeper thinking. Short, school-appropriate video selections are included for additional learning and presentation opportunities.

Select activities from the accompanying Activity Pack according to your time allowance and student appropriateness. Some of the supplemental materials can be used to spark group discussion and allow independent classwork. Included in the Activity Pack are:

Activities and Assignments (grades K-8)

Multiple Choice Questions (grades 4-8)

Critical Thinking Discussion Exercises (grades K-5 with guidance; 6-8 unassisted)

Matching, Answer Key included (K-2)

Crossword Puzzle and Answer Key (3-5)

Vocabulary: Affluent, Centenary, Dispossessed, Entrepreneur, Explicitly, Infrastructure, Intermingling, Intervene, Livelihood, Martial Law, Pretense, Reconstruction, Restitution, Unsubstantiated, Vigilante

Recommended Resources:

WEBSITES

[Tulsa Race Massacre \(Tulsa Historical Society and Museum\) Spirit of Greenwood](#) - 4th – 8th grades

[1921 Massacre Witness Audio Interviews](#) - 5th – 8th grades

[Greenwood Rising \(1921 Tulsa Race Massacre Centennial Commission\)](#) - Teacher Resource

[The Tulsa Race Massacre \(Oklahoma Historical Society\)](#) - 4th – 8th grades

[Remembering Tulsa: American Terror \(Smithsonian Magazine\)](#)

[Remembering Tulsa: The Promise of Oklahoma \(Smithsonian Magazine\)](#) - Teacher Resource

VIDEOS

[Black Wall Street's Tragedy Didn't End in 1921](#) (10 minutes, 26 seconds)

[The Tulsa Race Riot of 1921](#) (4 minutes, 58 seconds)

[Greenwood and the Tulsa Race Riots](#) (3 minutes, 25 seconds)

[A Reckoning in Tulsa](#) (26 minutes, 47 seconds)

[The painful past of "Black Wall Street"](#) (2 minutes, 51 seconds)

[The Tulsa Race Massacre: Then and Now](#) (31 minutes, 13 seconds)

Standards and Learning Objectives

Mapped to the College, Career and Civic Life (C3) Framework for Social Studies State Standards published by the National Council for the Social Studies

K-2

Civics

D2.Civ.2.K-2. Explain how all people, not just official leaders, play important roles in a community.

D2.Civ.6.K-2. Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.

D2.Civ.8.K-2. Describe democratic principles such as equality, fairness, and respect for legitimate authority and rules.

D2.Civ.10.K-2. Compare their own point of view with others' perspectives.

D2.Civ.14.K-2. Describe how people have tried to improve their communities over time.

Geography

D2.Geo.2.K-2. Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them.

History

D2.His.1.K-2. Create a chronological sequence of multiple events.

D2.His.2.K-2. Compare life in the past to life today.

D2.His.3.K-2. Generate questions about individuals and groups who have shaped a significant historical change.

D2.His.14.K-2. Generate possible reasons for an event or development in the past.

ELA

D4.1.K-2. Construct an argument with reasons.

D4.2.K-2. Construct explanations using correct sequence and relevant information.

3-5

Civics

D2.Civ.6.3-5. Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.

D2.Civ.8.3-5. Identify core civic virtues and democratic principles that guide government, society, and communities.

D2.Civ.10.3-5. Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues.

D2.Civ.14.3-5. Illustrate historical and contemporary means of changing society.

Geography

D2.Geo.5.3-5. Explain how the cultural and environmental characteristics of places change over time.

D2.Geo.7.3-5. Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

D2.Geo.8.3-5. Explain how human settlements and movements relate to the locations and use of various natural resources.

History

D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time.

D2.His.2.3-5. Compare life in specific historical time periods to life today.

D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities.

D2.His.4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives.

D2.His.5.3-5. Explain connections among historical contexts and people's perspectives at the time.

D2.His.6.3-5. Describe how people's perspectives shaped the historical sources they created.

D2.His.9.3-5. Summarize how different kinds of historical sources are used to explain events in the past.

D2.His.10.3-5. Compare information provided by different historical sources about the past.

D2.His.11.3-5. Infer the intended audience and purpose of a historical source from information within the source itself.

D2.His.12.3-5. Generate questions about multiple historical sources and their relationships to particular historical events and developments.

D2.His.14.3-5. Explain probable causes and effects of events and developments.

ELA

D4.1.3-5. Construct arguments using claims and evidence from multiple sources.

D4.2.3-5. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.

D4.4.3-5. Critique arguments.

D4.5.3-5. Critique explanations.

D4.6.3-5. Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.

6-8

Civics

D2.Civ.2.6-8. Explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and office-holders).

D2.Civ.6.6-8. Describe the roles of political, civil, and economic organizations in shaping people's lives.

D2.Civ.10.6-8. Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society.

D2.Civ.13.6-8. Analyze the purposes, implementation, and consequences of public policies in multiple settings.

D2.Civ.14.6-8. Compare historical and contemporary means of changing societies, and promoting the common good.

Geography

D2.Geo.2.6-8. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.

History

D2.His.1.6-8. Analyze connections among events and developments in broader historical contexts.

D2.His.2.6-8. Classify series of historical events and developments as examples of change and/or continuity.

D2.His.3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.

D2.His.4.6-8. Analyze multiple factors that influenced the perspectives of people during different historical eras.

D2.His.5.6-8. Explain how and why perspectives of people have changed over time.

D2.His.10.6-8. Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.

D2.His.13.6-8. Evaluate the relevancy and utility of a historical source based on information such as maker, date, place of origin, intended audience, and purpose.

D2.His.14.6-8. Explain multiple causes and effects of events and developments in the past.

D2.His.15.6-8. Evaluate the relative influence of various causes of events and developments in the past.

ELA

D4.1.6-8. Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.

D4.2.6-8. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.