

ALA's Sara Jaffarian Award Presents: Teaching the Tulsa Race Massacre with Guided Inquiry Design

November 16, 2021

Welcome and Announcements

- Today's webinar is a presentation of ALA's Public Programs Office. This webinar has been made possible in part by the National Endowment for the Humanities: Democracy demands wisdom.



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FOR THE
HUMANITIES

- Visit www.programminglibrarian.org for more online learning sessions, programs ideas and grant announcements

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About the Classroom



Microphones

Only our presenters have microphone access.



Questions?

Type them in the chat box! There will be time at the end for questions.



Tech Issues?

Send a message through Q&A.

Today's Presenter

Carol Jones

Librarian

Shawnee Middle School

Shawnee, Oklahoma



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A Few Background Points

Inquiry-Based Learning
Tulsa Race Massacre
Wakelet as a Curation Tool
General Details of Unit/Building

Inquiry-Based Learning

1. Teacher becomes a guide (hence the terminology of Guided Inquiry Design).
2. Student becomes the driver.
3. There isn't one correct answer always.
4. There can be some discomfort in adjusting.

<https://www.edutopia.org/article/embracing-inquiry-based-instruction#:~:text=Inquiry%2Dbased%20instruction%20is%20a,information%20to%20support%20their%20investigations.>

<https://guidedinquirydesign.com/>

Tulsa Race Massacre

On the night of May 31 into June 1, 1921, a mob of men exchanged gunfire. There is debate about who/when/why the first shot was fired. It ended with most of the Greenwood neighborhood (an affluent all-black neighborhood known as Black Wall Street) of Tulsa being set on fire. Many residents were killed. An exact number is unknown. The City of Tulsa took great measures to cover up the tragedy, withhold legal and monetary restitution to residents, and denied the truth for decades. Greenwood residents rebuilt the neighborhood to quite prosperous levels into the 50s/60s until an interstate was cut through the middle of the neighborhood (1967).

https://tulsaworld.com/news/local/racemassacre/interstate-244-it-took-the-heart-out-of-greenwood/article_f61d48f4-ba7a-11eb-8e0e-67790e03b317.html



Interstate 244 cuts through the historic Greenwood District as seen looking north from the 21 North Greenwood Building.

https://tulsaworld.com/news/local/racemassacre/interstate-244-it-took-the-heart-out-of-greenwood/article_f61d48f4-ba7a-11eb-8e0e-67790e03b317.html

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Wakelet.com

We use a Wakelet as a growing place to curate sources for students. The criteria for inclusion is either the source includes information about the TRM or about assumptions in society (historical or current). All teachers on the team have access to the Wakelet and all contribute as we find applicable sites, news, videos, links of any kind that might interest students. Ours is located at <https://wke.lt/w/s/8Nvfzi>

General Details of the Unit

- We spend about 8 weeks on the unit.
- Our team has two blocks of time with the students: English and literature classes.
- We also post mini-lessons on Canvas when applicable (plagiarism, keyword search tips, keeping careful search records, etc.).
- Our administration is supportive of this unit/method of research.
- All grade levels in the building use Guided Inquiry Design, so 8th graders should have been through the process by the time they reach 8th grade.
- Our bells sound like an alarm the first time you hear one! No need to panic!

Teaching the Tulsa Race Massacre with Guided Inquiry Design: From Struggling to Soaring

A Unit for Student Research

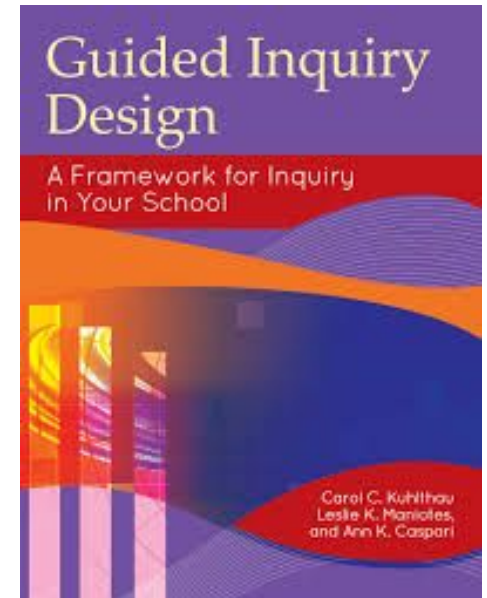
What is your current knowledge level about Greenwood or the Tulsa Race Massacre?

Poll:

1. I'm just starting to explore the details.
2. I know some facts, and I want ideas to introduce to my students.
3. I started teaching it in the last year.
4. I've taught it for years.
5. I have family who lived it.

Guided Inquiry Design

A research process developed by Carol Kuhlthau, Leslie Maniotes, and Ann Caspari



<https://guidedinquirydesign.com>
<https://52guidedinquiry.edublogs.org/2021/02/>



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GID Steps

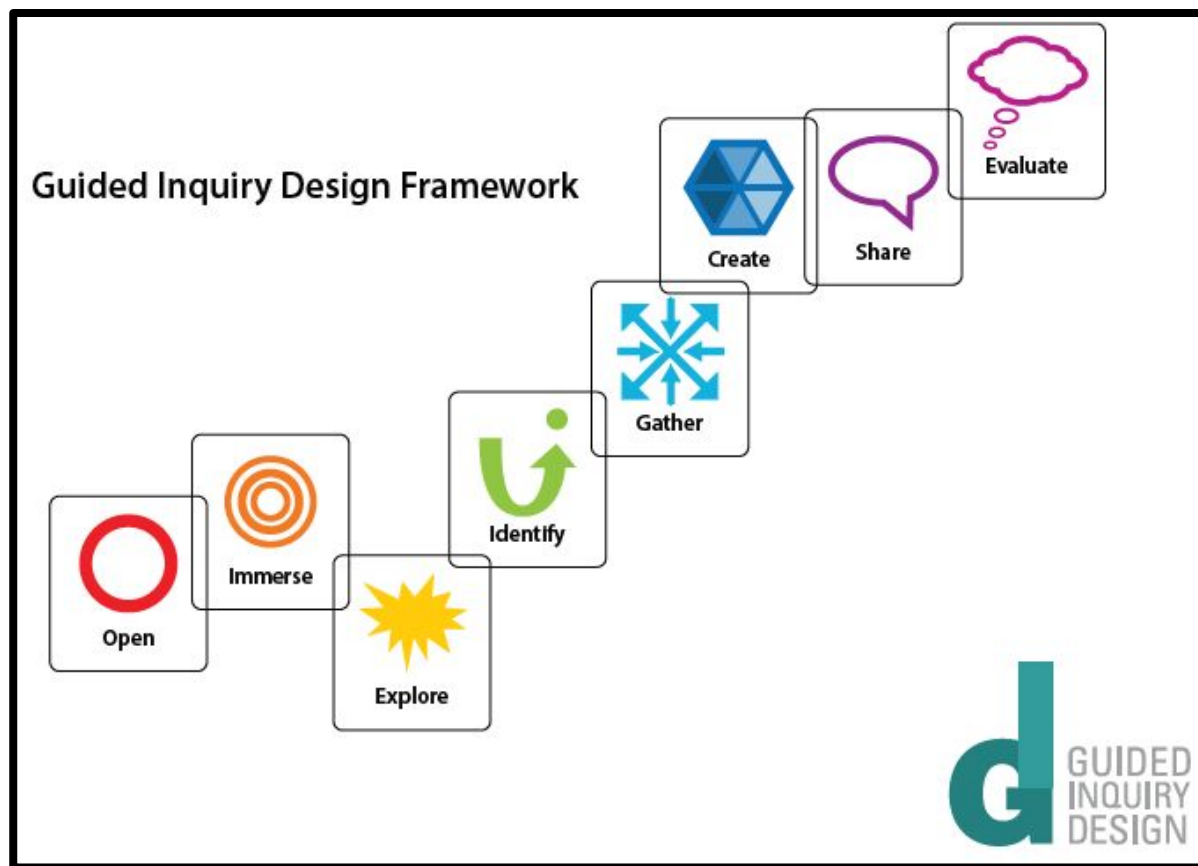


Image used with permission of the author of GId.

Guidedinquirydesign.com

The First Thanksgiving 1621
painting by
Jean Leon Gerome Ferris

Smoky Night
by Eve Bunting

Personal experiences



Open Phase

The purpose of engage is to build interest!

Our goals are to touch on many varied topics, to skim several types of sources, to begin the conversation about assumptions. This part is more general to draw them in, then get them thinking, questioning, and connecting.

*Quick write of when someone made an assumption.



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Personal experiences



Open Phase

In this phase, students are exposed to general ideas to broaden thinking related to assumptions. There were some places where assumptions seemed completely, obviously wrong. There were other areas where assumptions didn't seem to be harmful at first. As the research continued, students' interests and knowledge expanded.

"I don't play basketball just because I'm 6'0"." Caroline Kee

"That because I'm short, people think I have a complex about it. Nope, I don't give a ____." JJ Noel

"That I like being compared to Harry Potter because I have a scar on my forehead. (LMAO, no.)" Kaelin Tully

<https://www.buzzfeed.com/shannonrosenberg/you-can-be-a-ginger-and-have-a-soul>

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*The First Thanksgiving 1621
painting by
Jean Leon Gerome Ferris*

*Smoky Night
by Eve Bunting*

Personal experiences



Open Phase

<https://tinyurl.com/u8ref4pa>



SCAN ME

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*TEDx: Looks Aren't
Everything*
by Cameron Russell



Immerse Phase

This is the opportunity to dig into many aspects, learn the history or background, investigate in several different ways, and wonder about lots on the topic or related to the topic.

Immerse



- ◊ Build background knowledge
- ◊ Connect to content
- ◊ Discover interesting ideas

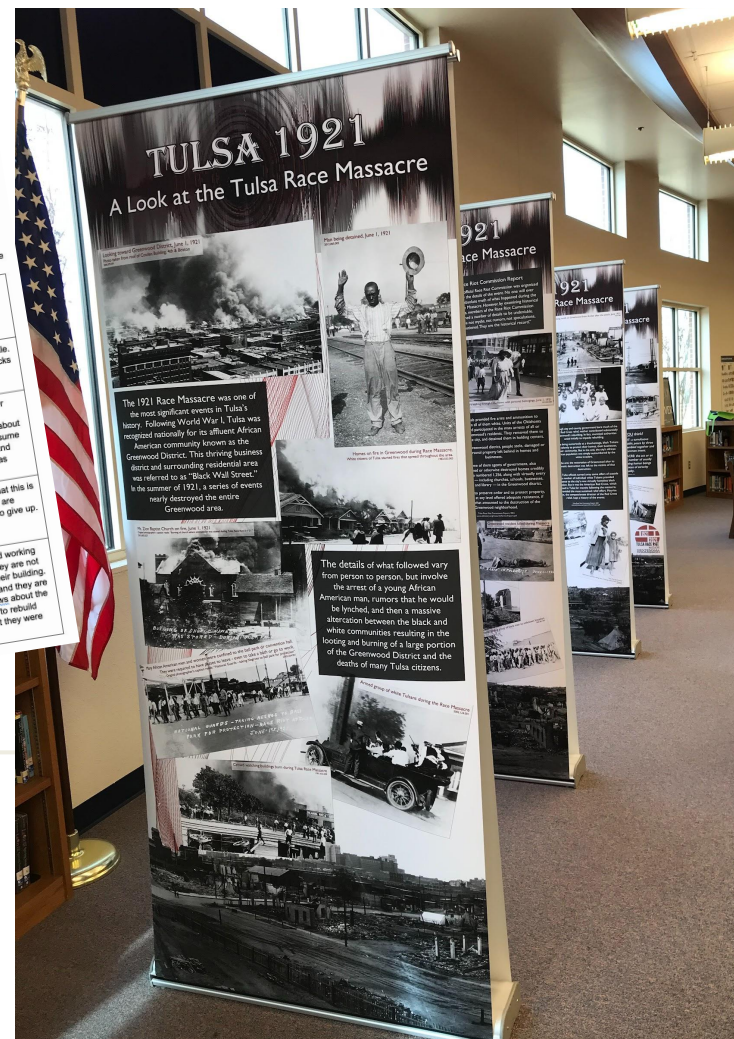
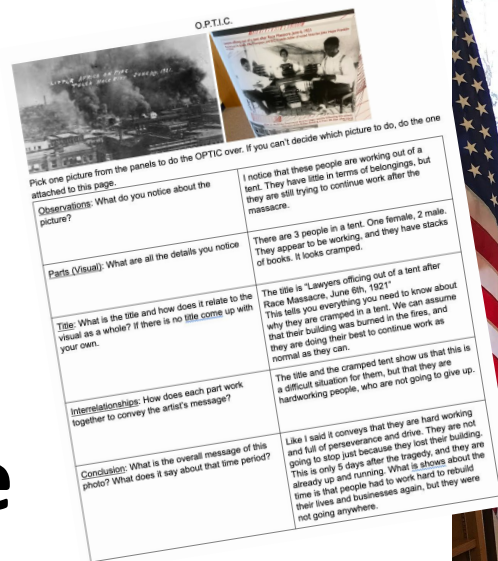
– As a community



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In this phase, students are exposed to the history and story of Greenwood. Then, they are exposed to the facts of the massacre and its deliberate coverup.

[OPTIC: Tulsa Race Massacre Panels](https://tinyurl.com/2r2bu6yj) : <https://tinyurl.com/2r2bu6yj>

[THS Traveling Exhibit](https://tinyurl.com/2pfhadnd) : <https://tinyurl.com/2pfhadnd>

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Explore



- ◊ Explore interesting ideas
- ◊ Look around
- ◊ Dip in



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Explore Phase

Explore is where students decide what they find intriguing, what else they want to investigate, how they want to get information, and pursue any lead that sparks their curiosity. This is a stage that can feel overwhelming to students and staff. However, it is valuable in the building of confidence and research for students.

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Explore Phase



Created by
You

Assumptions in Society

24 items • 944 views

Bth Grade Guided Inquiry Unit



Teaching Tolerance

Teaching Tolerance provides free resources to educators, teachers, administrators, counselors and others...

Submitted by
Morgan Schaefer • Dec 16, 2019



1942

Hollywood needs to stop rewriting what the world actually looks like, says actor, director and activist...

Submitted by
Morgan Schaefer • Dec 16, 2019



1942

Our lives, our cultures, are composed of many overlapping stories. How did Chinamanda Adichie tell the story...

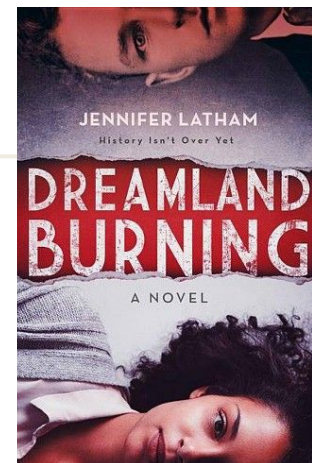
Submitted by
Morgan Schaefer • Dec 16, 2019



The New Yorker

A few years ago, the National Academy of Medicine convened a panel of eleven leading medical...

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Identify Phase

Students learn more about Greenwood and the Tulsa Race Massacre. They begin to choose their research question. Journaling and reflection are the repeated favorite of what helps them choose (based on their feedback after the unit ended).

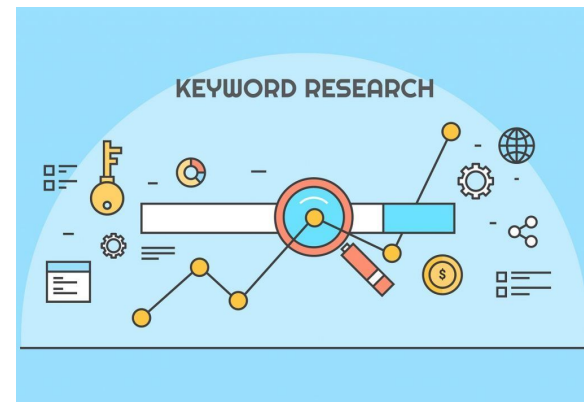
Identify



- ◊ Pause and ponder
- ◊ Identify inquiry question
- ◊ Decide direction



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Identify Phase

We do mini-lessons on keyword searching, tracking research, and citing ALL sources. Then, we teach to pare down and eliminate or include based on their ultimate question. Some will change direction, so we stress that they document how well each source fits their needs.

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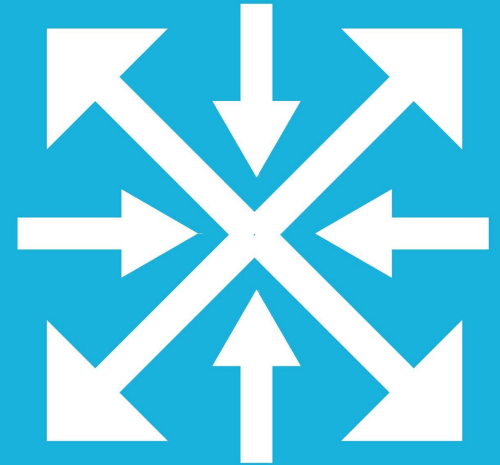
Gather Phase

The Wakelet has been a growing storehouse of links and ideas for students to gather details.

[Assumptions GID Unit Wakelet:](https://tinyurl.com/ycwby5p7)

<https://tinyurl.com/ycwby5p7>

Gather



- Gather important information
- Go broad
- Go deep



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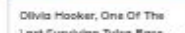
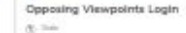
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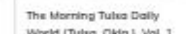


24 hours • 0.5 hours

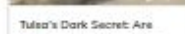
8th Grade Guided Inquiry Unit



Olivia Hooker was 8 during the Tulsa Race Riot. She died Wednesday at 103 and was one of the last survivors.



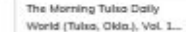
The Morning Tulsa Daily World (Tulsa, Okla.) Vol. 15, No. 340, Ed. 1, Saturday, June 4, 1921, newspaper ...



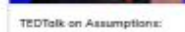
there mass graves of the...
KING
It's the closest thing to a war zone
Turner will ever see. Buller's face as
aftermath was almost dissonant.



Melody Hobson: Color blind...
 140
 The subject of race can be very touchy. As France executive Melody Hobson says, it's a "conversational..."



The Morning Times Daily World (Tianjin, China), Vol. 15, No. 740, Ed. 1, Tuesday, June 7, 1921, newspaper, June 7...



Becky Stanton: The year I...
 (E) 1102
 Becky Stanton planned to live in her van for a year and see the country, but without discrimination such as she had here.



Assumptions GID Unit Wakelet:
<https://tinyurl.com/ycwby5p7>

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Research Choice Board

<u>Research Paper</u> <ul style="list-style-type: none">• Jane Schaffer outline	<u>Podcast</u> <ul style="list-style-type: none">• Template	<u>Video</u> <ul style="list-style-type: none">• Storyboard template
<u>Slide Presentation</u> <ul style="list-style-type: none">• Slideshow canva template	<u>Poster Presentation</u> <ul style="list-style-type: none">• Poster Example	<u>Website/Blog</u> <ul style="list-style-type: none">• Website Storyboard Template

Create



- Reflect on learning
- Go beyond facts to make meaning
- Create to communicate



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Create Phase

Students choose how to present their research.
Some think this is the most difficult step (the choice).

[Research Choice Board:](https://tinyurl.com/tbv49d3d)

<https://tinyurl.com/tbv49d3d>

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Share Phase



Students create podcasts, presentations, videos, posters, blogs, etc. to share their research. Most are passionate about their topics. Then, they link their research using QR codes and a short “teaser” to get others interested in viewing their project.

Share



- Learn from each other
- Share learning
- Tell your story



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Most people see racial stereotypes as a fixed over generalized belief about a particular group of class or people. And the reason why I did this topic is to show the reason that so many people have trouble getting jobs purely because of their racial stereotype.

Clara Timmons



How where the Japanese American population discriminated in the 1940's?

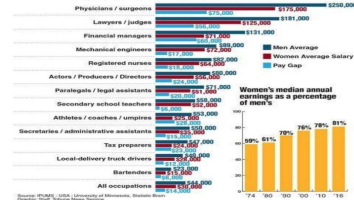
When President Franklin Roosevelt gave the order of 9066 that moved a majority of the Japanese population to camps that weren't treated well. This time when the government was mean toward its own citizens sparks my interest because these people were mostly born American citizens and it is one of the most violating acts the government has made against America's own citizens. Within these camps there wasn't a lot of food, unfinished houses, and many unpreferred conditions. In my podcast I dive more into this topic. Listen Now:



<-----Podcast

How are women being treated and paid differently in the workplace?

Gender pay gap by occupation



Women are being treated and paid differently in the workplace. The gender pay gap is a problem that is improving yes, but it's moving too slow. A study in 2016 showed that women on average made 81 cents of every dollar the average working man made in the same year. That number has gone up in past years. In 2015 women made approximately 74 cents on the dollar earned by the average working man. In 5 years that number has only gone up by 7 cents. The jobs that are historically more "male-dominated" such as surgeons, lawyers, etc., actually have the largest pay gaps. In 2016 the pay gap for surgeons was around \$75,000. Women are also treated differently in the workplace. In 2017, only 1% or 16.5% of workplace harassment charges were filed by men. The other 83.5% were filed by women. These numbers demonstrate that women, who make up 47% of the workforce, are seriously mistreated, and most of the time underpaid.



Share

Share Phase



Trans discrimination come in all shapes and sizes from killing a person to not allowing them to use their preferred gender identity bathroom. There are laws allowing this and about only 20 states have laws forbidding this bathroom law. These laws are actually breaking the fourteenth amendment. This is why these problems need to be acknowledged or we can lose vulnerable people. I am really interested in this because I myself am trans. Are you as interested as me well scan this qr code and listen to me and ruby's podcast.

Are Pro Athletes Paid too Much?

By Dax Williams



The question of how and why athletes are paid so much has pondered my mind for a little while now. Why do athletes get paid millions just to play a sport? Where is all that money coming from? The answer may surprise you. Most of it is because of us fans. Advertisers, owners, and fans all contribute to the money made by sports teams. But do they deserve it? Some say yes, others say no. Decide for yourself...



SCAN ME



Because i want to know why people are addicted to it and what type of people are mostly addicted to alcohol. i also wanted to know what makes alcohol addicting and why it does.

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How many
die because
of racism?



MyResearch Project

I had a question, and That question was how many people die due to racial disparities. I was interested in the question because I am concerned with the people who aren't treated fairly because of their race. People die because of racial mistreatment. Black people in the U.S. are more likely to die from violence because of their race, especially in the 1900s. Women who are expecting children are more likely to die because of systematic racism, same goes for their children. White people committed crimes against black people in the 1900s like lynchings, murders, riots, and thefts for attempts at social equality. Racism also affects what happens during a trial. A white person in the U.S. could get a prison sentence for something and someone else could get a death sentence for the same thing.

People don't know how to control themselves and they say it before they th
and that's how people get all offensive and racism needs to stop.



Why are celebrities cut slack for racist doings?

BY: HOLLY VALENTINE

My project is about racism used by famous celebrities. Most celebrities get away with their remarks. It is not okay. Hold celebrities accountable for their decisions. There are many examples of racism including blackface, slurs, stereotypes, discrimination, etc. Claiming you are not a racist because of having diverse friends is very unfair. Friends have nothing to do with your actions. Most excuses for racism are "I was young", sometimes it is hard to tell when someone knows something and when they don't. An example of this is Camila Cabello. She had a Tumblr at the age of 15 and she made some racist posts. There's a difference between not knowing what something means and knowing what it means but still purposely using it. She was 15, still old enough to know the meaning of words she used.



Most people know that there is a big wage gap between NBA players and WNBA players. One of the biggest reasons is that the WNBA isn't entertaining. Because the WNBA isn't entertaining, they only get around a tenth of the views the NBA gets. More views per game means more money. Even though WNBA players are talented, they don't have the freak athleticism that most NBA players do. Due to lack of entertaining highlights, not many people enjoy watching it. If there was a way to make the WNBA more entertaining, more people would watch it, which would get more views, which would make more money to give to the players. So basically, if the WNBA was more exciting, it would make more money.

re



Research synopsis

research question is "what assumptions do Americans and Brits make about each other?". The reason why I picked this topic is because it is easy to research. There are also a lot of sources to find. To mention this topic is really interesting, and easy to understand. I would like to add it is really fun to. To sum up this paragraph, it is a really interesting topic. together with this, there are plenty of reses, and this is why I picked this topic.



How is diversity hiring and training flawed and how can it be fixed?

By: Phoenix Russell

How is diversity training flawed? Well according to my research, diversity training doesn't help anything but makes things worse. People are becoming more biased and people are being hired for the wrong reason. This leads to people failing and causing problems for not just the company, but for everyone. If this issue isn't solved then the economy will begin to fail due to the number of businesses closing. To fix this, a new way to teach diversity needs to be introduced. Scan the QR code below to find out how businesses plan to change training programs and create a better work environment for everyone.



The Tulsa Race Riots happened 78 years before it was ever heard of publicly.

The riots are considered to be the worst racial events in US history ever. A white mob marched into Greenwood after hearing about Dick Rowland being arrested due to him allegedly molesting elevator-woman, Sarah Page. All we know is that Page screamed when he entered, which we believe was possibly caused by him stepping on her foot upon entering the elevator.

The white men marched to the jail and threatened to shoot Rowland if the cops wouldn't. The black men of Greenwood heard of this happening, so they marched to the jail and offered to help protect Rowland.

The cops refused, so the men marched back to Greenwood. More white men came, so the black men went back to the jail and offered protection again, but once again, were turned down.

The white men and black men started arguing and a shot was fired. We don't know which side fired the shot, but it was fired, and that caused a big crowd of fighting, birthing the Tulsa Race Riots.



The white mob marched to Greenwood.

Over 35 city blocks were left in charred ruins, with over 800 people treated for injuries, and as many as 300 people announced dead.

All of these results were after only 24 hours. Those who weren't killed were either injured, made homeless, or both.



Around this time, the KKK had risen up after a long "hiatus". This was also when WWI veterans had returned, and some were said to have shot African Americans on-sight. Apparently, airplanes had also dropped bombs on Greenwood as well. It was overall just a horrible massacre.



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Evaluate Phase

Students reflect on themselves and how the process informed them as learners/researchers.

Flipgrid questions:

What worked? What surprised you? What did you learn about the topic, doing research, and yourself as a learner/researcher? What would you change next time?

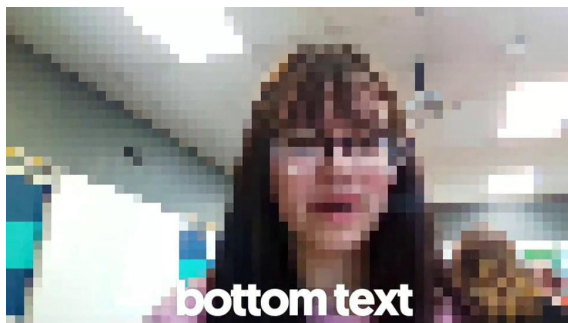
Evaluate



- Evaluate achievement of learning goals
- Reflect on content
- Reflect on process



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This student examined why celebrities are given so much leeway in how they talk about and interact with others.

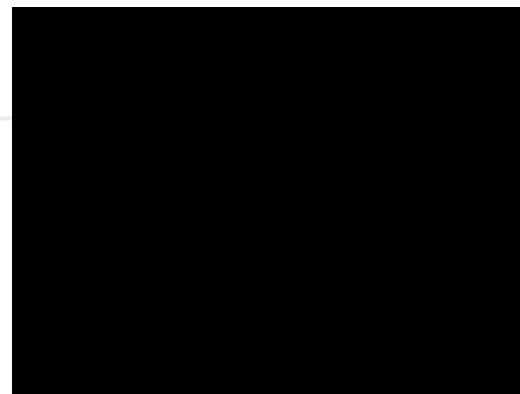
This student researched Japanese Internment Camps.



Evaluate Phase

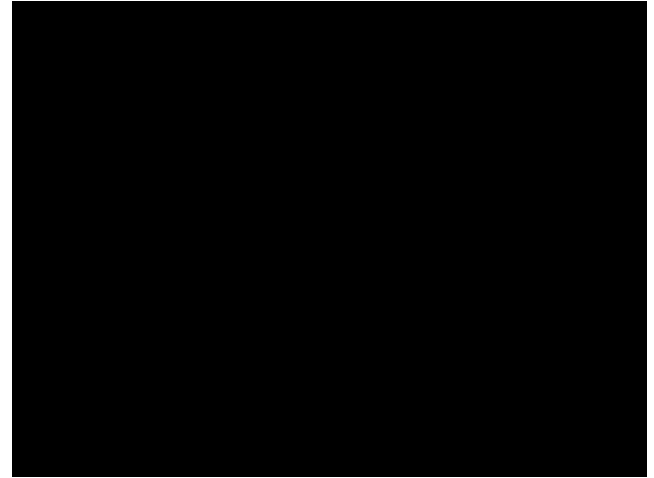
Flipgrid questions:

What worked? What surprised you? What did you learn about the topic, doing research, and yourself as a learner/researcher? What would you change next time?





This student investigated the effects of diversity training that companies use.



This student investigated the stories of survivors of the Tulsa Race Massacre



Evaluate

Flipgrid questions:

What worked? What surprised you? What did you learn about the topic, doing research, and yourself as a learner/researcher? What would you change next time?

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Using in Your Classroom

Resources for more study and application in your classroom, school, or district. The resources available continue to expand. These are a few places to start.

- [John Hope Franklin Center](#) John Hope Franklin Center has incredible resources.
- [THS 1921 Tulsa Race Massacre](#) Tulsa Historical Society virtual and traveling exhibits are available.
- [TPS Lesson Plans](#) Detailed lesson plans by Tulsa Public Schools--all grade levels
- [The 1921 Tulsa Race Riot and Its Legacy: Experiencing Place as Text](#) from Yale National Initiative
- [Restorative Justice | Rjiok](#) RJI will offer Zoom training in 21-22 for teachers.
- [GID/TRM Unit Outline](#) Shawnee Middle School's 8th grade unit is a place to start.

Books We Use

Bunting, Eve. *Smoky Night*. Illustrated by David Diaz. San Diego, CA: Harcourt, 1994.

Cherry-Paul, Sonja, Jason Reynolds, Ibram X. Kendi, and Rachelle Baker. *Stamped (for Kids): Racism, Antiracism, and You*. New York, NY: Little, Brown and Company, Hachette Book Group, 2021.

Ha, Robin. *Almost American Girl: An Illustrated Memoir*. New York, N.Y.: Balzer + Bray/Harper Alley, imprints of HarperCollins Publishers, 2020.

Hill, Karlos K., and Kevin Matthews. *The 1921 Tulsa Race Massacre: A Photographic History*. Norman, OK: University of Oklahoma Press, 2021.

Hylton, Najah-Amatullah, Quraysh Ali Lansana, and Skip Hill. *Opal's Greenwood Oasis*. Tulsa, OK: Calliope Group, 2021.

Johnson, Kim. *This Is My America*. New York, N.Y.: Random House, 2020.

Kuhlthau, Carol Collier, Ann K. Caspari, and Leslie K. Maniotes. *Guided Inquiry Design: A Framework for Inquiry in Your School*. Santa Barbara, Calif.: Libraries Unlimited, 2012.

Kuhlthau, Carol Collier, Leslie K. Maniotes, and Ann K. Caspari. *Guided Inquiry: Learning in the 21st Century*. 2nd ed. Santa Barbara, CA: Libraries Unlimited, 2015.

Latham, Jennifer. *Dreamland Burning*. New York: Little, Brown and Company, 2017.

Pink, Randi Adegbonmire, Foyinsi (EDT). *The Angel of Greenwood [Release Date Jan. 12, 2021]*. N.p.: Feiweil & Friends, 2021.

Reynolds, Jason, and Danica Novgorodoff. *Long Way Down: The Graphic Novel*. New York, N.Y.: Atheneum, 2020.

Reynolds, Jason, and Ibram X. Kendi. *Stamped: Racism, Antiracism, and You: A Remix of the National Book Award-Winning Stamped from the Beginning*. New York, NY: Little, Brown and Company, 2020.

Stone, Nic. *Dear Martin*. New York, N.Y.: Crown, 2017.

Weatherford, Carole Boston, and Floyd Cooper. *Unspeakable: The Tulsa Race Massacre*. Minneapolis, MN: Carolrhoda Books, 2021.

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Helpful Links

Shawnee Middle School Tulsa Unit Gld Blog post links

Blog Posts have many links in them as well. The unit was inspired by the text [Dreamland Burning](#). Since then, literature circles have been added where students choose which book they read in smaller groups.

2/1/21 [Intro](#)

2/2/21 [Learning With Them](#)

2/4/21 ELA Teacher 1 [Morgan- white teachers can teach antiracism](#)

2/7/21 [Open & Immerse](#) video [we just stopped](#).

2/9/21 ELA Teacher 2 [Heather Silence is Not Kindness](#) video [They are Fully Capable](#)

2/13/21 [Culturally Responsive Teaching and Inquiry](#) video [we just stopped](#)

2/15/21 [Culturally Responsive Inquiry - Using Community Resources](#)

2/20/21 Librarian Carol [Explore through Gather phases of Gld](#)

2/21/21 [Create Share and Evaluate phases of Gld](#)

2/24/21 [Adapting the Unit for use with your students Unit Plan](#) video [CRE fluid flexible teaching](#)

Contact Us

- ALA Public Programs Office
 - publicprograms@ala.org