



Tulsa Race Massacre

Inquiry Design Model (IDM) Blueprint™

Oklahoma History Center Museum Learning and Education Department

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://primarysourcexus.org/2012/04/selecting-primary-sources-criteria-to-consider/>

Compelling Question

What causes people to act?

Standards and Practices

OKH.5.2 Examine multiple points of view regarding the evolution of race relations in Oklahoma, including:

E. causes of the Tulsa Race Riot and its continued social and economic impact.

Practice 3. Acquire, Apply, and Evaluate Evidence

Students will utilize interdisciplinary tools and master the basic concepts of social studies in order to acquire and apply content understanding in all related fields of study.

Staging the Question

Allow students to listen to Olivia Hooker’s story. Prepare students to engage with challenging events in history. Establish guidelines for working respectfully with others as they move through the material.

<https://podcasts.apple.com/us/podcast/last-witness-surviving-the-tulsa-race-riot/id207505466?i=1000438915775>

Supporting Question 1

How could anyone do that?

Formative Performance Task

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 task focuses on having students consider the contributing factors critically.

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.

Featured Sources

S. "The Tulsa Race Massacre," Oklahoma History Education Department.

Supporting Question 2

What happened to the people this happened to, and the people who did this?

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 on 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

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 but it is recommended teacher review the rubric expectations to students before beginning the project.

Extension

Research and respond: Does this hundred-year-old event influence race relations today?

Taking Informed Action

Students can tour the John Hope Franklin Reconciliation Park and discuss how this impacts the communities affected by the Tulsa Race Massacre.

<http://www.panowalks.com/embed/7izaQPraovbF5JjZm8KtkyrzkzD4/>

The Tulsa Race Massacre

Section 1: Contributing factors of the Tulsa Race Massacre

A **contributing factor** is something that shapes future events. 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.

During the Great Depression, the **major cause** was the maldistribution of wealth. The **catalyst** was the Stock Market Crash of 1929.

A **cause** is 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 had happened at a different time or with a different division of states, or if it had been fought with bows and arrows. The election of Abraham Lincoln was a **catalyst**, as it contributed to the outbreak of the war in 1861.

As you learn about the Tulsa Race Massacre, record the different contributing factors. Determine where 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 rioters?

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

Who will be blamed for the Tulsa Race Massacre?

What will happen to the people who lost everything?

What help will Greenwood 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?

Rubric for Summative Assessment

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

Clear and Complete

Adequate	Timeline Section
Needs More Information	Points Possible
Not present	Points Awarded

Did the 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 the student include an introduction and a conclusion?

Intro/conclusion offer an overview and analysis

Intro/conclusion offer an overview	Intro/Conclusion Section
One element is missing	Points Possible
No introduction or conclusion	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	Professionalism Section
No	Points Possible
Partial	Points Awarded