

Hall of Injustice, Part 1

Guided Inquiry Research

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Grade Level	7th – 9th Grade	**Time Frame**	200 minutes
Subject	English/Language Arts, Social Studies	**Duration**	4-5 class periods
Course	Oklahoma History		

Essential Question

What is injustice? How does the portrayal of injustice in historical fiction compare with the portrayal of the same event in the news?

Summary

This lesson focuses on comparing and contrasting fiction and nonfiction, writing a researchable inquiry question, and developing justice-based research questions. Students will familiarize themselves with the Tulsa Race Massacre and then read an excerpt from the novel "Dreamland Burning," followed by a news article related to the event. Using that context, students will learn how to write higher-order thinking inquiry questions and develop inquiry-based research questions.

Snapshot

Engage

Students view two videos highlighting injustice and complete a Four Corners activity.

Explore

With a partner, each student develops a definition for "injustice" and shares their definition with the class using Mentimeter.

Explain

Students read and highlight excerpts from a historical fiction novel and a news article regarding the same act of injustice, then compare and contrast the two accounts by completing an H-Chart.

Extend

Students develop an injustice-based inquiry question with real-world connections.

Evaluate

Students submit their H-Charts and research questions for evaluation.

Standards

ACT College and Career Readiness Standards - Reading (6-12)

CLR302: Draw simple logical conclusions in somewhat challenging passages
IDT301: Identify a clear central idea in straightforward paragraphs in somewhat challenging literary narratives
SYN301: Make straightforward comparisons between two passages

Oklahoma Academic Standards (Social Studies: Oklahoma History (9th through 12th grade))

OKH.5.2: Examine multiple points of view regarding the evolution of race relations in Oklahoma, including:
OKH.5.2E: causes of the Tulsa Race Riot and its continued social and economic impact.
OKH.5.2F: the role labels play in understanding historic events, for example “riot” versus “massacre”.

Oklahoma Academic Standards for English Language Arts (Grade 9)

9.3.R.1: Students will analyze works written on the same topic and compare the methods the authors use to achieve similar or different purposes and include support using textual evidence.
9.3.R.7: Students will make connections (e.g., thematic links, literary analysis) between and across multiple texts and provide textual evidence to support their inferences.
9.6.W.2: Students will refine and formulate a viable research question, integrate findings from sources, and clearly use a well-developed thesis statement.

Attachments

- Categorical Highlighting—Hall of Injustice, Part 1 - Spanish.docx
- Categorical Highlighting—Hall of Injustice, Part 1 - Spanish.pdf
- Categorical Highlighting—Hall of Injustice, Part 1.docx
- Categorical Highlighting—Hall of Injustice, Part 1.pdf
- Dreamland Burning Excerpt—Hall of Injustice, Part 1 - Spanish.docx
- Dreamland Burning Excerpt—Hall of Injustice, Part 1 - Spanish.pdf
- Dreamland Burning Excerpt—Hall of Injustice, Part 1.docx
- Dreamland Burning Excerpt—Hall of Injustice, Part 1.pdf
- Four Corners Signs—Hall of Injustice, Part 1.pdf
- H-Chart—Hall of Injustice, Part 1 - Spanish.docx
- H-Chart—Hall of Injustice, Part 1 - Spanish.pdf
- H-Chart—Hall of Injustice, Part 1.docx
- H-Chart—Hall of Injustice, Part 1.pdf
- Lesson Slides—Hall of Injustice, Part 1.pptx
- Oklahoma Historical Society Article—Hall of Injustice, Part 1 - Spanish.docx
- Oklahoma Historical Society Article—Hall of Injustice, Part 1 - Spanish.pdf
- Oklahoma Historical Society Article—Hall of Injustice, Part 1.docx
- Oklahoma Historical Society Article—Hall of Injustice, Part 1.pdf
- Parent Letter—Hall of Injustice, Part 1 - Spanish.docx
- Parent Letter—Hall of Injustice, Part 1 - Spanish.pdf
- Parent Letter—Hall of Injustice, Part 1.docx
- Parent Letter—Hall of Injustice, Part 1.pdf
- Reading Passage—Hall of Injustice, Part 1 - Spanish.docx
- Reading Passage—Hall of Injustice, Part 1 - Spanish.pdf
- Reading Passage—Hall of Injustice, Part 1.docx
- Reading Passage—Hall of Injustice, Part 1.pdf
- Research Questions Choice Board—Hall of Injustice, Part 1 - Spanish.docx
- Research Questions Choice Board—Hall of Injustice, Part 1 - Spanish.pdf
- Research Questions Choice Board—Hall of Injustice, Part 1.docx
- Research Questions Choice Board—Hall of Injustice, Part 1.pdf

- Tip of the Iceberg—Hall of Injustice, Part 1 - Spanish.docx
- Tip of the Iceberg—Hall of Injustice, Part 1 - Spanish.pdf
- Tip of the Iceberg—Hall of Injustice, Part 1.docx
- Tip of the Iceberg—Hall of Injustice, Part 1.pdf
- Tulsa World Article—Hall of Injustice, Part 1 - Spanish.docx
- Tulsa World Article—Hall of Injustice, Part 1 - Spanish.pdf
- Tulsa World Article—Hall of Injustice, Part 1.docx
- Tulsa World Article—Hall of Injustice, Part 1.pdf

Materials

- Lesson Slides (attached)
- Parent Letter regarding the lesson content (attached; one per student)
- Four Corners posters (attached; one set)
- Excerpt (pages 23–27) from the novel *Dreamland Burning,* by Jennifer Latham (attached; one per student)
- Research Questions Choice Board handout (attached, optional; one per student)
- H-Chart handout (attached; one per student)
- Tip of the Iceberg handout (attached; one per student)
- Printed copies of the "Tulsa Race Massacre" article from the Oklahoma Historical Society (attached; one per student)
- Link to (or printed copies) of the *Tulsa World* article by Randy Krehbiel about the Tulsa Race Massacre (link in lesson text below)
- Notecards (one per student)
- Plain paper
- Markers (one per group of students)
- Highlighters (two different colors per student)

Engage

Optional: Online Instructional Modification

To modify this lesson for online learning, consider assigning each student a partner to work with throughout the lesson. Videos, handouts, lesson slides, and assignments can be posted in Google Classroom.

Teacher's Note: Addressing Sensitive Subject Matter

Please note the attached **Parent Letter.** Due to the nature of the historical events discussed in this lesson, please consider sending the letter home to your students' parents 2-3 weeks before the start of the lesson, allowing time to answer questions regarding the material. It is also important to discuss the nature of the historical event and some of the sensitive subject matter the lesson contains with your students.

Teacher's Note: Lesson Preparation

Prior to beginning the lesson, print out the attached **Four Corners Signs.** Hang each sign in a different corner (or space) around the room.

Use the attached **Lesson Slides** to guide the lesson. Briefly display and discuss the essential questions on **slide 2**. Next, invite students to watch two videos related to the topic of injustice.

Teacher's Note: Choosing Videos

Depending on the age and maturity of your students, you might consider choosing videos for the Engage that specifically display racial injustice.

Move to **slide 3,** and show the first video: "Eight-Year-Old Girl Calls Tesco Out Over 'Sexist' Kids Clothes." Play the video until the 1:37 mark.

Embedded video
https://youtube.com/watch?v=9XPQcWmfXgQ

After watching this video, invite students to engage in a Four Corners activity. (You can do this activity by directing your students towards different corners in your classroom; additionally can use the following link to do the activity digitally: Four Corners Engage Activity (Video #1: Boys' vs. Girls' Clothing). Ask students to respond to the statement, "Boys should wear 'boy' clothes, and girls should wear 'girl' clothes." Students should choose one of the responses on the Four Corners signs posted around the room by moving to the area of the room corresponding to their opinion: Strongly Agree, Agree, Disagree, or Strongly Disagree. Invite each student to discuss their choice within their group. *If groups are large, break them into subgroups for discussion.* After groups have discussed their choices, ask a volunteer from each group to share out. Give students an opportunity to reconsider their choices and change groups after the share-out. Ask for volunteers from those who changed groups to explain their reasoning.

Move to **slide 4**. Show the second video: "Would you stop if you saw this little girl on the street?"

Embedded video

https://www.youtube.com/watch?v=MQcN5DtMT-0

Repeat the Four Corners activity in the same way as you did for the first video, this time having students respond to the statement, "Students at our school don't judge each other based on how they dress." (You can use the following link to do the activity digitally: Four Corners Engage Activity (Video #2: Poverty).)

Explore

Teacher's Note: Mentimeter Preparation

To use Mentimeter for the activity below, set up a free account at Mentimeter.com (If you haven't already done so) ahead of time. Watch the short tutorial "Create your first Mentimeter presentation" to help you start your Mentimeter presentation. The open-ended question on your Mentimeter should be "*What is injustice?*" Insert the Mentimeter code for your class on slide 5. Students may use their phones, Chromebooks, or computers to access Mentimeter and post their definitions.

Display **slide 5**. Remind students about the videos depicting unjust situations, and have them work with a partner to write a definition of injustice. Have student pairs use Mentimeter to share their definitions with the class. When students are finished, display the answers, and discuss them as a class.

Explain

Display **slide 6**. Introduce students to the Jigsaw strategy. This is intended to activate student interest and understanding about the events that occurred on May 31 and June 1, 1921, in Tulsa, Oklahoma. Pass out the attached **Oklahoma Historical Society Article.**

Before reading begins, have students first number the paragraphs in the article (a total of 15). Then, number students off based on the number of groups needed. For example, you might create five groups, numbering students from 1-5, and have each group read three paragraphs.

Invite students to use the Jigsaw strategy as they read and discuss the article from the Oklahoma Historical Society. Ask each group of students to read their assigned paragraphs, and using a marker, to write a 1–2 sentence summary on a plain sheet of paper. Each group should appoint a spokesperson to read the summary. Starting with the first group, have each spokesperson read their group's summary. This way, the class works together to summarize the full article.

Optional: Parenthetical Documentation Overview/Review

If you have not previously taught your students about text evidence and parenthetical documentation, or if students need a review of these topics, discuss the information on **slide 7** before proceeding with the next portion of the lesson.

Display **slide 8**. Pass out a copy of the attached **Dreamland Burning Excerpt** to each student. This excerpt is from the historical fiction novel *Dreamland Burning,* by Jennifer Latham. Invite students to read the passage, which addresses the subject of injustice. As they are reading, ask students to think about the question, *What is the injustice in this excerpt?* Pass out the attached **Categorical Highlighting** handout, and ask students to use the Categorical Highlighting strategy as they read, keeping track of racially discriminatory and inflammatory language. Have students choose two highlighter colors, using one to highlight racially discriminatory language and the other to highlight inflammatory language.

Teacher's Note: Racially Discriminatory vs. Inflammatory Language

Racially discriminatory language includes any language or terms that offend or exclude different categories of people because of race. Inflammatory language refers to language intended to cause an emotional response or incite action. This can include assumptive language as well as nonfactual language or gossip. At no point should either type of language be read aloud by you or the students.

Display **slide 9,** and pass out copies of the attached **H-Chart** handout. Utilizing the Paired Texts H-Chart strategy, invite students to take notes on the H-Chart handout using the text they highlighted in their reading in response to the question, *What is the injustice in this excerpt?* Ask students to provide text evidence with parenthetical documentation from the text they highlighted. After recording their answers on the left side of the H-Chart, have students discuss their answers with a partner.

Sample Student Response

"It wasn't like there was a shortage of news stories about bad cops assuming the worst when it came to brown-skinned kids like me" (Latham 18). The injustice in this quote is the way some police officers assume you are doing something suspicious just because of the color of your skin.

Display **slide 10**. Next, invite students to read the more recent attached **Tulsa World Article** *or* have students access the article online: "Tulsa Race Massacre: 1921 Tulsa newspapers fueled racism, and one story is cited for sparking Greenwood's burning," (via digital or physical copy) pertaining to the Tulsa Race Massacre. Have students use the same Categorical Highlighting strategy to highlight discriminatory and inflammatory language. As with the previous article, you may choose to print copies of this article for your classroom, or have students access the article on their Internet-connected devices.

Optional: Alternative Strategy

As an alternative to Categorical Highlighting, you may choose to have students use the Why-Lighting instructional strategy, which is more open-ended than Categorical Highlighting.

Display **slide 11**. Ask students to go back to their H-Charts and record notes from the text to answer the question "*What are the examples of injustice in this article?*" Ask them to also include evidence from the text to support their examples.

When students finish, display **slide 12**. Invite students to discuss the newspaper article and how it relates to the fiction piece with their partner. Then, have students write a paragraph that answers the following question in the center of their H-Chart: *What do these two texts tell us about injustice?*

Teacher's Note: Differentiation

To use differentiation in this activity, consider using any combination of the following sentence stems: 1) During (insert historical event), the injustice was... 2) In the excerpt, (characters' names) experienced injustice when...

Display **slide 13**. Invite pairs to use the Inverted Pyramid strategy, partnering with another pair to share their thoughts about injustice and how injustice in fiction relates to its focused historical event—in this case, the Tulsa Race Massacre. If time permits, combine each group of four with another group of four and repeat the process. End the activity by facilitating a whole-class discussion about what students learned regarding injustice.

Extend

Show the video on **slide 14**, "Instant Inquiry: Level 1, 2, and 3 Questions," to introduce students to the process for writing inquiry questions.

Embedded video
https://www.youtube.com/watch?v=7j6BM002ksk

Talk through **slides 14-15** with the class to review the three levels of inquiry questions that were introduced in the video. Emphasize to students that high-quality inquiry questions are open-ended, researchable, and establish real-world connections.

Display **slide 16**. Show students (or pass out copies of) the attached **Research Questions Choice Board.** Then, discuss the appropriate way to write a high-level inquiry question.

Display **slide 17**. Ask students to write a research question that considers whether banning cell phones from the classroom would be considered an act of injustice. Start by having the class brainstorm the potential negative effects of cell phones in the classroom. Then, elicit help from the students to develop a good research question.

Possible Student Responses

Negative effects of cell phones might include: "They are a distraction," "They are used as a tool for cheating," and "They are a tool for bullying during class." A research question might ask: *What are the negative and positive effects of cell phones in the classroom?*

Display **slide 18,** and pass out a **Tip of the Iceberg handout** to each student. Facilitate a brainstorming session in which students use the Tip of the Iceberg strategy to collectively identify deeper questions that they have regarding the Tulsa Race Massacre. After the class discussion, each student should identify and note on their handouts (using the area below the surface) topics relating to the event that they are curious to learn more about.

Teacher's Note: Self-Reflection

On the back of their paper, students should complete a self-reflection about the Hall of Injustice lesson. Students should respond to the lesson by expressing their understanding and feelings regarding the Tulsa Race Massacre. This exercise will be beneficial as they consider what they want to research in the next part of the lesson.

Display **slide 19,** and pass out an index card to each student. Using the results of your brainstorming session, guide students through the process of choosing an injustice-based research question with real-world connections regarding the Tulsa Race Massacre. Invite students to develop three of their own questions; then, have each student hand over their questions to at least two other students in the class for peer review. Peer reviewers should evaluate the questions using the following criteria: *Is the question open-ended (starting with what, why, or how)? Is the question researchable? Does the question make real-world connections? Ask students who are peer-reviewing to initial the questions they evaluate.*

Evaluate

Ask students to select one favorite question from their card that they would like to research further and star that question. Then, have each student submit their card with all three questions to you for evaluation. You might also choose to ask students to submit their H-Charts for evaluation.

Teacher's Note: Continuing the Conversation

Students' inquiry questions will be used in the companion lesson "Hall of Injustice, Part 2." The inquiry questions will contribute to a research project that will include an informative essay, research poster, and presentation of learning.

Resources

- Barker, K. (2017, January 8). Instant inquiry: Level 1, 2, and 3 questions [Video]. YouTube. https://www.youtube.com/watch?v=7j6BM002ksk
- Ellsworth, S. (n.d.). Tulsa race massacre. The Encyclopedia of Oklahoma History and Culture. https://www.okhistory.org/publications/enc/entry.php?entry=TU01
- IRIS Center. (n.d.). What should content-area teachers know about comprehension instruction? https://iris.peabody.vanderbilt.edu/module/sec-rdng/cresource/q3/p13/#content
- Kayas, J. (2016, December 1). Eight year old girl calls Tesco out over 'sexist' kids clothes [Video]. YouTube. https://www.youtube.com/watch?v=9XPQcWmfXgQ&t=9s
- Krehbiel, R. (2019, May 31). Tulsa Race Massacre: 1921 Tulsa newspapers fueled racism, and one story is cited for sparking Greenwood's burning. Tulsa World. https://www.tulsaworld.com/news/tulsa-race-massacre-tulsa-newspapers-fueled-racism-and-one-story/article_420593ee-8090-5cfc-873e-d2dd26d2054e.html
- K20 Center. (n.d.). Categorical Highlighting. Strategies. https://learn.k20center.ou.edu/strategy/192
- K20 Center. (n.d.). Four Corners. Strategies. https://learn.k20center.ou.edu/strategy/138
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- K20 Center. (n.d.). Inverted Pyramid. Strategies. https://learn.k20center.ou.edu/strategy/173
- K20 Center. (n.d.). Jigsaw. Strategies. https://learn.k20center.ou.edu/strategy/179
- K20 Center. (n.d.). Mentimeter. Tech Tools. https://learn.k20center.ou.edu/tech-tool/645
- K20 Center. (n.d.). Paired Texts H-Chart. Strategies. https://learn.k20center.ou.edu/strategy/132
- K20 Center. (n.d.). Tip of the Iceberg. Strategies. https://learn.k20center.ou.edu/strategy/67
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- Mentimeter. (2019, October 1). Mentimeter tutorial - Create your first Mentimeter presentation [Video]. YouTube. https://www.youtube.com/watch?v=Sd0fAenuAnw
- SMU Central University Libraries. (1921, June 1). Burning of church where ammunition was stored [Digital image]. Wikimedia Commons. https://commons.wikimedia.org/wiki/File:Detail,_Burning_of_Church_where_Amunition_(sic)_Was_Stored_-_During_Tulsa_Race_Riot,_6-1-21_(14389841381)_(cropped).jpg
- UNICEF. (2016, June 28). Would you stop if you saw this little girl on the street? [Video]. YouTube. https://www.youtube.com/watch?v=MQcN5DtMT-0