

Hall of Injustice, Part 2

Guided Inquiry Research

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Grade Level	8th – 9th Grade	**Time Frame**	200 minutes
Subject	English/Language Arts, Social Studies	**Duration**	4-5 class periods
Course	Composition, Oklahoma History		

Essential Question

How does remembering historical events impact the present? What are you curious about regarding the Tulsa Race Massacre (1921) and its impact on modern-day Tulsa, Oklahoma?

Summary

This lesson builds on the inquiry questions that students developed in the lesson "Hall of Injustice, Part 1." Students will use their inquiry questions based on the Tulsa Race Massacre to write an informative research paper that focuses on how remembering history impacts the present. Students will explore different articles, books, photos, and audio archives related to the Tulsa Race Massacre, and they will compare how these various sources memorialize the event. By the end of the lesson, students will have made a connection between the historical event and the present context.

Snapshot

Engage

Students respond to images and a video regarding the similarities and differences between the labels "riot" and "massacre."

Explore

Students explore artifacts related to the Tulsa Race Massacre in order to solidify their understanding of the event.

Explain

Students research an inquiry question of their choice regarding events surrounding the Tulsa Race Massacre, and then write an informative essay.

Extend

Students create research posters inspired by street art and share them in small-group and whole-class presentations.

Evaluate

Students submit the following for evaluation: Labels Impact History; Resource Exploration; Inquiry Log; "Tell Me All About It" informative essay with bibliography; and Hall of Injustice Street Art Research Poster.

Standards

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

CLR301: Locate simple details at the sentence and paragraph level in somewhat challenging passages
CLR302: Draw simple logical conclusions in somewhat challenging passages
IDT402: Identify a clear central idea or theme in somewhat challenging passages or their paragraphs

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: English Language Arts (Grade 8)

8.6.R.1: Find and comprehend information (e.g., claims, evidence) about a topic, using their own viable research questions.
8.6.W.3: Quote, paraphrase, and summarize findings following a consistent citation style (e.g., MLA, APA) to avoid plagiarism.
8.6.W.4: Create research papers and/or projects independently for shorter timeframes (e.g., two or three days) and over extended periods of time (e.g., one week).
8.7.W: Create engaging multimodal content (i.e., alphabetic, aural, visual, gestural and/or spatial) that intentionally addresses an audience and accomplishes a purpose.

Attachments

- Inquiry Log—Hall of Injustice, Part 2 - Spanish.docx
- Inquiry Log—Hall of Injustice, Part 2 - Spanish.pdf
- Inquiry Log—Hall of Injustice, Part 2.docx
- Inquiry Log—Hall of Injustice, Part 2.pdf
- Labels Impact History—Hall of Injustice, Part 2.docx
- Labels Impact History—Hall of Injustice, Part 2.pdf
- Lesson Slides—Hall of Injustice, Part 2.pptx
- Parent Letter—Hall of Injustice, Part 2.docx
- Parent Letter—Hall of Injustice, Part 2.pdf
- Poster Example—Hall of Injustice, Part 2.pdf
- Resource Choice Board—Hall of Injustice, Part 2 - Spanish.docx
- Resource Choice Board—Hall of Injustice, Part 2 - Spanish.pdf
- Resource Choice Board—Hall of Injustice, Part 2.docx
- Resource Choice Board—Hall of Injustice, Part 2.pdf
- Resource Exploration—Hall of Injustice, Part 2 - Spanish.docx
- Resource Exploration—Hall of Injustice, Part 2 - Spanish.pdf
- Resource Exploration—Hall of Injustice, Part 2.docx
- Resource Exploration—Hall of Injustice, Part 2.pdf
- Street Art Slides—Hall of Injustice, Part 2.pptx

Materials

- Lesson Slides (attached)
- Labels Impact History handout (attached; one per student)
- Resource Exploration handout (attached; one per student)
- Resource Choice Board (attached; provide students link to digital version)
- Research Question Note Cards (optional; from "Hall of Injustice, Part 1")
- Inquiry Log handout (attached; one per student)
- Chart paper (one piece per student) and markers or access to a digital platform for creating research posters
- Street Art Slides (attached)
- Computers
- Headphones (optional)
- Pencils
- Notebook paper

Engage

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 (if you have not done so already), 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.

Use the attached **Lesson Slides** to guide the lesson. Display **slide 2**, which shows the essential questions, and read them aloud to begin the lesson.

Display **slide 3**. Pass out copies of the **Labels Impact History** handout (or distribute the digital version). Using the Caption This strategy and the directions from the Labels Impact History handout, invite students to examine two depictions of the events of 1921 in Tulsa, Oklahoma. Direct students to the images on the first page of their handouts. Ask students to look closely at the images, and, for each image, write a caption describing what is happening or what the image represents.

When students are finished writing, have them share their captions with an Elbow Partner.

Display **slide 4**. With their Elbow Partners or in groups of four, have students briefly brainstorm the similarities and differences between the labels "riot" and "massacre." Students can take notes about the discussion on their handouts. Have one representative from each group share out a summary of the group's discussion with the class.

Read the definitions of "riot" and "massacre" on **slide 5**, and then return to the images on slide 3. Ask students the question, *Would you categorize each image as a "riot" or a "massacre?"* Students should answer individually on page 2 of their handouts, writing down which label they chose and justifying their answers with the definitions and the details from the images.

Display **slide 6**. Show the video "The Tulsa Race Massacre; Then and Now."

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

At the conclusion of the video, discuss the shift from the label "Tulsa Race Riot" to "Tulsa Race Massacre" as a class.

Display **slide 7**. Using the How I Know It strategy, ask students to return to their handouts to answer the following questions, also shown on the second page of the handout:

- *How do the speakers refer to the event—as a "riot" or as a "massacre?"*
- *Based on what you know at this time, would you call the event in Tulsa a "riot" or a "massacre?"*

Drawing a diagram as instructed on the handout, students should write the answer to the questions in the circle, and write where they found their information in the space outside the circle.

Explore

Display **slide 8**. Pass out copies of the **Resource Exploration** handout, and provide students with digital access to the **Resource Choice Board** so that they can visit the various links. Invite students to work with a partner to explore one resource from each of the four categories (Articles, Videos, Photo Collections, and Audio). You may want to supply headphones or earbuds for students to listen to the provided video and audio files, or allow students to use their own. Ask students to use the 5Ws from the 5W Cube strategy to answer questions for each resource. Tell students that answers can be in the form of brief bullet points rather than complete sentences.

Teacher's Note: Time Modification

If time is a factor, consider having students roll a die for each resource they review and answer only one of the 5W questions, based on the numbers listed on slide 8. For example, if they were reading an article and rolled a five, they would answer the question, *Why is this information important?*, for that article.

Explain

Display **slide 9**. Now, ask students to choose an inquiry-based research question related to the Tulsa Race Massacre to investigate in more detail. They can choose one of the questions that they developed during the lesson "Hall of Injustice, Part 1," drawing from their previously-created **Research Question Note Cards**, or they can write a new question. For example, they might choose to write a question related to a subject that interests them, such as math, science, or art. Give students time to make their selections and/or write new research questions.

Teacher's Note: Research Questions

If students did not complete "Hall of Injustice: Part 1," you can take them through the Extend portion of that lesson to create their Inquiry-Based Research questions.

Possible Student Responses: Example Research Questions

Example questions might include:

- **Art:** How does the artwork in Tulsa reflect the events of the massacre, and how does art help people remember and heal?
- **Math:** What was Black Wall Street, and how did the massacre affect the economy of Greenwood?
- **Science:** What types of instruments were used to discover the possible mass graves, and where are the archaeologists at in the process of digging?
- **Social Studies/History:** How did the influence of the KKK play a role in the events surrounding the Tulsa Race Massacre?

Display **slide 10,** and pass out copies of the **Inquiry Log** handout. Ask students to complete the Inquiry Log with information from 3–5 sources as they research their questions. Then, display **slide 11**, and familiarize students with the A-CLAP strategy. Explain to students that they can use this strategy as they are researching to evaluate the validity of the resources that they find.

Once you have reviewed the instructions with them, give students sufficient time to complete their research.

When students have information from at least 3–5 resources recorded in the Inquiry Log, they are ready to write a thesis statement and begin their essay. Display **slide 12**, and show students the brief video Writing an Effective Thesis Statement.

Embedded video
https://www.youtube.com/watch?v=4sx42_C10zw

Display **slide 13**. Invite students to use their inquiry questions to write a thesis statement for an informative essay regarding their chosen topic. Instruct students to follow these steps to write their thesis statements:

1. Reread their chosen inquiry question.
2. Decide on a topic.
3. Construct a claim.
4. Determine the main points of the informative essay.
5. Write the thesis statement. The statement should be one sentence and should include the topic, claim, and specific points.

Teacher's Note: Additional Guidance

If your students need more assistance with writing thesis statements, watch the video How to Write a Thesis Statement on **slide 14**.

After you've given students time to write their thesis statements, introduce the guidelines for writing their "Tell Me About It" informative essays, which are outlined on **slide 15**. Each essay should include a thesis statement, a clearly explained answer to their inquiry question, both direct and indirect quotes from the sources the student identified, and a connection to current events. Each essay should also include an introductory paragraph, 2–3 body paragraphs, a concluding paragraph, and a Works Cited page.

Teacher's Note: Essay Essentials

Depending on your students' experience with writing essays, you might need to review topics such as: the hook, thesis statement placement, topic sentences for body paragraphs, paragraph length, and conclusion paragraphs.

Teacher's Note: Rubrics

Use the rubric for Common Core informative essays, or create one that works best for you and your students. You can use a tool such as the Rubric Maker to create your own.

Teacher's Note: Works Cited

To help students with building their Works Cited pages, consider giving them the option of using an online citation generator such as Easy Bib.

Provide students with time to compose their essays in class, or assign them as homework.

Extend

In this phase, work toward engaging students in a discussion about street art and its messages. This discussion prepares students to create a research poster inspired by street art.

Present the attached **Street Art Slides** to the class. After viewing the street art, display **slide 16**, and use the Commit and Toss strategy to discuss the question, *What is the purpose of street art?* Follow the instructions below for the Commit and Toss activity:

1. Give students a minute or two to write an answer to this question on a piece of paper.
2. Instruct students to crumple up their answers and toss them across the room.
3. Have each student pick up a piece of paper that landed nearby.
4. One by one, have students read the answers on the papers that they picked up.
5. Discuss the answers as a class in order to come to a consensus regarding the definition of street art.

Display **slide 17**, and discuss the street art used to honor Black Wall Street. Ask students to look closely and identify images that would help people remember the events before, during, and after the massacre.

Display **slide 18**. Invite students to create street art Research Posters. Ask them to focus on the four questions below (the first three of which are suggested by NYU Libraries) as they consider how to showcase what they have learned during their personal research:

1. What did you find in your research that was most important, interesting, or astounding?
2. How might you visually share your research?
3. How might you incorporate charts, graphs, photos, or images?
4. What do you hope others who view your art will take away from it?

Display **slide 19**. Show the sample poster, and walk through the components that students will need to include in their own posters. In understanding the messages behind street art, students can understand how to communicate a powerful message about what they've learned through this lesson and in their research about the Tulsa Race Massacre.

Display **slide 20**, and discuss the poster format and timeline. Remind students that this poster is their own creative expression of their learning. Students can choose to use traditional art supplies (butcher paper, chalk, markers, paint, colored pencils) to create their posters (consider providing large butcher paper with bricks drawn on it), or students can complete their posters using a digital tool, such as Canva.

Display **slide 21**. Explain the Elevator Speech strategy, and then give each student a few minutes to prepare their own Elevator Speech to share their Research Posters (handmade or Canva posters). Ask students to explain in their speeches the components of the poster and to include a one-sentence statement as to why their poster has the most powerful message.

Organize students into groups of four. Invite students to take turns presenting their Elevator Speeches, and then ask groups to discuss and choose the poster they consider to be the most powerful. Ask one representative from each group to present this poster to the entire class.

Teacher's Note: Choosing a Presenter

The presenter does not have to be the person who created the most powerful poster. Group members can choose the person whom they would prefer to present.

Teacher's Note: Sharing Students' Work

The research posters can be shared with your school in a variety of ways. One way is to designate a "Hall of Injustice" inside the school, where you display the Research Posters (handcrafted or downloaded and printed from Canva). Another way is to display a slide show of digital posters (or photos of handcrafted posters) on hallway televisions. Digital posters can also be uploaded to Padlet, where other students can make comments as they view the different posters. Sharing students' work helps the entire school community engage in learning along with the students in your classes.

Evaluate

Each of the following can be turned in to serve as an evaluation for this lesson:

- Labels Impact History handout
- Resource Exploration handout
- Inquiry Log
- "Tell Me All About It" informative essay with Works Cited page
- Hall of Injustice Street Art Research Poster

Resources

- Andrew. (2013, April 21). How to write a thesis for beginners [Video]. YouTube. https://www.youtube.com/watch?v=wCzuAMVmlZ8
- IParadigms, LLC. (2012). Common core state standards writing rubrics: Grades 9-10. Turnitin. http://gncufsdclarkacademy.ss8.sharpschool.com/UserFiles/Servers/Server_774668/File/For%20Staff/Rubrics/Common_Core_Rubrics_Gr_9_10.pdf
- K20 Center. (n.d.). 5W cube. Strategies. https://learn.k20center.ou.edu/strategy/81
- K20 Center. (n.d.). A-CLAP. Strategies. https://learn.k20center.ou.edu/strategy/183
- K20 Center. (n.d.). Canva. Tech Tools. https://learn.k20center.ou.edu/tech-tool/612
- K20 Center. (n.d.). Caption this. Strategies. https://learn.k20center.ou.edu/strategy/82
- K20 Center. (n.d.). Commit and toss. Strategies. https://learn.k20center.ou.edu/strategy/119
- K20 Center. (n.d.). Elbow partners. Strategies. https://learn.k20center.ou.edu/strategy/116
- K20 Center. (n.d.). Elevator speech. Strategies. https://learn.k20center.ou.edu/strategy/57
- K20 Center. (n.d.). How I know it. Strategies. https://learn.k20center.ou.edu/strategy/144
- K20 Center. (n.d.). Padlet. Tech Tools. https://learn.k20center.ou.edu/tech-tool/1077
- K20 Center. (n.d.). Research posters. Strategies. https://learn.k20center.ou.edu/strategy/49
- NYU Libraries. (2020, May 18). How to create a research poster: Poster basics. NYU. https://guides.nyu.edu/posters.
- Tulsaccprof. (2012, December 17). Writing an effective thesis statement [Video]. YouTube. https://www.youtube.com/watch?v=4sx42_C10zw
- Tulsa Public Schools. (2018, June 1). The Tulsa race massacre; Then and now [Video]. YouTube. https://www.youtube.com/watch?v=GhoAGJUDEvc