

Mini-Qs in American History

What Were the Underlying Causes of the Tulsa Race Massacre?

MINI-Q™ LESSON PLAN

NOTE: Time required to do a Mini-Q varies greatly with skill level, grade, and DBQ experience.

1 DAY – 45 minutes

Step One: Hook Refer to the Step One teacher notes in the Mini-Q. Read the directions aloud.

The purpose is to get students engaged, talking, and wanting to do the Mini-Q.

Step Two: Background Essay Refer to the Step Two teacher notes in the Mini-Q. Students can write out answers to the BGE questions or the questions can simply be discussed.

Step Three: Understanding the Question and Pre-Bucketing The task of recognizing and defining key words in the question is a crucial habit of mind. The second task of pre-bucketing based on clues in the question is an important categorization skill.

2 DAY – 90 minutes

Step Four: Document Analysis Model Document A with the whole class, showing the kind of thinking and detail you expect in student answers to the Document Analysis questions.

Working in pairs or groups of three, students examine the remaining documents and write answers to the Document Analysis questions.

1-2 DAYS – 45–90 minutes

Step Five: Bucketing and Chickenfoot and Thrash-Out Have students complete the bucketing and chickenfoot work page. This step will help students clarify their thesis and road map. Then do a Thrash-Out.

1 DAY: 45 minutes (Optional)

Step Six: Essay Writing Conduct an in-class Writing Workshop. You may want to use the Outline Guide Sheet or the Guided Essay in the Toolkit. The Guided Essay is especially helpful for students needing extra support.

MINI-Q™ LESSON PLAN: CLEAN VERSION OPTION

If students are ready, use the Clean Version of the Mini-Q, which requires them to handle more of the analysis on their own. Estimated time to complete is 2-3 class periods.

TEACHER DOCUMENT LIST (EV)

There are eight documents in this Mini-Q. Students are provided with a document list, but it is not divided into analytical categories or buckets. Students may develop buckets that are different from these.

In this lesson, Documents A and B are contextual. Document A shows the white assumption of racial superiority that is part of the historical fabric of this country. Excerpts from Document A can fit into any of the buckets. Document A can also help students build an introductory paragraph. Document B makes clear the destruction of the Greenwood District in Tulsa. This was not a minor event.

Contextual Document

Document A: Racism in the United States

Document B: Greenwood in Ruins (photos)

No Fear of Punishment / Weak Laws

Document C: The Red Summer of 1919 (map)

Document D: Why Congress Should Investigate Race Riots and Lynchings

White Resentment of Black WWI Veterans

Document E: World War I Veterans

White Resentment of African-American Wealth

Document F: Black Businesses in Greenwood (chart)

Document G: Wealth in Greenwood

Document H: Victims' Voices

What Were the Underlying Causes of the Tulsa Race Massacre?



National Guard troops carrying rifles with bayonets escort unarmed African-American men to a detention center after the Tulsa Race Massacre, June 1921.

Overview: On June 1, 1921, a mob of white Tulsans looted and burned the Greenwood District of Tulsa, Oklahoma. Many people died but the majority—more than 300—were African American. At the time and for decades afterward, the events of that terrible night were referred to as the Tulsa Race Riot. In fact, what happened was not a riot but an organized attack on an established African-American community. This Mini-Q explores the underlying causes of the massacre.

Documents:

- Document A: Racism in the United States
- Document B: Greenwood in Ruins
- Document C: The Red Summer of 1919
- Document D: Why Congress Should Investigate Race Riots and Lynchings
- Document E: World War I Veterans
- Document F: Black Businesses in Greenwood
- Document G: Wealth in Greenwood
- Document H: Victims' Voices

A Mini Document Based Question (Mini-Q)

Step One: The Hook

Teacher Note: The purpose of the Hook Exercise is to create some initial interest in the Mini-Q and get students talking with each other. Divide the students into pairs and give them 5–10 minutes to do the task. You may want to read the directions and the task aloud and address any questions. Full class discussion should follow.

Possible Answers: The goal is not for students to answer correctly but to get them thinking and talking about how and why events get named. During the events of May 31 and June 1, 1921, the press and the government referred to the events as a “riot.” Only since 2019 has the tragedy been renamed and officially accepted by both Blacks and whites as a “massacre.”

1. A “riot” can be defined as a “violent uprising.” A “massacre” can be defined as “slaughter” or “mass murder.” Discuss the difference in meaning between these two words.

A riot suggests uncontrolled behavior by a crowd. People who riot often destroy property and sometimes injure authorities. Often, riots are associated with some sort of protest that gets out of control. A massacre is a large-scale murder of innocent people, usually by those in a position of power.

2. When you think of the word “massacre,” how does it make you feel?

Answers will vary. A massacre is a terrible tragedy and a crime. A massacre can evoke feelings of anger and injustice because there is a power imbalance. Those who are massacred are usually killed because they are resented or hated for being different, so it brings up feelings of anger, frustration, and sadness.

3. Why do you think the word “riot” was left in this logo? Why not simply replace “riot” with “massacre”?

Leaving a crossed-out “riot” in the logo sends the message that thinking has changed. White Tulsans may have been ashamed of what happened in 1921 and wanted to hide the story. Even when a commission was established in 1997 to investigate, calling it a riot and not a massacre made it easier for the white Tulsa community to avoid the truth. Tulsans are now standing up and replacing myth with fact.

Hook Exercise: What's in a Name?

In 1921, the Greenwood neighborhood of Tulsa, Oklahoma, was home to about 10,000 African Americans. On June 1, 1921, hundreds of white Tulsans looted the neighborhood and burned much of it to the ground. More than 300 people died, most of them African Americans. In 1997, after more than seventy-five years, the Tulsa Race Riot Commission was formed to look into what had happened. In 2019, the commission officially changed its name to the 1921 Race Massacre Commission.

Directions: Examine the revised commission logo and, with a partner, discuss the questions that follow.



Discussion Questions

1. A “riot” can be defined as a “violent uprising.” A “massacre” can be defined as “slaughter” or “mass murder.” Discuss the difference in meaning between these two words.
2. When you think of the word “massacre,” how does it make you feel?
3. Why do you think the word “riot” was kept in this logo? Why not simply replace “riot” with “massacre”?

Step Two: Establishing the Context

General Instructions

- Pre-teach the boldface vocabulary words.
- Have students read the Background Essay or read it aloud.*
- Have students answer the Background Essay questions.

*We suggest reading the Background Essay aloud. It is good for students, even strong readers, to hear the words as they see them. For many, it is important to hear the cadence of the language, to experience pauses and emphasis. Use the Background Essay questions to review the text.

Specific Considerations

The main purpose of the Background Essay is to create a context for the Mini-Q exercise. Its job is to provide a sense of time, place, and story, and to introduce important vocabulary and concepts. Doing this well gives all students a more equal chance to succeed with the Mini-Q.

Time: Be sure students review the timeline on the Background Essay questions page. Reinforce students' understanding that the country and the world was in turmoil during the early twentieth century. Oklahoma had only been a state for 14 years when the massacre occurred.

Place: On a map of the United States, point out Oklahoma and Tulsa. The inset map shows the Greenwood District.

Story: The Background Essay sets the stage for the Mini-Q. It summarizes what happened during the Tulsa Race Massacre and places the event in a larger context of Oklahoma and American history. For an excellent additional overview of what happened, watch this short PBS video about the massacre:

<https://www.pbs.org/wnet/boss/video/greenwood-and-tulsa-race-riots-tbkhcr/>

What Were the Underlying Causes of the Tulsa Massacre?

The Incident

The Tulsa Race Massacre has been called the worst act of racial terror in American history. The tragedy was sparked on May 31, 1921, when newspapers reported, without proof, that a young African-American man named Dick Rowland assaulted a white woman, Sarah Page, in an elevator. Rowland was taken to the county courthouse and placed in a jail cell. Hundreds of angry white men, many of them armed, gathered at the courthouse. Talk of lynching was in the air. African-American men, including a number of armed World War I veterans, also gathered at the courthouse, to protect Rowland. A gunfight broke out when a white man challenged one African-American man's right to carry a gun. The crowd of whites grew to more than 2,000 and the police made no efforts to disperse it.

African-American leaders returned to the predominantly Black section of Tulsa known as Greenwood to establish a defense. Black businessmen, determined to protect their property, hid in buildings with rifles at the ready. Then, beginning in the early morning hours of June 1, a mob of white Tulsans attacked Greenwood. African-Americans attempted to defend themselves but were outnumbered 20 to 1. The next several hours were bloody and chaotic. By late morning, the National Guard arrived on the scene and escorted hundreds of black men at gunpoint to makeshift detention camps. They were held overnight as they worried about their families and as their property was stolen and destroyed.

In the end, 35 square blocks, with homes and businesses worth over \$2,700,000, were burned to the ground. White city leaders looked on and even helped. At the time, it was reported that 36 people—26 African-Americans and 10

whites—had died. Meanwhile, Sarah Page refused to press charges against Rowland. He was released by the sheriff, left Tulsa, and never returned.

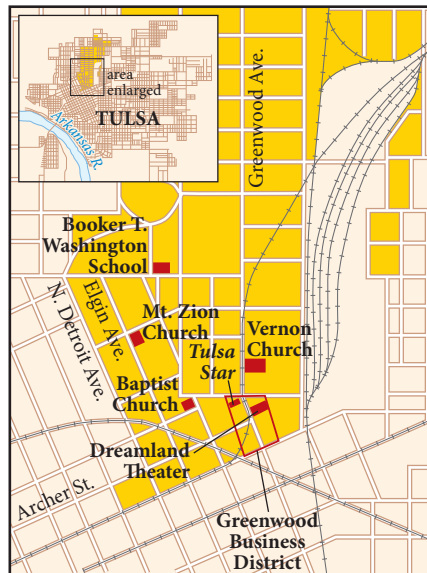
The Backstory

Racial tensions in Oklahoma had not always been so high. Native Americans, who had been forced out of Georgia in the Trail of Tears in the 1830s and 1840s, were among the very first settlers of **Indian Territory**. Many of them arrived with their enslaved Black workers. After the Civil War, African-American **freedmen** joined them in the hope that they were moving to a Promised Land. The first permanent white settlers did not arrive until the 1880s. The discovery of oil in 1904 put Indian Territory in the national spotlight. Soon Oklahoma was producing 25 percent of the oil in the United

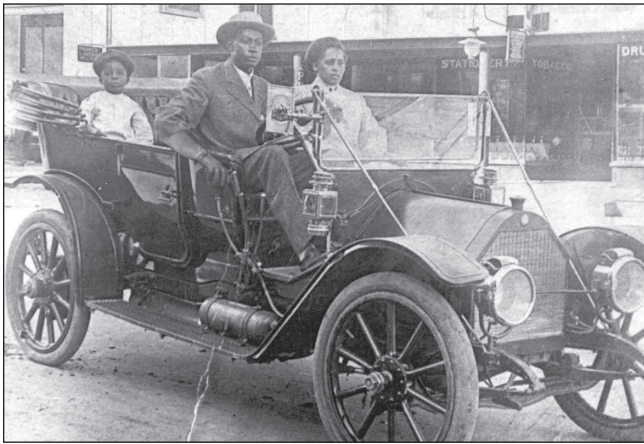
States. Both Blacks and whites flocked to Tulsa to take advantage of the profits, dramatically increasing the wealth and the population of the city.

As the new century unfolded, African-Americans in Oklahoma encountered growing prejudice and discrimination. When Oklahoma became a state in 1907, the first bill passed by the legislature **segregated** Blacks from whites on all public transportation. In 1910, any African-American man whose grandfather had been a slave no longer had the right to vote in Oklahoma. By 1921, the year of the massacre, membership in the Tulsa chapter of the Ku Klux Klan had grown to 3,200. Sadly, **Jim Crow** and its supporters were alive and well in Oklahoma.

Despite the racial tension, African-American entrepreneurs in Tulsa were building a vibrant neighborhood. By 1910, the Black population in Tulsa boasted a newspaper, two doctors, one police officer, a barber, and three grocers. In the next decade, wealth in Greenwood grew. Black Tulsans who worked in homes and businesses in the white parts of town were not permitted to



spend money at white stores or save money in white banks. As a result, the money African Americans earned stayed in Greenwood. African-American attorneys, real estate agents, entrepreneurs, and doctors owned cars and nice homes and used their money and influence to help their neighborhood prosper. In time, the Greenwood District became so wealthy that people called it “Black Wall Street.” In 1921, at a time when America was experiencing an 11 percent unemployment rate, Greenwood was one of the wealthiest African-American communities in the United States, and its residents were justifiably proud.



John and Loula Williams and their son Bill, circa 1912. The Williamses ran two businesses and a boarding house in Greenwood. Their automobile is a 1911 Norwalk.

But then the massacre leveled much of Greenwood, and its African-American residents had to start over with almost no support. While some from the white community donated money to the Red Cross to help their neighbors, it was far too little to recoup all that had been lost. Over the next few years, members of the Black community rebuilt groceries, churches, schools, shops, and homes, but racial tensions festered beneath an uncomfortable silence.

The Commission

For more than eight decades, many in Tulsa, some out of shame, some out of ignorance, were involved in a cover-up. Although members of the African-American community shared stories and organized commemorations of the horrific events



First Street in Tulsa, when the town was still part of Indian Territory.

of 1921, many whites and white-owned newspapers such as the *Tulsa Star* did what they could to hide the truth. In the 1960s, Black leaders pressured Tulsa authorities to reveal the truth about the “riot” but white silence largely continued.

At last, in 1997, the Oklahoma legislature established a **commission** made up of scholars and citizens to investigate the events of June 1, 1921. The commission interviewed survivors, read witness diaries, and gathered evidence from newspapers, church records, and the Red Cross. In 2001, the commission published a report that answered many questions.

The report stated that more than 300 African-Americans had been killed and 1,256 homes had been destroyed. Many more churches, businesses, and schools, as well as a library and hospital, had burned. City officials had not only failed to stop the violence; they’d provided firearms and ammunition to white attackers. None of these acts was prosecuted in a court of law and no financial **reparations** were made for property damage, loss of work, or loss of life. In fact, calling the disaster in Tulsa a “riot” guaranteed that Blacks would not receive any help from insurance companies in rebuilding because “riot” damage was not covered.

Your Task

The commission’s job was to bring the truth of the Tulsa Massacre to light. Your task in this Mini-Q is to examine the eight documents that follow and use them to answer the question, *What were the underlying causes of the Tulsa Race Massacre?*

Step Two: Establishing the Context

Answers to Background Essay Questions

1. What happened in Tulsa on June 1, 1921?

White Tulsans attacked the predominantly black Greenwood district. \$2.7 million in property was destroyed and more than 300 African Americans were killed.

2. What was the purpose of the commission created by the Oklahoma legislature in 1997?

The commission sought to find out what really happened in 1921. Years of silence had hidden the truth that tragic day.

3. What evidence did the commission find that made it change the name of the “Tulsa Race Riot” to the “Tulsa Race Massacre”?

The commission found that 300 African-Americans—not 26—had been killed. It also found that city officials had provided firearms and ammunition. This was no uprising; it was a slaughter.

4. What was the first bill passed by the Oklahoma state legislature in 1907?

The first bill was a Jim Crow law that segregated African Americans on public transportation.

5. Why was Greenwood often called “Black Wall Street”?

African-American entrepreneurs and leaders who lived in Greenwood had become wealthy and successful.

6. Define these terms:

Indian Territory: land west of the Mississippi River where Native Americans fled white settlement in the East. Most of the land where the state of Oklahoma is now was known as Indian Territory before 1907.

freedmen: enslaved blacks who were free, primarily as a result of the Civil War

segregated: separated along racial lines

Jim Crow: laws designed to separate white and Black Americans. These laws were passed throughout the US during the late 19th century and were in effect until 1965.

commemoration: a solemn ceremony to remember a major event

commission: a group of people given responsibility to perform a particular duty

reparations: payments or services given to those who have been wronged by people who have harmed them

Background Essay Questions

1. What happened in Tulsa on June 1, 1921?
2. What was the purpose of the commission created by the Oklahoma legislature in 1997?
3. What evidence did the commission find that made it change the name of the “Tulsa Race Riot” to the “Tulsa Race Massacre”?
4. What was the first bill passed by the Oklahoma state legislature in 1907?
5. Why was Greenwood often called “Black Wall Street”?
6. Define these terms:

Indian Territory

freedmen

segregated

Jim Crow

commemoration

commission

reparations

EV

Timeline

1905 — Oil discovered 14 miles from Tulsa; population begins to grow dramatically

1907 — Oklahoma becomes a state

1914-1918 — World War I

1918-1920 — 675,000 Americans die from influenza

1921 — Tulsa Race Massacre

1925 — Ku Klux Klan membership in US estimated at between 2 and 5 million

1997 — Tulsa Race Riot Commission formed

2021 — Tulsa Race Massacre Centennials

Step Three: Understanding the Question and Pre-Bucketing

Understanding the Question

1. What is the analytical question asked by this Mini-Q?

What were the underlying causes of the Tulsa Race Massacre?

2. What terms in the question need to be defined?

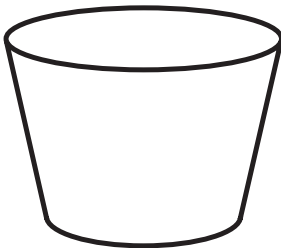
underlying; Tulsa Race Massacre

3. Rewrite the question in your own words.

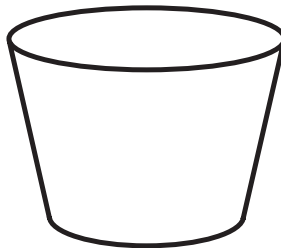
What were the root reasons why whites attacked and killed African Americans in Tulsa, Oklahoma, in 1921?

Pre-Bucketing

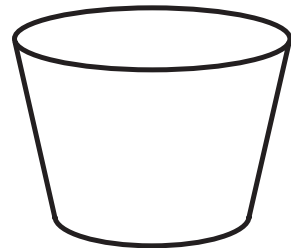
Note: As students suggest their bucket labels, draw bucket sets on the board. At this stage, students are simply looking for generic labels that provide the framework for organizing their essays. For this Mini-Q essay, we suggest a three-bucket format.



Cause #1



Cause #2



Cause #3

Understanding the Question and Pre-Bucketing

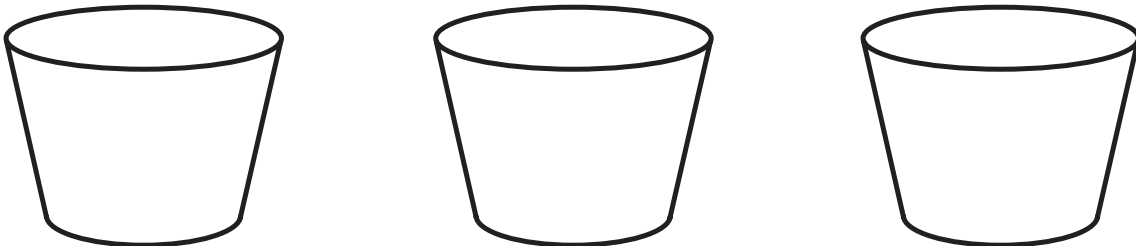
Understanding the Question

1. What is the analytical question asked by this Mini-Q?
2. What terms in the question need to be defined?
3. Rewrite the question in your own words.

Pre-Bucketing

You don't want to write an essay from a big pile of jumbled evidence! Bucketing is designed to help you sort your evidence (found in the documents) into groups or categories. This will help you write a more organized paper. Pre-bucketing helps you to think ahead about what those categories might look like.

Directions: Using clues from the question and the Background Essay, think of categories you might use to sort your evidence. These categories will be your bucket labels and should be pretty general. As you read through the documents and start filling your buckets with evidence, the labels will become more specific.



Step Four: Document Analysis

Document A: Racism in the United States

Content Notes:

- The Equal Justice Initiative works to end mass incarceration and excessive punishment in the United States. In addition, they educate policy makers, educators, students, and faith leaders about the history of lynching, racial segregation and the legacy of slavery. Their hope is to help and inspire others to confront racial inequality in the U.S. Founded in 1989 by Bryan Stevenson, a public interest lawyer and author, EJI is a non-profit organization.
- John Hope Franklin was born in Tulsa, Oklahoma in 1915. Franklin became one of America's most prominent historians, holding positions at Harvard, The University of Chicago, and Duke. His father, B.C. Franklin, was a lawyer who represented victims of the Tulsa Race Massacre of 1921.
- Claude McKay was born in Jamaica in 1889. Eventually becoming one of the most well-known poets of the Harlem Renaissance, McKay moved to the United States in 1912 to attend the Tuskegee Institute.

Teaching Tips:

- Discuss the Document Analysis questions:

1. How did the enslavement of black people help white Americans?

White Americans did not have to do the work their enslaved servants did but they took all the profits for it. This gave them more wealth and opportunity than black Americans.

2. According to this document, what is the "racist belief system" that developed when slavery was legal?

The racist belief system was based on the myth that white people were "hard working, smart, and morally advanced," while black people were "dumb, lazy, childlike, and uncivilized."

3. How did this belief in white superiority change after slavery was abolished?

It did not change much. Lynching and racial terror became common. Whites continued to use violence and intimidation against African Americans.

4. In what year did poet Claude McKay describe racism in America as "so intensely bitter"

1918

5. How could you use this document to help explain the underlying causes of the Tulsa Race Massacre?

This document describes the general context of racism that existed in this country at the time of the Tulsa Race Massacre. Whites commonly used "lynching and racial terror" to keep themselves in a superior position. The level of this prejudice was striking, as shown by Claude McKay's words. He writes he had never "come face to face with such... hatred of my race." The Tulsa Race Massacre was an example of "intensely bitter" racism in action.

Document A

Source: Equal Justice Initiative, “Lynching in America: Targeting Black Veterans,” 2017.

The enslavement of black people in the United States for more than 200 years, built wealth, opportunity, and prosperity for millions of white Americans. At the same time, American slavery assigned to black people a lifelong status of bondage and servitude based on race and created a myth of racial inferiority . . . Under this racist belief system, whites were hard working, smart, and morally advanced, while black people were dumb, lazy, childlike, and uncivilized. The idea that black people were naturally and permanently inferior to white people became deeply rooted in individual’s minds, state and federal laws, and national institutions. This ideology grew so strong that it survived the abolition of slavery and evolved into new systems of racial inequality and abuse. In the period from 1877 to 1950, it took the form of lynching and racial terror.

EV

Source: John Hope Franklin, *From Slavery to Freedom: A History of African Americans, Ninth Edition*, 2011, p. 368.

In [1918,] his sixth year in the United States, the [Jamaican] poet Claude McKay succinctly conveyed this awakening of consciousness when he confessed: “It was the first time I had ever come face to face with such . . . hatred of my race, and my feelings were indescribable . . . I had heard of prejudice in America but never dreamed of it being so intensely bitter.”

Document Analysis

1. How did the enslavement of Black people help white Americans?
2. According to the Equal Justice Initiative, what is the “racist belief system” that developed when slavery was legal?
3. How did this belief in white superiority change after slavery was abolished?
4. In what year did poet Claude McKay describe racism in America as “so intensely bitter”?
5. How could you use this document to help explain the underlying causes of the Tulsa Race Massacre?

Step Four: Document Analysis (continued)

Document B: Greenwood in Ruins

Content Notes:

- Violence in Greenwood was not limited to property destruction. A survivor named George Monroe, recalled in the 1999 documentary “The Night Tulsa Burned” that “they tried to kill all the black folks they could see.” Clyde Eddy who was 10 years old at the time, reported seeing men digging large holes in Oaklawn Cemetery. Next to this trench were wooden crates filled with corpses of black people. Excavation of this area were planned for April 2020, but were delayed by the COVID-19 Pandemic. In October, 2020 12 caskets were unearthed. Experts continue to investigate whether the remains were victims of the Tulsa Race Massacre.
- *The Chicago Defender* reported that dynamite was dropped from a private plane during “the disaster,” as Mary E. Jones Parrish called the events in Tulsa. In her own account, Parrish implies but does not explicitly verify the use of airplanes to bomb Greenwood. Historians debate whether Greenwood was bombed from airplanes by white Tulsans. See Scott Ellsworth’s book, *Death in a Promised Land*, p. 63.

Teaching Tips:

- Discuss these Document Analysis questions:

Note: This document could upset many students. For context, we felt students needed to see pictures of the dramatic destruction that occurred in Tulsa on June 1, 1921. Let students soak in the tragedy without lingering too long. The severity of this violence is unquestionable.

1. Examine the first photograph. What are 3 words you could use to describe this scene?

Acceptable answers will vary.
ruined, smoky, destroyed, extensive,
scary, terrible, etc.

2. What do the people in the second photograph appear to be doing?

They seem to be picking stuff up off the ground of their destroyed home. There must be little things that didn’t get stolen or burned. These people were determined to save what they could.

3. What do these photographs reveal about the amount of damage done to property in Greenwood during the Tulsa Race Massacre?

This massacre destroyed many blocks of property. It was not just a few houses or businesses. The property is leveled with nothing left for several blocks.

Document B

Source: The aftermath of the Tulsa Race Massacre, June 1921.



EV



Source: A Greenwood family among the ruins of their home, June 1921.

Document Analysis

1. Examine the first photograph. What are three words you could use to describe this scene?

2. What do the people in the second photograph appear to be doing?

3. What do these photographs reveal about the amount of damage done to property in Greenwood during the Tulsa Race Massacre?

Step Four: Document Analysis (continued)

Document C: The Red Summer of 1919

Content Notes:

- 1919 was an important year for many reasons. It was the year the Versailles Treaty was signed to end World War I. The United States Congress and the states ratified the 18th Amendment, which prohibited the sale of alcoholic beverages. The 19th Amendment, granting suffrage to women, passed in Congress and went to the states for eventual approval. General strikes broke out nationwide, spurring concerns of an imminent socialist uprising similar to the Russian Revolution in 1917. Eugene Debs, the famous socialist, was imprisoned for speaking out against the draft during World War I but ran for president in 1920 and received nearly one million votes.
- The Chicago Race Riot, which broke out during the summer of 1919, began when a white man threw rocks at African Americans who were swimming at a segregated beach. One of them, Eugene Williams, died, and violence quickly broke out. For five days, whites, many of whom were Irish immigrants or their political allies, murdered, looted, and burned throughout the South Side of Chicago. Twenty-three Black and 15 white people died. Because of the length of time the violence persisted, this is often called the worst race riot in US history. Unfortunately, it has a lot of competition.

Teaching Tips:

- Discuss these Document Analysis questions:
 1. What do the flash symbols on the map represent?

The flashes represent race riots and lynchings.
 2. According to this map, how many race riots and lynchings occurred in the United States during the spring and fall of 1919?

There were at least 27 major racial conflicts in 1919.
 3. Use the map to make a generalization about where racial violence in the United States was most severe. Use numbers to support your generalization.

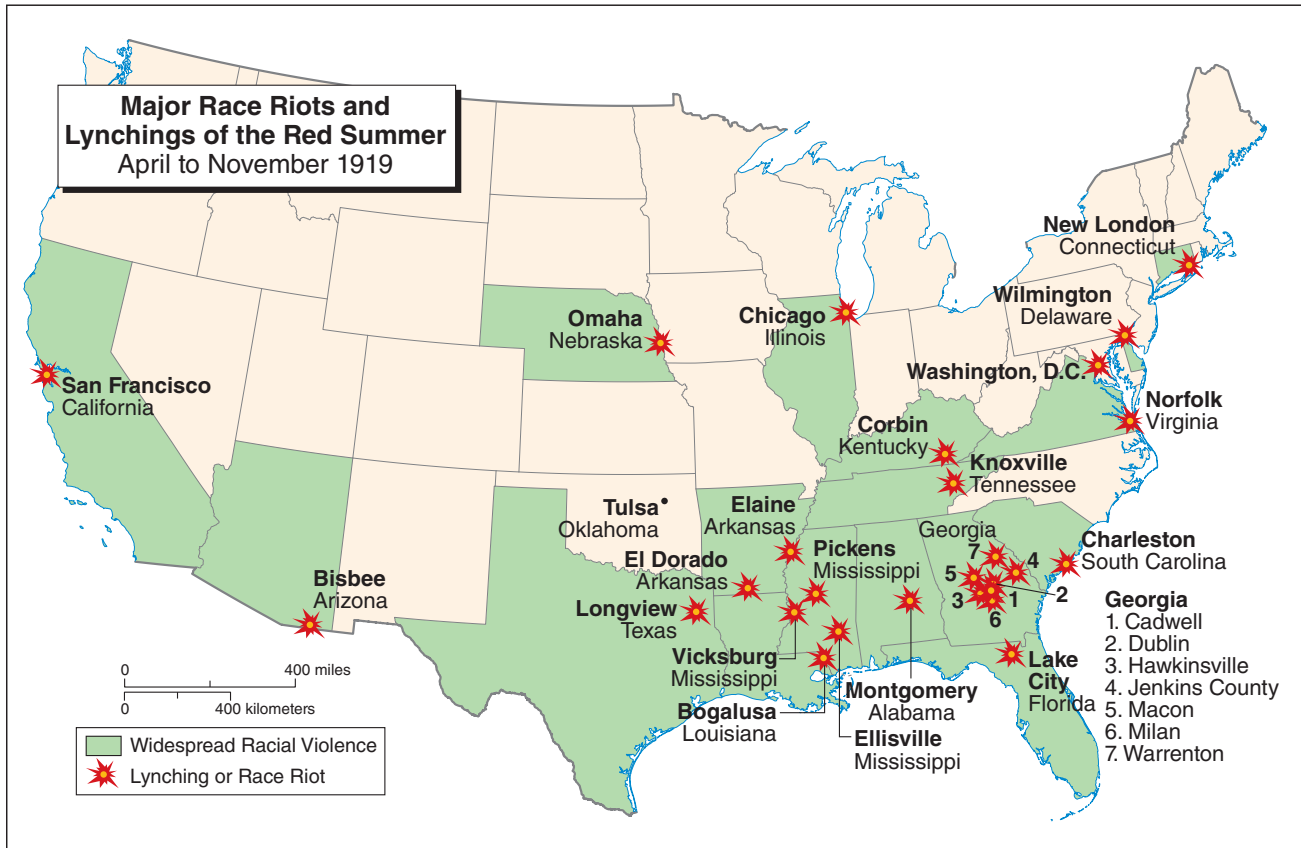
There were many more race riots and lynchings in the southern United States. Only five of the 27 conflicts occurred outside the south.

Document C

Source: Map adapted from *Red Summer: The Summer of 1919 and the Awakening of Black America* by Cameron McWhirter, 2012.

Note: In 1919, violent conflicts broke out between Black and white Americans in cities all over the United States. The deadliest of these was in rural Elaine, Arkansas, where 100-240 African Americans and five white people were killed.

EV



Document Analysis

1. What do the flash symbols on the map represent?
2. According to this map, how many race riots and lynchings occurred in the United States between the spring and fall of 1919?
3. Use the map to make a generalization about where racial violence in the United States was most severe. Be specific about how many incidents occurred in different regions.

Step Four: Document Analysis (continued)

Document D: Why Congress Should Investigate Race Riots and Lynchings

Content Notes:

- George Edmund Haynes was an African-American educator who founded the National Urban League and served as the first director of the Division of Negro Economics in the Department of Labor under Woodrow Wilson. This document was part of a report written to support the Dyer Anti-Lynching Bill which passed through the House of Representatives but died in the Senate.
- Racial violence against Latinos as well as African Americans was rampant across the western part of the United States in the early 20th century. Between 1910 and 1920 the Texas Rangers murdered hundreds of ethnic Mexicans in the name of enforcing “Juan Crow” laws. Muñoz Martinez wrote a book called *The Injustice Never Leaves You* with more on this story.

Teaching Tips:

- Discuss the Document Analysis questions:

1. What is the title of George Haynes’ report? When was it published?

The report, published in 1919 is called, “Why Congress Should Investigate Race Riots and Lynchings.”

2. According to Haynes, what did states do to prevent lynching?

In his report, Haynes says that states have been unable or unwilling to stop lynching. Hardly anyone even tried to hold people accountable.

3. According to Section 3, how significant was the problem of lynching and mob violence in the United States?

Haynes believed this was a significant national problem. President Wilson said it “vitality affects the honor of the nation and the character of our institutions.”

4. What did Haynes predict was the danger if lynching and mob violence continued to go unpunished?

If people went unpunished for lynching, Haynes warned that lawless white men and African Americans would fight. Frequent clashes and bloody encounters between whites and blacks or a race war could occur.

5. How could you use both Documents C and D to explain one underlying cause of the Tulsa Race Massacre?

The Tulsa Race Massacre occurred two years after the Red Summer during which at least 27 race riots occurred, and nearly two years after the Haynes Report was written. Since few or no whites were punished for their violence in the summer of 1919, white Tulsans likely believed that they would get away with destroying the Greenwood District. Clearly, weak laws and a lack of consequences is one cause of the Tulsa Race Massacre.

Document D

Source: Dr. George E. Haynes “Why Congress Should Investigate Race Riots and Lynchings” excerpted in article, “For Action on Race Riot Peril”, The New York Times, October 5, 1919.

Note: George E. Haynes was an African-American educator and Director of Negro Economics of the Department of Labor. Haynes’ report is divided into five sections. Section 1 lists 8 race riots, 29 “race clashes,” and 55 lynchings or burnings of African Americans at the stake in 1919. In addition, he notes that 2,472 colored men, 50 colored women, 691 white men and 11 white women were lynched between 1889-1918.

EV

Section 2: The Failure of the States

The States have proven themselves unable or unwilling stop lynching as the figures show. Even attempts to prosecute are so rare as to be exceptional ...

Section 3: A National Problem

Lynching and mob violence have become a national problem. President Wilson was aroused by the danger of mob violence to make a statement July 26, 1918, in which he called the subject one which “vitaly affects the honor of the nation and the very character and integrity of our institutions...”

Section 4: Consequences of Lynching

Persistence of unpunished lynching of negroes fosters lawlessness among white men imbued with the mob spirit and creates a spirit of bitterness among negroes. In such a state of public mind a trivial incident can precipitate a riot. ...

Section 5: The Danger

Disregard of law and legal process will inevitably lead to more and more frequent clashes and bloody encounters between white men and negroes and a condition of potential race war in many cities of the United States.

Document Analysis

1. What is the title of George Haynes’ report? When was it published?
2. According to Haynes, what did states do to prevent lynching?
3. According to Section 3, how significant was the problem of lynching and mob violence in the United States?
4. What did Haynes predict was the danger if lynching and mob violence continued to go unpunished?
5. How could you use both Documents C and D to explain one underlying cause of the Tulsa Race Massacre?

Step Four: Document Analysis (continued)

Document E: World War I Soldiers

Content Notes:

- African Americans experienced discrimination in the military. They made up approximately 1/3 of the wartime army's laboring units and 1/30th of its combat forces.
- At the time of the Tulsa Massacre, state-level Black Code laws restricted black ownership of guns. However, African American Veterans of WWI had been trained to use weapons in France.
- The 1915 release of the film, *The Birth of a Nation*, which, among other things, celebrated the militant rise of the Ku Klux Klan, showed the punishments that came for black gun holders. In 1956 after his house was firebombed, Martin Luther King, Jr. applied for a concealed-carry permit and was denied.

Teaching Tips:

- Discuss the Document Analysis questions:

1. Look closely at the photograph of the WWI soldier from Tulsa. What words come to mind to describe this young man?

Words to describe this African-American soldier might include: serious, upright, dignified, proud, soldierly, uniformed

2. According to Hannibal Johnson, how did World War I change African Americans' attitudes and beliefs?

The war increased African Americans' expectations that they and their children would have better lives in the future. They became more patriotic and more willing to assert themselves to have a part of the American Dream.

3. What do you think Johnson means that African Americans "waged a civil war against injustice on the home front"?

African Americans believed and hoped that their experience fighting injustice in Europe would entitle them to more respect and justice at home. They became more determined to make this a reality. However, they did not instigate a literal "war"—Johnson is talking about civil protest, not an armed insurrection. It is important for students to understand this.

4. How could you use this document to explain an underlying cause of the Tulsa Race Massacre?

African-American men who fought in WWI were patriotic and proud to help fight for democracy. At the same time, whites who were stuck in the mentality that blacks were inferior became defensive and abusive not only toward veterans but toward the entire black community. They used violence to try to keep blacks in an inferior social position. The Tulsa Race Massacre is an example of such violence.

Document E

Source: African American dressed in WWI uniform, <https://www.tulsaohistory.org/exhibit/the-great-war-tulsans-during-wwi/>



Source: Hannibal B. Johnson, *Black Wallstreet: From Riot to Renaissance in Tulsa's Historic Greenwood District* p. 19-20.

Note: 370,000 African-American soldiers served in the US military during World War I.

At the conclusion of World War I in 1918, ...African-American expectations rose. Buoyed up by the spirit of patriotism and emboldened by the American dream of better lives for themselves and their children, African Americans became more vigilant in principle and assertive in action. Black soldiers, like their white counterparts, fought, bled, and died in the war. Upon return, they waged a civil war against injustice on the home front.

In many quarters, basic respect for these African-American patriots was all but non-existent. ...[For example,] a black officer...was attacked by a white mob simply for wearing his officer's uniform—a privilege he had earned. The mob forced the officer to remove his uniform and gave him an ultimatum: leave town (and with it, home and family) that night or die.

EV

Document Analysis

1. Look closely at the photograph of the WWI soldier from Tulsa. What words come to mind to describe this young man?
2. According to Hannibal Johnson, how did World War I change African Americans' attitudes and beliefs?
3. What do you think Johnson means that African Americans "waged a civil war against injustice on the home front"?
4. How could you use this document to explain an underlying cause of the Tulsa Race Massacre?

Step Four: Document Analysis (continued)

Document F: Black Businesses in Tulsa

Content Notes:

- Greenwood was not the only thriving Black business community in the United States in the early twentieth century. Wealthy districts thrived in Durham, North Carolina; Richmond, Virginia; Detroit, Michigan; New York City; and Washington, D.C. Black ownership of businesses and homes increased dramatically in the 75 years after the Civil War.
- For a short, excellent video with footage showing Black Wall Street and current efforts to reconcile the losses to businesses in Greenwood, see the PBS video, “The Fight to Remember Black Wall Street.” <https://www.pbs.org/video/fight-remember-black-wall-street-mbctre/>

Teaching Tips:

- Discuss the Document Analysis questions:
 1. How many Black-owned restaurants were in Tulsa in 1907? In 1921?

There was only one Black-owned restaurant in 1907 but there were twenty in 1921.
 2. How many Black-owned grocery stores and meat markets were in Tulsa in 1907? In 1921?

There were three grocers and meat markets in 1907 and 43 in 1921.
 3. What was the total number of Black-owned businesses in Tulsa in 1907? In 1921?

The total number of businesses in 1907 was eight. There were 108 in 1921.

4. Using information from the Background Essay, what inferences could you make about why there was such a sharp increase in the number of businesses in Tulsa during this time?

Whites did not allow Blacks to patronize their stores or save money in their banks, so Black Tulsans spent all their money in Greenwood at Black-owned businesses. Many African Americans in Tulsa were wealthy and many worked in the oil industry. By 1921, businesses were thriving and growing in Greenwood.

5. How could you use this document to help explain one of the underlying causes of the Tulsa Race Massacre?

This chart shows that the businesses in Greenwood were thriving before the massacre. Essential businesses as well as luxury businesses such as pool halls and candy shops were operating in the community. With a recession nationwide, whites in Tulsa were probably resentful of the wealth African-American businesspeople enjoyed in Greenwood. Resentment can lead to anger and frustration and could be a reason why whites wanted to destroy their African-American neighbors' homes and businesses.

Document F

Source: Adapted from *Death in a Promised Land: The Tulsa Race Riot of 1921* by Scott Ellsworth, 1982.

Note: Greenwood grew from comprising 5 percent of Tulsa's total population in 1900 to 10 percent in 1910. By 1921, 11,000 African Americans lived in the city, most of them in Greenwood.

Select Black-Owned Businesses in Greenwood Listed in Tulsa City Directories, 1907-1921

EV

BUSINESSES	1907	1914	1916	1917	1918	1919	1920	1921
Billiard Halls	-	3	6	5	4	5	6	9
Clothing, Dry Goods	1	-	-	2	2	2	1	2
Confectionary, Soda Fountains	-	3	4	5	7	16	2	4
Boarding Houses	3	4	3	1	6	5	9	11
Grocers & Meat Markets	3	9	7	18	11	21	23	41
Hotels	-	1	1	1	2	2	4	5
Restaurants	1	1	17	15	11	17	21	20
Funeral Parlors	-	-	1	2	2	2	2	1
Total of all Businesses	8	40	42	47	52	76	72	108

Document Analysis

1. How many Black-owned restaurants were in Tulsa in 1907? In 1921?
2. How many Black-owned grocery stores and meat markets were in Tulsa in 1907? In 1921?
3. What was the total number of Black-owned businesses in Tulsa in 1907? In 1921?
4. Using information from the Background Essay, what inferences could you make about why there was such a sharp increase in the number of businesses in Tulsa during this time?
5. How could you use this document to help explain one of the underlying causes of the Tulsa Race Massacre?

Step Four: Document Analysis (continued)

Document G: Wealth in Greenwood

Content Notes:

- The first black business in Greenwood was a boarding house for African Americans. It was opened by O.W. Gurley, who purchased 40 acres of land in Tulsa to create a community built “for black people, by black people.” In addition to running the boarding house, Gurley loaned money to people who wanted to start a business.
- There were many people living in the Greenwood District who were not wealthy and did menial labor in businesses and private homes in white Tulsa. They made their money outside Greenwood but spent it in Greenwood since they were not welcome in white stores, restaurants, movie theaters, barbershops and salons.
- *Tulsa 1921*, written by Randy Krehbiel in 2019, is an important book that analyzes the ways in which newspapers reported the Tulsa Race Riot. It includes analysis of articles in *The Daily Oklahoman*, *Tulsa World*, and *Tulsa Tribune*.

Teaching Tips:

- Discuss the Document Analysis questions:
 1. How does W.E.B. DuBois describe the Greenwood District of Tulsa?

DuBois had never seen a black community as “highly organized” as Greenwood. He describes the people as prosperous, independent, and proud.
 2. When whites built a segregated block of stores for African Americans within the white district, how did African Americans respond?

African-Americans boycotted these stores and built up their own business district.
 3. Why did African Americans feel they were in a position to “boast” or brag about Greenwood?

African Americans had their own businesses and property and had made money in oil. They were segregated from white Tulsa but were doing very well financially on their own without any support from whites. In addition, there had been no lynchings in their community. They were understandably proud of their prosperity and independence.
 4. What is DuBois suggesting when he says, “With such a state of affairs, it took only a spark to start a dangerous fire”?

DuBois is suggesting that tensions between white Tulsans and African American residents of Greenwood were probably high. The Greenwood neighborhood was prosperous, and its residents were proud. Whites who believed in their own superiority over African Americans would have resented this prosperity. The elevator incident provided the spark DuBois feared. Greenwood was literally on fire the next day.

Document G

Source: W.E.B DuBois quoted by editor of *The Daily Oklahoman*, *Editor Says Pride Cause*, June 2, 1921, p. 2. \ <http://archive.newsok.com/olive/apa/oklahoman/#panel=document>

Note: W.E.B. DuBois was a well-known civil rights activist during the first half of the 20th century. He co-founded the NAACP, and edited and wrote for a periodical called *The Crisis*. DuBois visited the Greenwood District in Tulsa, and was impressed by it. This African-American neighborhood was so wealthy, many referred to it as “Black Wall Street.”

EV

I have never seen a colored community so highly organized as that of Tulsa. There is complete separation of the races, so that a colored town is within the white town. I noticed a block of stores built by white men for negro business. They had long been empty, boycotted by the negroes. The colored people of Tulsa have accumulated property, have established stores and business organizations and have also made money in oil. They feel their independent position and have boasted that in their community there have been no cases of lynching. With such a state of affairs, it took only a spark to start a dangerous fire.

Document Analysis

1. How does W.E.B. DuBois describe the Greenwood District of Tulsa?
2. When whites built a segregated block of stores for African Americans within the white district, how did African Americans respond?
3. Why did African Americans feel they were in a position to boast or brag about Greenwood?
4. What is DuBois suggesting when he says, “With such a state of affairs, it took only a spark to start a dangerous fire”?

Step Four: Document Analysis (continued)

Document H: Victims' Voices

Content Notes:

- Not much is known about Mary E. Jones Parrish. Her book "Events of the Tulsa Disaster" is a collection of statements from victims of the Massacre as well as a personal memoir of her own experiences. Parrish was a teacher in Tulsa for a brief time but she left Tulsa shortly after the Massacre.
- Historical evidence about who exactly the white rioters were is not detailed. Whites told their children not to discuss the riot and newspaper reporters and law enforcement did not investigate thoroughly. However, photographs of rioters show whites who were dressed in business clothing as well men dressed as laborers. According to official police records, whites who died were a salesman, a barber, a tool dresser, and the manager of an oil company. It is likely that white rioters came from all social classes.

Teaching Tips:

1. Is this document a primary or secondary source? Explain.
This document is a primary source. It is comprised of two eye-witness accounts to the events on June 1, 1921, in Tulsa.
2. According to the unnamed woman, who were the looters in her home?
They were white Tulsans, both women and men.
3. Considering both accounts, give several examples of what was stolen.
The looters stole valuable items like money, jewelry, fine clothing, cut glass, silverware, nice furniture, a car, big rugs, etc.

4. Aside from theft, what types of harm did victims experience?

The victims experienced racial slurs. Their houses were ransacked. Light fixtures, windows, and doors were broken, and phones were torn from the wall. Dr. Bridgewater lost rent income from 17 houses.

5. What inferences can you make from the document about what may have motivated these crimes? Explain.

The looters were resentful of the wealth and prosperity of these African-American families. They were careful to take the fine things they wanted from wealthy black homes. Only afterwards did they start breaking everything in sight and setting things on fire. They said that these "negroes have nicer things" than they had. They were clearly outraged that African Americans were wealthier than they were.

6. How could you use this document to identify a cause of the Tulsa Race Massacre?

The Tulsa Race Massacre was a way for whites to vent their anger at African Americans. Whites who assumed they were naturally superior to blacks were outraged at how successful so many people in the Greenwood District had become. The destructive looting and fires suggest the anger and resentment whites felt toward the African-American community for not keeping an inferior place in the social order.

Document H

Source: Mary E. Jones Parrish, *Events of the Tulsa Disaster*, 1922.

Note: These two eyewitness accounts appeared in a book by Mary E. Jones Parrish, who ran a typewriting school in the Greenwood District. After “the disaster,” as she called it, she collected photographs and interviewed people about their experiences.

After they had the homes vacated one bunch of whites would come in and loot. Even women with shopping bags would come in, open drawers, take every kind of finery from clothing to silverware and jewelry. Men were carrying out the furniture, cursing as they did so, saying, “These [d---] Negroes have better things than lots of white people.”

I stayed until my home was caught on fire...

—Unnamed Woman

On reaching the house I saw my piano and all of my elegant furniture piled in the street. My safe had been broken open, all of the money stolen, also my silverware, cut glass, all of the family clothing, and everything of value had been removed, even my family Bible. My electric light fixtures were broken, all the window lights and glass in the doors were broken, the dishes that were not stolen were broken, the floors were covered (literally speaking) with glass, even the phone was torn from the wall. In the basement we gathered two tubs of broken glass from off the floor. My car was stolen and most of my large rugs were taken. I lost seventeen houses that paid me an average of over \$425.00 per month.

—Dr. R.T. Bridgewater, assistant county physician

EV

Document Analysis

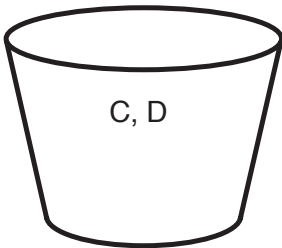
1. Is this document a primary or secondary source? Explain.
2. According to the unnamed woman, who were the looters in her home?
3. Considering both accounts, give several examples of what was stolen.
4. Aside from theft, what types of harm did victims experience?
5. What inferences can you make from the document about what may have motivated these crimes? Explain.
6. How could you use this document to identify a cause of the Tulsa Race Massacre?

Step Five: Bucketing – Getting Ready To Write

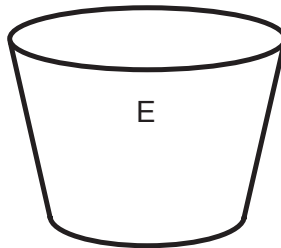
Task One: Bucketing

Here is an example of how students might bucket. Students may develop different buckets from these. The key is, whatever bucket labels students come up with, they need to be able to support them with evidence from the documents.

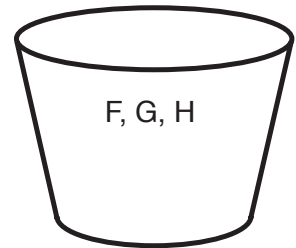
Documents A and B are useful for providing context.



No Fear of Punishment



White Resentment of
Black WWI Veterans



White Resentment of
Black Wealth

Task Two: Thesis Development and Road Map

Once students decide on their buckets and the order of the buckets, have them transfer the bucket labels onto the “toes” of the chickenfoot. The “leg” of the chickenfoot should address the question. In the outline, students should use the chickenfoot to write their thesis and road map.

The Chicken Foot

The underlying reason for the Tulsa Race Massacre was a culture of racism expressed by

Whites not fearing punishment for violence

Whites' resentment of African American veterans

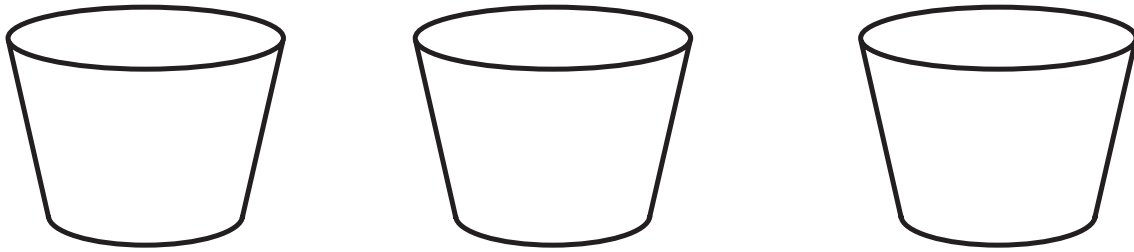
Whites' resentment of Black wealth

Bucketing – Getting Ready to Write

Bucketing

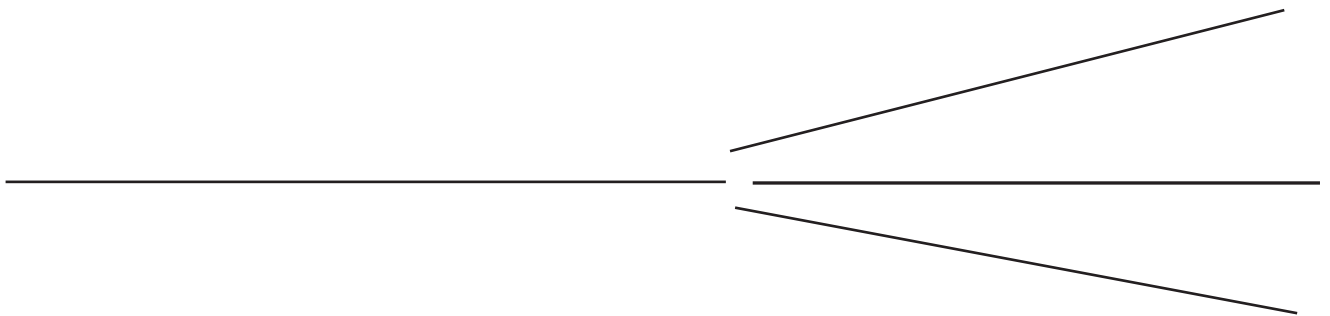
Look over all the documents and organize them into your final buckets. Write final bucket labels under each bucket and place the letters of the documents in the buckets where they belong. Remember, your buckets are going to be your body paragraphs.

EV



Thesis Development and Road Map

On the chickenfoot below, write your thesis and your road map. Your thesis is an arguable claim that answers the Mini-Q question and can be supported with evidence. The road map is created from your bucket labels and lists the topics you will examine in order to prove your thesis.



From Thesis to Essay Writing

Mini-Q Essay Outline Guide

Working Title

Introductory Paragraph

Grabber:

Background:

Restating the question:

Thesis and roadmap:

Body Paragraph #1

Baby Thesis for bucket one:

Evidence: Supporting detail from documents with document citation

Argument: Connecting evidence to the thesis

Body Paragraph #2

Baby Thesis for bucket two:

Evidence:

Argument:

Body Paragraph #3

Baby Thesis for bucket three:

Evidence:

Argument:

Conclusion

“Although” statement and summary of main idea:

EV