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.

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

Guided Inquiry Design Framework

- Open
- Immerse
- Identify
- Explore
- Gather
- Create
- Share
- Evaluate

Image used with permission of the author of Gld.
Guidedinquirydesign.com
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.
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
Open Phase

The First Thanksgiving 1621
painting by
Jean Leon Gerome Ferris

Smoky Night
by Eve Bunting

Personal experiences

https://tinyurl.com/u8ref4pa
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 Phase

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
**THS Traveling Exhibit** : https://tinyurl.com/2pfhadnd
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.
Explore Phase

PROGRAMMING Librarian
An initiative of the American Library Association Public Programs Office
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 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.
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
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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)

<table>
<thead>
<tr>
<th>Research Paper</th>
<th>Podcast</th>
<th>Video</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Jane Schaffer outline</td>
<td>- Template</td>
<td>- Storyboard template</td>
</tr>
<tr>
<td>Slide Presentations</td>
<td>Poster Presentations</td>
<td>Website/Blog</td>
</tr>
<tr>
<td>- Slideshow canvas template</td>
<td>- Poster Example</td>
<td>- Website Storyboard Template</td>
</tr>
</tbody>
</table>
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.
Most people see racial stereotypes as a fixed, overgeneralized belief about a particular group of people. 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 stereotypes.

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 the 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...

Wages are being treated and paid differently in the workplace. The gender gap is a problem that is improving, yes, but it’s moving too slow. A study in 2015 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 2012 women made approximately 87% of a man’s wage. In 2013 women made 90% of a man’s wage. In 2014 women only made 91% of a man’s wage. In 2015 the pay gap for women was around $3,500. Women are still treated differently in the workplace. In 2017, only 9% of workplaces have equal pay gap. The other $1.5b were paid by women. These numbers demonstrate that women, who make up 45% of the workforce, are usually mistreated, and most of the time underpaid.
People don't know how to control themselves and they say it before they think and that's how people get all offensive and racism needs to stop.

My project is about racism used by famous celebrities. Most celebrities get away with their crimes. It is not easy to hold celebrities accountable for their decisions. There are many examples of racism involving jokes, posts, statements, condemnation, etc. Glaring you are not on a blacklist because of having直流 rights is very write. People have nothing to do with your actions. Most examples of racism are "shameful" sometimes it is hard to understand what someone means and what they are trying to say. For example it is a very difficult thing to understand the meaning of what someone is saying. Some people can use their privilege to their advantage. They can change the world if they do that.

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 high affection 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.

A World Without White Privilege

White privilege is a widespread issue in today's world. What does it mean to be a white person in society? There are many examples of white privilege in our society such as being able to go to school without fear of violence or being able to speak a foreign language without having to learn it. There are also many examples of white privilege in the workplace such as being able to get a job without having to have the same qualifications as others. People can use their privilege to their advantage. They can change the world if they do that.

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

How is diversity hiring and training flawed? This can be a difficult question to answer. Diversity can be a very complex issue. There are many different factors that can affect how diversity is hired and trained. Diversity can be affected by culture, politics, economics, and more. Diversity can also be affected by personal beliefs.

Research synopsis

Research question: "What are some ways to improve diversity and inclusion in research?" The people who answer this question need to be able to explain why there are ways to improve diversity and inclusion in research. There are a lot of different ways to improve diversity and inclusion in research. Some ways to improve diversity and inclusion in research include providing resources to students, having more diverse professors, and including people from different backgrounds in research projects. Diversity and inclusion are important in research because they can help to create a more diverse and inclusive research environment.

The Tulsa Race Riot happened 100 years before it was ever heard of publicly. The riot is considered to be the worst racial event in US history ever. A white mob attacked the Greenwood after hearing that Dole Roof had been arrested due to his allegedly murdering an African-American. The riot is known as the Tulsa Race Riot. If you think it's possible, you're wrong. The mob marched to the jail and forced to douse Roof in the fire of the jail. The mob destroyed the Greenwood of the happening, so they marched to the jail and offered to help protect Roof. The mob rallied, and the one 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 lighting, burning the Tulsa Race Riot.
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?
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?
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.
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


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

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