

[Tulsa Race Massacre Poster](#)  
**Curriculum-Thinking “Behind” the Lesson**  
 Constructed by Ryan Trammell

Note: This lesson was drafted with thoughtful consideration of these [“curriculum-thinking” prompts](#)

Step 1: Reflect on the role oral histories play in ethnic studies.		Self/Peer Assessment
<b>Why should they be utilized and examined in a classroom?</b>	Provides an opportunity for students to see history from an experiential perspective. It is deeper and more relatable than a textbook or a random text. It's all about framing and choosing a text that is alive and relatable.	<p><b>The lesson segment:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Centers on at least one ethnic studies oral history, <i>and</i></li> <li><input checked="" type="checkbox"/> The oral history plays a prominent role in the segment</li> </ul> <p><b>The educator's thinking includes:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The role of oral histories in ES,</li> </ul> <p><b>Comments:</b> Really enjoyed reading this section.</p>
<b>What makes an oral history an ethnic studies-specific oral history?</b>	An oral history that is Ethnic Studies-specific is one that reflects and brings to life the academic concepts we are trying to convey. Concepts are just shapes on paper, in the form of words, until we connect them to the human experience of oppressed/marginalized people. These oral histories give a voice to people who have been silenced in the study of history.	
<b>What is their power?</b>	Oral histories humanizes the history, the person, and the concepts that we are trying to reinforce. They add more texture to the story we are telling.	
<b>Why is it important to hear the actual voice of the storyteller?</b>	I equate it to when a parent tells us something, but we are skeptical of what they say. Sometimes we need to hear it from a more direct source until we internalize it and believe. It seems to add legitimacy and life.	

Step 2: Write down the relevant characteristics/ assets of the young people you are teaching and the communities from which they derive.	Self/Peer Assessment
<p>The basic demographic breakdown of my three U.S. History courses are as follows:</p> <p><b><u>Ethnic/Racial Breakdown (Total Students = 100)</u></b></p> <p>Ch/L: 44          ME: 17 (Arab = 5, Chaldean = 12)          B: 10 (African American = 5, Haitian = 1, Tanzanian = 1, Sudanese = 1, Somali = 1, Kenyan = 1)          W: 1</p>	<p><b>The educator's thinking includes:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Student and community assets/ characteristics</li> </ul> <p><b>Comments:</b> Building on students' strengths and attempts to connect across experiences is an articulated strength of this lesson.</p>

A: 28 (Afghan = 23, Filipino = 3, Uzbek = 1, Chamorro = 1)

**Gender**

M: 57

F: 43

**Other**

EL: 57

SE: 5

SART: 9

Homeless: 2

Languages Spoken:

- English
- Arabic
- Farsi
- Pashto
- Russian
- Spanish
- Swahili

***How might this be relevant in helping you make oral history selections ?***

I teach students from various refugee and oppressed backgrounds. My school is 95%+ free and reduced lunch. A lot of them understand oppression (political and economic), but not in the analytical or academic way. I think more in the experiential way. I want to approach oral history analysis in my class as a progression. Initially, I will be conscious of my students' levels and not get too academic, but more "folksy" in my choices. I want to convey to them that although people may come from various backgrounds, there are some common bonds in terms of experience, and even when the experience is different, the lessons learned are in fact universal. As they make the connection to their experiences, they will become more comfortable with the content to the point that I can start elevating analysis with Ethnic Studies concepts and higher academic expectations.

***Think about the importance of students connecting with the lesson. (When you go to create the lesson in Step 8, you will come back to this).***

Connection is EVERYTHING. It is so important that we find those connections to a reading/source with our students regardless of background. When we find the bonds that connect us, there will be more attention paid and buy-in. Also, I feel it can disarm the intimidation of the pile of words and make them more welcoming.

For instance, for this I would start a conversation around being singled out for who you are, or pose questions about unequal treatment for no reason.

	The main thing is to create a bridge to the information. Making a connection will determine how effectively the information can be conveyed.	
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Step 3: Identify Ethnic Studies Oral History Excerpt(s) with which you and your students will work. ( <a href="#">ROHP website</a> )		Self/Peer Assessment
Selected oral history and excerpt(s): <ul style="list-style-type: none"> <li>I will not be utilizing any oral histories from the ROHP website for this activity.</li> </ul>		
<i>(You may want to start with this): Which Ethnic Studies knowledge/concepts will be the focus of this lesson segment and why?</i>	<ul style="list-style-type: none"> <li>Community: In particular Community Building.</li> <li>Segregation: Reinforcement of the main theme of this Jim Crow unit.</li> <li>Racism: Dangerous ideologies regarding African Americans fueling fatal/damaging actions toward the people of the Greenwood District in Tulsa Oklahoma.</li> <li>Discrimination: Actions, fueled by racism, altered the trajectory of targeted groups for generations in the Greenwood District in Tulsa, Oklahoma.</li> <li>The Four I's of Oppression: Application of the Four I's to the Tulsa Race Massacre.</li> </ul>	<b>The educator's thinking includes:</b> <input checked="" type="checkbox"/> The ES knowledge with which students will engage & its significance for the students.  <b>Comments:</b> While you have 5 big concepts here, I see them as related and I think you can find meaningful ways to tie them together in the lesson (and in students' minds).
<i>How will students connect with the significance of ethnic studies oral histories for the knowledge/concepts of focus?</i>	<ul style="list-style-type: none"> <li>Understanding and deciphering key vocabulary</li> <li>Chronological thinking and application of that thinking</li> <li>Review and implementation of skills such as applying concepts to content</li> </ul>	

Step 4: Analyze the Ethnic Studies Oral history.		Self/Peer Assessment
<ul style="list-style-type: none"> <li>Use this <a href="#">tool</a> or create your own to capture critical themes, concepts, connections, and reflections.</li> </ul>		
<p>Selected oral history and excerpt(s):</p> <ul style="list-style-type: none"> <li>I am using oral histories of survivors of the Tulsa Race Massacre from the <a href="#">American Experience</a> site about the massacre.</li> <li>I have condensed the oral histories and mixed them in with facts into this <a href="#">document</a> that will be used for the poster project.</li> </ul>		
<p><b>Of the <u>4 Is of Oppression</u>, which is/are being reflected? How so?</b></p>	<p>The oral histories reflect the following I's of Oppression:</p> <ul style="list-style-type: none"> <li>Ideological Oppression: Black residents of Greenwood expressed Feelings of racial superiority by White residents of Tulsa, entitlement, and perceived ineptitude and racial inferiority (dehumanization) of residents of Greenwood.</li> <li>Institutional Oppression: City government, courts working against residents of Greenwood, segregation</li> <li>Interpersonal Oppression: Acts of violence toward residents of Greenwood.</li> <li>Internalized Oppression: Not being reflected.</li> </ul>	<p><input checked="" type="checkbox"/> The educator documents critical themes, concepts, connections and/or reflections in relation to the selected oral history excerpt(s).</p> <p><input type="checkbox"/> The educator analyzes the oral history using an ethnic studies lens</p> <p><b>The lesson segment articulates how it is:</b></p> <p><input checked="" type="checkbox"/> Aligned to ES frameworks (e.g. 4Is of Oppression, 7Cs, 5 Ss, etc.)</p> <p><b>Comments:</b></p>

Step 5: Identify people, concepts, events, or structures that you may need to learn more about.		Self/Peer Assessment
<ul style="list-style-type: none"> <li>Oftentimes, excerpts will make reference to people, events, or some other phenomenon important for understanding the interviewee's context.</li> <li>Now is your chance to learn a little bit more and think about how those ideas are situated in broader contexts.</li> </ul>		
<p><b>Link any useful sources that may be helpful later (to you or to others).</b></p>	<p>I am using oral histories of survivors of the Tulsa Race Massacre from the <a href="#">American Experience</a> site about the massacre.</p>	<p><b>The educator's thinking includes:</b></p> <p><input type="checkbox"/> Concepts and knowledge to learn more about</p> <p><b>Comments:</b></p>

Step 6: Decide what is powerful or significant for students and why.		Self/Peer Assessment
<p><b>Write a series of bullets or a short narrative about what you see as critical/ powerful/ significant for your students in the excerpt(s) you have selected and why.</b></p> <ul style="list-style-type: none"> <li>• <b>experiences of the interviewee, your connections and connections students might make</b></li> <li>• <b>historical or present-day events</b></li> <li>• <b>structures, systems, and processes</b></li> <li>• <b>Identify Ethnic Studies concepts/themes you are hoping to illustrate/develop/examine with your chosen excerpt(s)</b></li> </ul>	<p>Teacher Analysis:</p> <ul style="list-style-type: none"> <li>• The Tulsa Race Massacre was a devastating, and little-known event that exemplifies The Four I's of Oppression perfectly. The documentary created by American Experience on PBS shows the impact the event had on the Black residents that lived in the Greenwood District of Tulsa, Oklahoma.</li> <li>• Greenwood was created as a means of self-determination and a reflection of community for a people who came to Oklahoma (formerly The Indian Territory) to escape the Jim Crow South for a new opportunity. However, it was all destroyed as a result of misinformation from an incident between a black man and white woman in an elevator, but it can be argued that the incident was a trigger for white supremacists to flex their power and beliefs of their privileged position in society.</li> <li>• These oral histories are from survivors of the Tulsa Race Massacre and exhibit how the Four I's of Oppression were at play. This incident exemplifies how the hopes and aspirations of an already oppressed group of people who have done for themselves, can be snuffed out by unchecked and endorsed White Supremacy. I want the students to apply The Four I's to the incident and to the words of the survivors as a lens so they can continue to develop that skill for the class.</li> </ul> <p>Student Expectations:</p>	<p><b>The “What”- ES Knowledge Development</b></p> <p><input checked="" type="checkbox"/> The teacher articulates the ethnic studies knowledge, concepts, and thinking students will do</p> <p><input type="checkbox"/> Notes showcase how the teacher has engaged with the knowledge</p>

	<ul style="list-style-type: none"> <li>• These are oral history excerpts of survivors of the Tulsa Race Massacre. It is important that students read and see things from the perspective of people who had direct experience with the event.</li> <li>• I am hoping that students make a connection with this material in a variety of ways: <ul style="list-style-type: none"> <li>○ Direct: Many of my students are refugees who experienced loss in terms of life and material possessions such as their homes, possessions, and capital.</li> <li>○ Historical: The hope is that students connect this event to the Jim Crow unit we are currently in.</li> <li>○ Universal: I want to help the students to understand that even when a community of people builds themselves up, there will be societal and institutional roadblocks/impediments that may be put into place.</li> </ul> </li> <li>• I am attempting to reinforce and apply concepts that we have learned in this unit, and previous units: <ul style="list-style-type: none"> <li>○ Community</li> <li>○ Segregation</li> <li>○ Racism</li> <li>○ Discrimination</li> <li>○ The Four I's of Oppression</li> </ul> </li> </ul>	
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<b>Step 7: Consider how the above ideas fit in with your semester or year-long curriculum.</b>	<b>Self/Peer Assessment</b>
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<p><b><i>Which unit of study might best accommodate your ideas or decide whether a new unit of study should be created?</i></b></p>	<p>This poster project is the capstone to the Jim Crow South To the 1920s unit. It is the final lesson of the unit.</p> <p>The point is to show a progression:</p> <ol style="list-style-type: none"> <li>1. The Jim Crow South (Segregation)</li> <li>2. The Great Migration (Escaping Jim Crow)</li> <li>3. The Harlem Renaissance (Building community and Resistance)</li> <li>4. The Tulsa Race Massacre (Having it all taken away)</li> </ol>	<p><b>The lesson segment articulates how it is:</b></p> <p><input checked="" type="checkbox"/> Situated within the aims of the course</p>
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<p><b>Step 8: Construct a lesson segment that incorporates the ethnic studies oral history excerpt(s).</b></p>		<p><b>Self/Peer Assessment</b></p>
<p><b><i>How will you connect their interests, histories, geographies, experiences, insights, or aspirations to the oral history excerpts and/or the larger lesson(s)?</i></b></p>	<p>With this activity, I am hoping to convey to my students the dire consequences of racism, discrimination, and Jim Crow. I want them to see that concepts are not just metaphysical things that we learn about, but that they can have grave consequences.</p> <p>The majority of my students are BIPOC, and are barely learning these concepts. They have experienced these concepts throughout their lives, but they are now putting a name to their experiences. I have a lot of refugee students who left countries in which they were targeted for religious, ethnic/national, political reasons. The hope is that they will be able to relate to some aspects, or maybe even sympathize/empathize with the residents of Greenwood.</p> <p>The outline for the assignment/activity will be as follows: Day 1:</p> <ol style="list-style-type: none"> <li>1. Pass out the following handouts to students: <ul style="list-style-type: none"> <li>• <a href="#">Timeline of the Tulsa Race Massacre</a> (<a href="#">Arabic</a> <a href="#">Farsi</a></li> </ul> </li> </ol>	<p><b>The “How”- ES Pedagogies</b></p> <p><input type="checkbox"/> The lesson segment articulates ethnic studies pedagogies and practices that compliment the aims of the lesson</p> <p><input checked="" type="checkbox"/> <del>The lesson segment showcases attention to maximizing students’ engagement throughout</del></p> <p><b>Connections to Students</b></p> <p><input checked="" type="checkbox"/> <del>The lesson segment reflects deep consideration for the young people who will engage with the lesson</del></p> <p><input checked="" type="checkbox"/> <del>what they know and may not know, including their</del></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> assets</li> <li><input checked="" type="checkbox"/> histories</li> <li><input checked="" type="checkbox"/> cultures</li> <li><input checked="" type="checkbox"/> experiences</li> <li><input checked="" type="checkbox"/> community dynamics</li> </ul> <p><b>Clarity</b></p> <p><input type="checkbox"/> The educator’s thinking, the flow of the lesson segment, and the examples and illustrations of ethnic studies themes and concepts are clear throughout.</p>

	<p><a href="#">Pashto</a> <a href="#">Russian</a> <a href="#">Spanish</a> <a href="#">Swahili</a>)</p> <ul style="list-style-type: none"> <li>• <a href="#">Tulsa Race Massacre Information Sheet</a> (<a href="#">Arabic</a> <a href="#">Farsi</a> <a href="#">Pashto</a> <a href="#">Russian</a> <a href="#">Spanish</a> <a href="#">Swahili</a>)</li> </ul> <p>2. Students will follow along a Google Slides presentation of the Timeline.</p> <ul style="list-style-type: none"> <li>• <a href="#">Presentation: The Tulsa Race Massacre</a></li> <li>• Students will interact with the Timeline (highlight, underline, circle, etc.)</li> </ul> <p>Day 2-3:</p> <p>1. Go over the directions of the poster with the class.</p> <ul style="list-style-type: none"> <li>• <a href="#">Directions: The Tulsa Race Massacre Poster Project</a></li> <li>• <a href="#">Tulsa Race Massacre Poster Materials</a> (<a href="#">Arabic</a> <a href="#">Farsi</a> <a href="#">Pashto</a> <a href="#">Russian</a> <a href="#">Spanish</a> <a href="#">Swahili</a>)</li> </ul> <p>2. The reflection portion of the assignment will take place after the poster is completed.</p> <ul style="list-style-type: none"> <li>• <a href="#">Applying The Four I's of Oppression: The Tulsa Race Massacre</a></li> <li>• The students will be utilizing <a href="#">The Four I's of Oppression Infographic</a> to complete this portion.</li> </ul>	
<p><b><i>Are there other text(s) that complement the oral history and/or provide a different perspective?</i></b></p>	<p>There are numerous sites that are dedicated to this topic. A couple of really interesting ones that I came across were:</p> <ul style="list-style-type: none"> <li>• <a href="#">The Tulsa Historical Society and Museum</a> site dedicated to the Tulsa Race Massacre. It has a lot of primary source documents. I will be doing a deep dive when I have more time available.</li> <li>• <a href="#">The New York Times</a> has an amazing interactive map of the Greenwood District. Worth checking out if you have a subscription to the NYT.</li> </ul>	

<b><i>What questions will you pose to your students, or areas around which students will generate questions?</i></b>	See <a href="#">Directions: The Tulsa Race Massacre Poster Project</a>	
<b><i>What type(s) of thinking will you expect your students to do?</i></b>	See <a href="#">Directions: The Tulsa Race Massacre Poster Project</a>	
<b><i>What tools will you use to help students analyze and reflect upon the ethnic studies oral histories?</i></b>	<ul style="list-style-type: none"> <li>• <a href="#">Timeline of the Tulsa Race Massacre</a> (<a href="#">Arabic</a> <a href="#">Farsi</a> <a href="#">Pashto</a> <a href="#">Russian</a> <a href="#">Spanish</a> <a href="#">Swahili</a>)</li> <li>• <a href="#">Directions: The Tulsa Race Massacre Poster Project</a></li> <li>• <a href="#">Tulsa Race Massacre Poster Materials</a> (<a href="#">Arabic</a> <a href="#">Farsi</a> <a href="#">Pashto</a> <a href="#">Russian</a> <a href="#">Spanish</a> <a href="#">Swahili</a>)</li> <li>• <a href="#">Tulsa Race Massacre Information Sheet</a> (<a href="#">Arabic</a> <a href="#">Farsi</a> <a href="#">Pashto</a> <a href="#">Russian</a> <a href="#">Spanish</a> <a href="#">Swahili</a>)</li> </ul>	
<b><i>What Ethnic Studies pedagogies (reflective of your intentions) will you use?</i></b>	<ul style="list-style-type: none"> <li>• Reinforcement of concepts</li> <li>• Exploring and analyzing Counternarratives</li> <li>• Application of concepts to better understand the dynamics at play in terms of race and class.</li> </ul>	
<b><i>What are ways you will check your students' understanding of the critical/ powerful/ significant elements you identified above?</i></b>	I will be grading this project using our <a href="#">U.S. History Project/Assessment Rubric</a>	

**Post-Lesson Reflection**

**Step 9: Reflect upon the lesson and evidence of students’ understanding and evaluate the lessons’ impact.**

- Make notes about what you would retain and why and what you would change for the future.
- Use this chart to keep track of your thinking.

	Lesson Elements	Why?	Adjustments Needed
Worked			
Didn’t Work			