

How should we acknowledge the horrors of our past when we tell our history?

Unit Description	The goal of this unit is for students to explore how instruction of the Tulsa Race Massacre and Red Summer should be documented in history books. In doing so, students will first analyze cases of racial terror in the Post World War I era to identify causes, using the Tulsa Race Massacre as an example. Students the impact of historical trauma and the importance of discussing these events in collectively overcoming trauma. Students analyze contemporary textbook accounts of Red Summer and the Tulsa Race Massacre to advise a textbook company on what they believe should, and should not, be included.
Learning Objectives	<ul style="list-style-type: none"> Students identify the causes of increased racial terror in the period following World War I, using the Tulsa Race Massacre as an example. Students define the term historical trauma, identify examples of historical trauma in America's past, and discuss ways later generations can overcome historical traumas, such as telling their stories. Students determine what they believe history books should include in the telling of the Tulsa Race Massacre and other instances of racial terror.

Supporting Question 1	Supporting Question 2	Supporting Question 3
Using the Tulsa Race Massacre as an example, what triggered the surge of racial terror in the period following World War I?	How does historical trauma affect later generations?	How is the history of the Tulsa Race Massacre and Red Summer being told in high school textbooks?
Overview	Overview	Overview
Students will look at five cases of racial terror in the Post World War I period to first identify trends in the causes. To do so, they will jigsaw five readings and then work as a group to identify causes. After they have come to some conclusions, a reading on the causes will be given. Following this, students will look at the massacre as a case, identify its causes, and how this event relates to historical trends.	Students learn about historical trauma, how it is experienced, and how trauma can be exacerbated or overcome depending on the telling of our history. When we acknowledge and tell our history it helps to start the healing process. Dr. Stephen Beyers studies historical trauma related to the Tulsa Race Massacre. In a video clip of an interview, he explains what Tulsa can do to overcome historical trauma.	Students read six textbook accounts and identify to what extent high school textbooks covered Red Summer and the Tulsa Race Massacre. Then, use the information to write a response to Supporting Question #3 in their formative performance task.

Summative Performance Task	OVERVIEW Students summarize their learning and beliefs about how we should tell our history. To do so, they will select one Red Summer and/or Tulsa Race Massacre textbook account they reviewed during Supporting Question #3 and write to the publisher of the textbook identifying what they believe should remain and what, if anything, should be changed. .
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[Click here to see unit plan definitions](#) & [here for a film explaining unit formatting](#)

How Should We Remember The Tulsa Race Massacre?

Unit Description: The goal of this unit is for students to explore how instruction of the Tulsa Race Massacre and Red Summer should be documented in history books. In doing so, students will first analyze cases of racial terror in the Post World War I era to identify causes, using the Tulsa Race Massacre as an example. Then, they look at the impact of historical trauma and the importance of discussing these events in collectively overcoming trauma. Students will then look at contemporary textbook accounts of Red Summer and the Tulsa Race Massacre to advise a textbook company on what they believe should, and should not, be included.

PDF of Unit Plan: [Click here for a PDF of all documents in the unit plan.](#)

Estimated Time for Unit: 430 minutes

- [Staging the Compelling Question- The Hook](#)- 50 minutes
- [Supporting Question #1](#)- 130 minutes
- [Supporting Question #2](#)- 100 minutes
- [Supporting Question #3](#)- 80 minutes
- [Summative Performance Task](#)- 70 minutes

Compelling Question: How should we acknowledge the horrors of our past when we tell our history?

Supporting Questions:

1. Using the Tulsa Race Massacre as an example, what triggered the surge of racial terror in the period following World War I?
2. How does historical trauma affect later generations? How do subsequent generations heal from historical trauma?
3. How is the history of the Tulsa Race Massacre and Red Summer being told in high school textbooks?

Summative Performance Task: Students will act as an advisor to a high school textbook company and identify the information they believe needs to be included, or not included, in a section on the Tulsa Race Massacre and other instances of racial terror after World War I.

Objectives:

1. Students identify the causes of increased racial terror in the period following World War I, using the Tulsa Race Massacre as an example.

2. Students define the term historical trauma, identify examples of historical trauma in America's past, and discuss ways later generations can overcome historical traumas, such as telling their stories.
3. Students determine what they believe history books should include in the telling of the Tulsa Race Massacre and other instances of racial terror.

Standards & Essential Content:

a) [Oklahoma Social Studies Content Standards:](#)

USH.4.1.B . Describe the rising racial tensions in American society including the resurgence of the Ku Klux Klan, increased lynchings, race riots as typified by the Tulsa Race Riot, the rise of Marcus Garvey and black nationalism, and the use of poll taxes and literacy tests to disenfranchise blacks.

b) [Oklahoma Social Studies Practices:](#)

2.A.9-12.1 Develop, investigate and evaluate plausible answers to essential questions that reflect enduring understandings across time and all disciplines.

3.A.9-12.5 Evaluate how multiple, complex events are shaped by unique circumstances of time and place, as well as broader historical contexts.

4.A.9-12.2 Analyze information from visual, oral, digital, and interactive texts (e.g. maps, charts, images, political cartoons, videos) in order to draw conclusions and defend arguments.

5.A.9-12.2 Compose informative essays and written products, developing a thesis, citing evidence from multiple sources and maintaining an organized, formal structure.

a) [Social Justice Standards](#)

Justice 13 JU.9-12.13 I can explain the short and long-term impact of biased words and behaviors and unjust practices, laws and institutions that limit the rights and freedoms of people based on their identity groups

Justice 15 JU.9-12.15 I can identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.



Before You Begin: This section provides resources for teachers to prepare themselves for: challenging conversations, establishing a classroom culture necessary for discussing hard history, developing strategies to check in with and support students who are feeling strong emotions, and developing methods to start and end hard conversations. Times to build community, start and end conversations have not been factored into the overall timing of the lesson.

Staging the Compelling Question: The Hook
Estimated Time: 50 minutes
Objective: <ul style="list-style-type: none"> To introduce the inquiry to students, including the summative performance task that answers the compelling question.
Overview of the Hook: This unit revolves around the increase in racial terror following World War I, using the Tulsa Race Massacre as an example. To introduce the term racial terror and why we study it, students will first watch a video defining racial terror. To provide them with examples of racial terror, where it took place, and to build background knowledge, they will complete a stations assignment. Following this hook, teachers will review the learning objectives, the compelling question, supporting questions, and an overview of the summative assessment.
Teacher Materials: <ul style="list-style-type: none"> Teacher Slide Deck Visual Inquiry Stations
Student Materials: <ul style="list-style-type: none"> Visual Inquiry Investigation Sheet
Directions for Staging the Compelling Question: <p>The content may be sensitive for students. Resources for setting a classroom community for discussing hard history and managing strong emotions in the Before You Begin Section above.</p> <p>Step 1: Explain to students they will be learning about racial terror within the United States, focusing on the Tulsa Race Massacre. To define what racial terror is, students will watch a video on racial terror lynching using the link on Slide 3 of the Teacher Slide Deck. Students discuss the video questions at the top of their Visual Inquiry Investigation Sheet. While</p>

discussing the video make sure to highlight the following information:

- People used violence to target the entire Black communities in order to create and maintain a racial hierarchy.
- To recover from this, we need to learn about racial terror.

Step 2: Print the Visual Inquiry Stations and set up five spaces in your classroom, one for each station. Students circulate between the stations and complete their Visual Investigation Sheet. Note: if students are learning virtually or stations can not be set up, provide students with the link to the stations.

Step 3: Debrief the stations using the discussion questions on [Slide 4](#) of the Teacher Slide Deck. While discussing the stations make sure to highlight the following information:

- There was an increase in racial terror following World War I.
- These events took place throughout the United States.
- We will be looking at this period and focus on events within Tulsa as examples.

Step 4: Introduce the lesson objectives, the compelling question, supporting questions, and the summative assessment using [Slides 5-10](#) of the Teacher Slide Deck.

Lesson: Supporting Question #1 - *Using the Tulsa Race Massacre as an example, what triggered the surge of racial terror in the period following World War I?*

Estimated Time: 130 minutes

Objective: Students will be able to identify the causes of increased racial terror in the period following World War I, using the Tulsa Race Massacre as an example.

Overview of Supporting Question #1: Students will look at five cases of racial terror in the Post World War I period to first identify trends in the causes. To do so, they will jigsaw five readings and then work as a group to identify causes. After they have come to some conclusions, a reading on the causes will be given. Following this, students will look at the massacre as a case, identify its causes, and how this event relates to historical trends.

Formative Performance Task:

Part 1: *Using the Tulsa Race Massacre as an example, what triggered the surge of racial terror in the period following World War I?* Success criteria include 1) a claim that answers the question; 2) A minimum of 4 causes; 3) specific details on the Tulsa Race Massacre.

Part 2: Write a summary about your learning process on Supporting Question #1. Consider the strategies you used to understand the materials and answer the supporting question.

Teacher Materials:

- [Teacher Slide Deck](#)
- [Tulsa Race Massacre Video](#)

Student Materials:

- [Trends in Racial Terror: Why Did it Surge in the Post World War I Era?](#)
Cases of Racial Terror: 1) [The Elaine Massacre](#); 2) [Chicago Race Riot](#); 3) [Washington, DC Riot](#); 4) [Omaha Courthouse Riot and Lynching](#); 5) [Rosewood Massacre](#)
- [Racial Terror & Causes in the Post World War I Era Reading](#) and [Student Answer Sheet](#)

Additional Scaffold: For students who struggle with the reading level of the documents, they may listen to the text read aloud using a [Google Chrome extension](#).

Directions for Completing Supporting Question #1:

Step 1: Review Supporting Question #1 with students using [Slide 11](#).

Step 2: Students read about one of the five cases of racial terror and complete the portion of the “Trends Racial Terror: Why Did it Surge in the Post World War I Era” Chart on their event. [Slide 12](#) has an image of the chart to use for directions.

Step 3: Students jigsaw their cases, sharing information with students who covered different events, so all students have their charts completed. Once students share their cases, they will then look for trends in the data completing the second chart on the sheet. [Slide 12](#) of the Teacher Slide Deck has an image of the chart to use for directions.

Step 4: Discuss the trends students found in the data using the discussion prompts on [Slide 13](#).

Step 5: Students complete the “Racial Terror & Causes in the Post World War I Era” reading, while completing Part 1 of the Student Answer Sheet (the first page).

Step 6: Play the video [Tulsa Race Massacre Video](#) on [Slide 14](#) which discusses the causes and course of the Tulsa Race Massacre. Students take notes on the causes of the massacre using Part 2 of the [Student Answer Sheet](#). Then, students discuss their responses.

Step 7: Have students complete the Formative Assessment, Part 3 of the [Student Answer Sheet](#), and peer review using [Slide 16 o](#) of the Teacher Slide Deck.

Lesson: Supporting Question #2 - *How does historical trauma affect later generations?*

Estimated Time: 100 minutes

Objective: Students will be able to define the term historical trauma, identify examples of

historical trauma in America's past, and discuss ways later generations have available to help overcome historical traumas, such as telling their stories.

Overview of Supporting Question #2: Students learn about historical trauma, how it is experienced, and how trauma can be exacerbated or overcome depending on the telling of our history. When we acknowledge and tell our history it helps to start the healing process. Dr. Stephen Beyers studies historical trauma related to the Tulsa Race Massacre. In a video clip of an interview, he explains what Tulsa can do to overcome historical trauma.

Formative Performance Task:

Part 1: Write a response to the Supporting Question #2: *How does historical trauma affect later generations?*

Success Criteria include: 1) a claim that answers the question; 2) supporting evidence, including details and facts; and; 3) information from at least three sources (videos and primary/secondary sources from today).

Remember you will use your response to this formative assessment in the summative assessment.

Part 2: Write a summary about your learning process on Supporting Question #2. Consider the strategies you used to understand the materials and answer the supporting question.

Teacher Materials:

- [Teacher Slide Deck](#)
- [Source of the Wound video](#)
- [What is historical trauma? video](#)
- [How do people experience historical trauma? Video](#)
- [What is cultural healing? video](#)

Student Materials:

- [Student Guide: Historical Trauma](#)
- [Historical Trauma and Microaggressions reading](#)
- [Oral History of Mildred Lucas Clark](#)

Additional Scaffolding: For students who struggle understanding the videos in this section, teachers may show the videos twice using the following steps. First, have students listen to the video; Second, discuss the video's important points; Third, review the questions in the video guide; And fourth, watch the video a second time having students complete the answers in the guide. If the reading is too challenging, teachers may add a word bank to the reading.

Directions for Completing Supporting Question #2:

Step 1: Review the supporting question using [Slide 17](#). Student responses to all activities in Supporting Question #2 can be completed on the "Student Guide: Historical Trauma" sheet.

Step 2: Watch the video [Source of the Wound](#) on [Slide 18](#). Have students answer the 4 questions on their own, then lead class-wide discussion. Focus on question #1: “What is the definition of historical trauma?” and question #3: “What does science show us about how trauma can be passed down between generations?”

Step 3: Give students time to think about the quote from Maya Angelou on [Slide 19](#). As a class, discuss: “What does this quote mean to you?” “Do you agree or disagree with this quote?” “Why is it important that we learn history despite ‘its wrenching pain’ as Maya Angelou recognizes?”

Step 4: On [Slide 20](#), watch the video [What is historical trauma?](#) starting the video at 2:13. Have students answer the 3 questions on their own, then participate in a class-wide discussion. Focus on question #1: “What examples of historical trauma do you know about?” and question #2: “In what ways do you see the effects of historical trauma impacting and playing out in today’s society?”

Step 5: On [Slide 21](#), watch the video [How do people experience historical trauma?](#) Have students answer the 4 questions on their own, then participate in a class wide discussion. Focus on question #2: “In what ways have people in your community experienced historical trauma?” and question #4: “How does the person writing the official stories of these events have the power to highlight and/or silence the traumatic impact of these events?”

Step 6: Students read the “Historical Trauma and Microaggressions” reading and answer the questions on their “Student Guide: Historical Trauma” sheet.

Step 7: On [Slide 23](#), watch the video [What is cultural healing?](#) Students answer the 4 questions on their own, then participate in a class-wide discussion. Focus on question #2: “What cultural practices do you have? Do you consider any of these practices to be healing?” and question #3: “How can knowledge about historical trauma inform the ways communities promote cultural healing?”

Step 8: Students read the oral history of Mildred Lucas Clark and discuss the questions on the “Student Guide: Historical Trauma” sheet. The oral history is written on a [handout](#) and [Slide 24](#).

Step 9: Watch the video from Dr. Beyers on historical trauma and the Tulsa Race Massacre on [Slide 25](#). Students answer questions on the “Student Guide: Historical Trauma” sheet.

Step 10: Review the formative performance task for Supporting Question #2 on [Slide 26](#) and on the “Student Guide: Historical Trauma” sheet. Directions for the peer review are located on [Slide 28](#). Give students time to write and then participate in peer review.

Lesson: Supporting Question #3 - *How is the history of the Tulsa Race Massacre and Red Summer being told in high school textbooks?*

Estimated Time: 80 minutes
Objective: Students will analyze various accounts of the Tulsa Race Massacre and Red Summer to identify how the story of these events have been told and is currently told in American textbooks today.
Overview of Supporting Question #3: Students read six textbook accounts and identify to what extent high school textbooks covered Red Summer and the Tulsa Race Massacre. Then, use the information to write a response to Supporting Question #3 in their formative performance task.
<p>Formative Performance Task:</p> <p>Part 1: Write a response to the Supporting Question #3: “How is the history of the Tulsa Race Massacre and Red Summer being told in high school textbooks?”</p> <p>Success criteria include: 1) a claim that answers the question - “Did this textbook do a good job or a poor job in its representation this history?” 2) supporting evidence, including details and examples from the textbook you selected, and, 3) identify three strengths or three weaknesses of this account.</p> <p>Part 2: Write a summary about your learning process on Supporting Question #3. Consider the strategies you used to understand the materials and answer the supporting question.</p>
<p>Teacher Materials:</p> <ul style="list-style-type: none"> • Teacher Slide Deck
<p>Student Materials:</p> <ul style="list-style-type: none"> • Textbook Accounts of Red Summer and the Tulsa Race Massacre • Supporting Question #3 Formative Performance Task Handout
<p>Directions for Completing Supporting Question #3:</p> <p>Step 1: Review the supporting question on Slide 29.</p> <p>Step 2: Give students time to think about the quote from James Baldwin (American novelist, playwright, essayist, poet, and activist) on Slide 30. As a class discuss: “What does this quote mean to you? Do you agree or disagree with this quote? Why is it important to learn America’s history even though it is ‘more terrible’ than anything?”</p> <p>Step 3: Review the overview on the collective “silence” for 80 years following the massacre, the expectations for reading the Textbook Accounts of the Tulsa Race Massacre and Red Summer and the “think about” questions using Slide 31.</p> <p>Step 4: Go through the slides and review each account using Slides 32- 37.</p> <ul style="list-style-type: none"> • On Slide 33, <i>The Story of Oklahoma</i> textbook- <ul style="list-style-type: none"> ○ Ask students what they think when the textbook says: “but persistent rumors put it in the hundreds. Even now, nobody knows. In fact, there are many things

about the Tulsa Race Riot that investigators still do not know and likely never will.”

- In the discussion, pay particular attention to the use of the words “rumors,” “Riot” instead of “massacre” and “likely never will.”
- Ask students what they think about including the photograph of the Mount Zion Baptist Church. Discuss what reasons there might have been for the textbook publisher to include this photograph as opposed to others.
- On [Slide 34](#), the *Pursuing American Ideals* TCI textbook- This is the textbook used in Tulsa Public Schools.
 - Ask, “What reasons might there be for this textbook to not mention Red Summer or the Tulsa Race Massacre?”
- On [Slide 35](#), *America’s History* -
 - Ask, “Do you think the statement: ‘it took a decade for black residents to rebuild Greenwood’ is accurate? Why or why not?”
 - Ask, “How might some people argue that Greenwood is still not fully rebuilt today, especially when looking through the lens of historical trauma?”
- On [Slide 36](#), *The Americans* -
 - Ask, “Is this ‘enough’ to tell the story of Red Summer?”
- On [Slide 37](#), *The American Pageant* -
 - Ask students: “Is this ‘enough’ to tell the story of Red Summer?”
 - “Why do you think the textbook publisher chose to include this photograph?”

Step 5: As a class, discuss the Analysis Questions on [Slide 38](#).

Step 6: Review the formative performance task for Supporting Question #3 on [Slide 39](#) and on the [“Supporting Question #3 Formative Performance Task” handout](#). Directions for the peer review are located on [Slide 41](#). Give students time to write and then participate in peer review.

Summative Performance Task: Letter to a Textbook Company

Estimated Time: 70 minutes

Objective: Students will determine what they believe history books should include in the telling of the Tulsa Race Massacre and other instances of racial terror in the Post World War I era.

Overview of Summative Performance Task: In this section, students will summarize their learning and beliefs about how we should tell our history. To do so, they will select one

textbook account on Red Summer and the Tulsa Race Massacre they reviewed during Supporting Question #3 and write to the publisher of the textbook identifying what they believe should remain and what, if anything, should be changed.

Teacher Materials:

- [Teacher Slide Deck](#)

Student Materials:

- [Summative Performance Task- Taking Informed Action](#)

Directions for Summative Performance Task:

Step 1: Review the Summative Performance Task with students. When reviewing the question “*To what extent should we tell the history of the Tulsa Race Massacre, Red Summer, and racial terror in the Post World War I era?*” it is essential that students understand what this question is asking.

- Use [Slide 43](#) of the Teachers Slide Deck to help explain that this question is asking how much history should be included and why.

Step 2: Provide students with time to plan what they will write using the graphic organizer on page 2 of the Summative Performance Task. Then, students will write the essay, using the outline on page 3 of the same document.

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