# Red Clay School District
# TPS Lesson Plans May 2022

Grade K: What was the Underground Railroad?

**Title:** What was the Underground Railroad?

**Lesson Author**: Christine Saggese

**Standards/Benchmarks:**
History Anchor Standard One: Students will employ chronological concepts in analyzing historical phenomena [Chronology].

- **History 1a:** Students will use clocks, calendars, schedules, and written records to record or locate events in time.

**Social Justice Standards-Justice:**
- **Ju.K-2.12** I know when people are treated unfairly.
- **Ju.K-2.13** I know some true stories about how people have been treated badly because of their group identities, and I don't like it.
- **Ju.K-2.14** I know that life is easier for some people and harder for others and the reasons for that are not always fair.
- **Ju.K-2.15** I know about people who helped stop unfairness and worked to make life better for many people.

**Lesson Description:**
Students will learn about *Freedom & Freedoms.* Students will learn about enslaved people & slavery. Students will learn about some of the important men and women who fought for freedom of enslaved people and dedicated their lives to get slaves to freedom.
This lesson will align with the *Civil Rights* mini-unit for the Kindergarten History unit in Red Clay.

**Grade Level: Kindergarten/First**

**Objectives:**
Students will
- Understand and explain the meaning of the word freedom.
- Identify freedoms
- Understand why it is important to protect the rights of all citizens
- Understand the meaning of slavery
- Understand the significance of the Underground Railroad

**Time Required:**
2-3 lessons

**Materials:**
Google Slides Presentation
Underground Railroad Map
Moses McKay House
Harriet Tubman Photo
Frederick Douglass and Harriet Tubman
Activities

**Procedure:**
Day 1:

- Using Google Slides, introduce freedom. Students should have background knowledge from previous lessons in Civics and Chronology (Civil Rights). Slide 3
- Discuss Freedoms students have today. Slide 4
- Complete Freedom Activity
- Refer back to any lessons that included civil rights or injustices to groups of people.
- Introduce Slavery. Slides 5-6. Explain that Slavery is when a person owns another person as property. Slaves are referred to as enslaved people who do not have freedoms. We use the word enslaved people today.
- Have a discussion about thoughts and feelings. Share.

Day 2:

- Review Day 1- what is Freedom- who are enslaved people
- Introduce slide 8 and discuss who enslaved people were.
- Explain that not all Black or African American people were enslaved and not all white people were slave owners using Slide 9 ; discuss why these people were willing to risk danger.
- Explain that many enslaved people had risked their lives to escape. Introduce Harriet Tubman and Frederick Douglas using Thinkport Source picture. Slide10
- Focus on Harriet Tubman on Slide 11. Listen to the read aloud and stop at 1:42. Discuss Harriet Tubman's characteristics.
- Complete activity 2- Who Was Harriet Tubman

Day 3:

- Continue the story on slide 12. How does Harriet grow throughout the story? What are some other characteristics to describe her?
- Complete activity 3- A Letter to Harriet
- Focus on Harriet Tubman Slide 13 and the Library of Congress picture source. Ask students what they notice about this picture? (black and white, a Black woman, etc.) When do they think this was taken? Before or after her escape?( Then; a long time ago

because black andwhite, etc.) Students should explain that Harriet was older- she had escaped at a younger age; enslaved persons probably did not have cameras or pictures of themselves.

Day 4:

- Review with students the term abolitionist.
- Introduce the “underground railroad” and “conductors” using slide 16 from the Library of Congress
- Explain that the underground railroad was a group of people, not an actual railroad, who used safe houses called “stations” to hide enslaved people and move on to the next station.
- Click on the map to link to the Library of Congress and zoom in to see where all of the stations were and how they led North to freedom.
- Show an example of a “station” using slide 17- The McKay family home. Click on the link to see more pictures of this particular station. Discuss how the McKay family helped hide many enslaved people who were trying to get to freedom. Remind students that this was dangerous for a family to do even if they were white.
- Have a discussion about the bravery of the McKays and families like them.
- Slide 18- discuss how students think people like Harriet Tubman, the McKay family, and other abolitionists and conductors made a difference.

**Closure:**

- Have students complete the I Can make a Difference activity; share

**Assessment:**

In Kindergarten, assessment of this will be informal. Use:

- Discussion
- Activities

Grade K: What Does "Fair" Mean? An Introduction to the CIvil Rights Movement

**Title:** What Does Fair Mean? Introduction to the Civil Rights for Kindergarten.

**Lesson Author:** Jen Furman

**Standards/Benchmarks:** Civics 4a: Students will demonstrate the skills necessary for participating in a group, including defining an objective, dividing responsibilities, and working cooperatively.

**Lesson Description:** Students will examine events in history where Black Americans forced a change in laws by working together.

**Grade Level:** Kindergarten

**Objectives:**
*Students will explore the concept of fairness (equity vs. equality).
*Students will examine events in history where Black Americans advocated for change.
*Students will recall strategies Black Americans used to force change.

**Time Required: 4 days**

**Materials Needed:**
**What is Fair? -Google slides (all other links are embedded in the slides)**

**Back Of The Bus - read aloud**
**Rosa Parks Bus - video about the bus Rosa Parks rode**
**We March - read aloud**
**Let The Children March - read aloud**
**The Story of Ruby Bridges - read aloud**

**Construction paper - white**
**Crayons**

**Procedure:**
Day 1 (15 - 20 minutes)

1. Use the Google slides titled What is Fair? Begin with the first slide. After students have turned and talked, ask for some students to share times when they felt things were not fair. Ask for volunteers to share how students may have felt when these unfair things happened.

2. Show slide 2 and 3. Spend some time talking about the image of the children peering over the fence in slide 3. The students will be learning new words (equity, equitable, equal). This slide is a great visual representation of the differences of the words.
3. Ask students if they can think of anything that happens in our classroom that someone might need to be successful but other people may not need. If the students struggle with this offer suggestions like glasses, head phones, a closer seat to the teacher, help with cutting, an alphabet chart for letter writing, etc. Spend time discussing how in our class we all get what we need to do our jobs but we don't all get the same things.
4. Closing Activity: Pass out construction paper and ask everyone to draw things they need at school to do their jobs. Discuss how there are many things we all need but different things that only some of us need.
5. Share pictures and point out likeness and differences.

Day 2 (30 - 40 minutes)

1. Today you will be using Google slides 3-8 What is Fair? . Begin on slide 3. Remind students that fair doesn't always mean equal. Point out the visual of the students peering over the fence as a reminder.
2. Go on to slide 4. Pause for discussion about the picture and then read what the signs say. Continue to discuss before moving on to the next slide.
3. Proceed to the remaining slides 5-8 pausing for discussions. Click on the links for the stories.
4. Discuss how signs were used to keep Black Americans out of certain places. Explain that this is called segregation. Ask the students how they think Black Americans felt at this time.
5. Listen to the story Strictly No elephants (Slide 9). Discuss how in the story they made signs to make everyone feel welcome.
6. Closing Activity: Use the construction paper and crayons to create signs to make everyone feel welcome in the class. Hang the signs on your door or inside the classroom.

Day 3 (30 - 40 minutes)

1. Remind students how Black Americans used signs and boycotts to work together to make change.
2. Today you will introduce additional strategies Black and White Americans used to change unfair laws. Begin with Slide 10 of the google slides What is Fair? .
3. Have the students share what they see in the picture. Using the link provided fill in the chart as a class focusing on what they see, think and questions they now have.. Primary Source Analysis Tool
4. Proceed through to slide 14 stopping for discussion and story links embedded in the slides.

5. To wrap up today's lesson ask students to recall what Black Americans did to help change unfair laws. (boycotts, lead marches, sit ins, and gave speeches)
6. Discuss how signs were carried at protests and marches to help point out problems that needed to be fixed.
7. Think about problems we have in the classroom (cleaning up, using kind words, sharing,etc.)
8. Closing activity: Have students use construction to help create signs to help remind students of things that need to change or improve in our classroom. (Some examples might be : throw out your trash, use kind words to your friends, work neatly). Brainstorm ideas and make a list for the class to use as a reference.

Day 4 (20 - 30 minutes)

1. Begin by asking students what strategies Black Americans used to change unfair laws.
2. Remind students that Black Americans held marches to help change unfair laws.
3. Discuss what they may have been chanting at these marches.
4. Decide on what would be a positive message to chant while marching such as "Fair laws for All". Have a mini march in the classroom where students march and say the agreed upon chant (1 min)
5. Google Slide 15- 16 What is Fair?
6. Go through the final two slides and listen to the embedded story link.
7. When finished, discuss how Ruby Bridges must have felt. Ask what could you do to make her feel better or welcome in your class?
8. Closing activity : Use construction paper to draw a picture of how you could make someone new feel welcome in your class.
9. Have the students share their pictures.

**Closure:** Closure is provided at the end of each day for each lesson.

**Assessments :** Projects and assessments are given each day at the beginning and end of the lessons in the form or discussion and projects

## Grade 4: Indigenous Cultural Practices and Government Attempts to Erase

**Title:** Indigenous Cultural Practices and Government Attempts to Erase

**Lesson Author:** Nora Durant

**Standards/Benchmarks:**

**Lesson Description:**
Students can engage in this lesson prior to reading a curriculum-based text related to Native American people.

**Grade Level:** 4

**Objectives:**
Students will

- Describe some ways that colonizers and North American governments attempted to suppress and eliminate Native American cultural practices.
- Explain how Native American people have shown resilience in the face of oppression by preserving some cultural traditions.

**Vocabulary**

- Primary and secondary sources
- North America
- Europe
- Native American
- Navajo
- Colony/colonize/colonization/colonizer
- Cultural practice
- Preserve
- Tradition
- Perspective
- Resilience
- Resistance
- Oppression
- Homeland
- Reservation
- Boarding/residential school

**Materials:**

- Taken land and resources: The Invasion of America video and interactive map
- Forcibly removed people: Navajo Long Walk : Tragic Story Of A Proud Peoples Forced March From Homeland, by Joseph Bruchac
- Separated families- Navajo Government Indian School, New Mexico
- Outlawed cultural practices: When We Were Alone, by David A. Robertson, Julie Flett (Use Hoopla to view it in ebook format)
- Cultural resilience in the face of oppression:
    - Video of Dancers
    - Video: See What Canyon Life is Like for Navajo Pageant Winner
    - Photograph: Navajo Eula M. Atene and 3-month old boy Leon Clark pose in Monument Valley Navajo Tribal Park
    - Photograph: "Indian Baby Carriage"
    - Photograph: Navajo Corn Field
    - Access to Frybread: A Native American Family Story, by Kevin Noble Maillard and Juana Martinez-Neal (Use Hoopla to view it as a Dreamscape movie)
    - Access to Jingle Dancer, by Cynthia Leitich Smith
- LOC Teacher's Guide for Analyzing Primary Sources
- LOC Teacher's Guide for Analyzing Photographs and Prints

**Additional Resources:**

- Navajo Code Talkers Day article
- Boarding School Exhibition at Heard Museum
- LOC resources about boarding schools

**Procedure:**

On a day prior to the first lesson, ask students to anonymously or privately share their prior knowledge about Native Americans. Use prompts like:

- Who are Native Americans?
- Where do they live?
- What else do you think you know about Native Americans?

Refer to student responses when relevant throughout the lesson.

Lesson 1: Who are Native Americans?

To open the lesson, share a land acknowledgement. Show this map to explain where the Lenapehoking (or dwelling place of the Lenape) is located. Explain that students will begin to learn about the Lenape and other nations within this very diverse group of people who lived in North America before people from Europe, Africa, and other continents arrived (use this or a Google map for reference). Native American people live throughout our country, continent, and world today. Some of us might have Native American heritage of which we may or may not be aware.

Explain that there are many different nations of people within the group we call "Native American," and that people within these nations have and continue to share cultural practices. While cultural practices may be different across Native American nations, similarities exist in the encounters and experiences these nations had with colonizers and the United States government.

Lesson 2: What are some Native American cultural practices?
Nations shared similar cultural practices and traditions, including:
Language
Religious or spiritual
Medical
Artistic
Culinary
Natural resource management
Housing and construction
Dress
Childcare
Governance

We will learn about some of the cultural traditions that members of some nations practiced/continue to practice by looking at some primary sources and literature. Primary sources are original documents and objects that were created at the time under study. We are studying a time when some Native American cultural practices were really starting to be in danger of disappearing.

Activity 1: Prepare to read Aloud When We Were Alone, by David A. Robertson, Julie Flett (Use Hoopla to view it in ebook format). Tell students that they will listen for examples of cultural practices from a division of the Cree Nation. They will write them on a graphic organizer. Afterward, have students share what they identified with a partner, and then with the class.
Activity 2: Display the following Library of Congress resources: Photograph: "Indian Baby Carriage" and Photograph: Navajo Corn Field. Model how to use the LOC Teacher's Guide for Analyzing Primary Sources to analyze one of the sources, and guide practice using the tool to analyze the second source. Ask students to identify which types of cultural practices these images represent.

Lesson 3: How and why did colonizers and governments try to end these practices?
We will learn about the ways that European colonizers and later the American government invaded and colonized Native American lands, taking resources and attempting to end cultural practices along the way.
Activity 1: Introduce the Invasion of America video and interactive map.

Activity 2: Read selections from Navajo Long Walk : Tragic Story Of A Proud Peoples Forced March From Homeland, by Joseph Bruchac.

Lesson 4: How did Native Americans resist these efforts?
We will also learn some ways that Native Americans have resisted these efforts and preserved their cultural traditions, showing resilience in the face of oppression.
Activity 1: Students will view Video of Dancers and Video: See What Canyon Life is Like for Navajo Pageant Winner. Facilitate a discussion in which students will share ways that the dancers and pageant contestants keep their cultural practices alive. If time permits, read Jingle Dancer, by Cynthia Leitich Smith and ask students to draw connections between the text and the videos.

Activity 2:Read Frybread: A Native American Family Story, by Kevin Noble Maillard and Juana Martinez-Neal (Use Hoopla to view it as a Dreamscape movie). Ask students to explain the origins of Fry Bread and the way that it signifies cultural resilience.
Activity 3: Students will compare and contrast the Library of Congress photos from 1914 and 2018.They will identify the cultural practice represented in the photographs and explain how taken together they represent the concept of cultural resilience.

**Closure:** Review objectives

- Describe some ways that colonizers and North American governments attempted to suppress and eliminate Native American cultural practices.
- Explain how Native American people have shown resilience in the face of oppression by preserving some cultural traditions.

Ask students to share three examples of Native American cultural practices and two ways that colonial and later North American governments attempted to eliminate them. Ask students to describe three examples of cultural resilience.

**Assessment:** Students will choose and research one cultural practice associated with a Native American cultural group that tribal members are actively working to preserve today. They will identify threats that the colonial or United States government posed to that practice, and describe efforts that allowed the practice to survive to the present moment. They will present their research to the class and to families during Native American Heritage Month.

Grade 4: Indian Boarding Schools

**Title: Indian Boarding Schools**

**Lesson Author: Jill Szymanski**

**Standards/Benchmarks:**

History 2 4-5b: Students will examine historical materials relating to a particular region, society, or theme; chronologically arrange them, and analyze change over time.

Social Justice Standards:

Justice 11: Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.

Justice 13: Students will analyze the harmful impact of bias and injustice on the world, historically and today.

**Lesson Description:**

In this lesson, students will analyze images, read an excerpt from a primary source,and a picture book to determine the impact that Indian boarding schools had on the students that attended them.

**Grade Level:** 4

**Objectives:**
Students will

- Analyze primary source images to determine how Native Americans' lives have changed over time
- Determine the reason for Indian boarding schools
- Explain how the policy of assimilation affected Native Americans

**Time Required:**

**Materials:**

- Blank sheet of paper for each student

- Image:  The American Indian Past. Present / / Albert Levering.

https://www.loc.gov/resource/ds.03750/

- Primary Source Analysis Tool- Students will need two copies.  You might want to print them front to back on the same sheet.

https://www.loc.gov/static/programs/teachers/getting-started-with-primary-sources/documents/Primary_Source_Analysis_Tool_LOC.pdf

- Tom Torlino Image, 1882 (Before)

https://carlisleindian.dickinson.edu/sites/all/files/docs-resources/NARA_1327_b018_f0872_001.jpg

- Tom Torlino Image, 1885 (After)

https://carlisleindian.dickinson.edu/sites/all/files/docs-resources/NARA_1327_b018_f0872_0003.jpg

**Procedure:**

1. Give students a blank sheet of paper.  Ask them to draw a picture of a Native American. Tell them to create a picture that shows what comes to mind when they think of Native Americans.
2. Ask students to share what they included in their images.  Student images will most likely include the traditional, stereotypical version of a Native American including a headdress, little clothing, weapons, teepees, etc.
3. Explain that the images they drew were similar because many images showing Native Americans that they have probably seen include stereotypes.
4. Ask students if they know what the word means.
5. Give the students the following definition from the Merriam Webster  Learner's Dictionary:

   *an often unfair and untrue belief that many people have about all people or things with a particular characteristics*

6. Share some common stereotypes with the students such as:

   Only girls wear pink.
   People who wear glasses are smart.

Boys are better athletes.
All tall people play basketball.

7. Project the slide titled, “How are these images related?”
8. Ask students to discuss what they notice and wonder about the images?
9. Be sure that the discussion closes with the conclusion that all of the images represent Native Americans. Point out that the images on the left represent Native Americans from long ago, and the images on the right represent Native Americans today. Students should have an understanding that Native American communities are still in existence today and the images should help to dispel the stereotypical images often used to describe Native Americans.

10. Project the image: Native American: Past/Present / / Albert Levering
11. Explain that this image is a political cartoon. Political cartoons use images to portray an opinion on current events or government issues. Often exaggerating and using stereotypes.
12. Give students the Library of Congress Primary Source Analysis tool. Guide students to analyze the images. This is a general tool for all primary sources. The link below will give questions that will help prompt discussion that is specific to photographs.

https://www.loc.gov/static/programs/teachers/getting-started-with-primary-sources/documents/Analyzing_Photographs_and_Prints.pdf

13. Ask students to share their analysis. Ask students to note what has changed between the two images and how the images might be related.
14. Refer back to the idea of stereotypes. What stereotypes of Native Americans were included in this image?
15. Project the Before and After images of Tom Torlino or give copies to each pair of students.
16. Give students the Library of Congress Primary Source Analysis too. Ask students to analyze the images using the same procedure as before. Again, have the students focus on the changes that have taken place in the images.
17. After students have shared their findings, tell the students that these images are both of the same person taken three years apart. Have students share ideas of what they think might have been the reason for the change in the boy’s appearance.
18. Explain to the students that the first picture was taken when the boy arrived at the Carlisle School and that the second picture was taken three years later.
19. Explain to students that the Carlisle School was an Indian boarding school. The first Indian boarding school experience took place in 1860. By the 1880’s the United States had many reservation day schools and boarding schools. Tell students that reservations were established tracts of land for Native Americans to live on after white settlers took

over their land. Some people and the government believed these schools would be best if they were off-reservation. In 1879 the Carlisle Indian School was established in Carlisle, Pennsylvania. The school was established by Col. Richard Henry Pratt.

20. Ask students, "Think about the purpose of school. Why do you come to school? What do you think was the purpose of the Indians attending these schools?" Have students share their ideas.
21. Introduce the term assimilation. Assimilation means to blend into another culture. They wanted Indians to live like Americans. The purpose of the Indian boarding school was to make Indian students more like Americans. The government believed the only way to educate indigenous children was to isolate them from their culture, families, and community.
22. Read I Am Not a Number by Jenny Kay Dupuis and Kathy Kacer.
23. Prior to reading, explain that this is the story of an Indian residential school in Canada. The author is a member of Nipissing First Nation. The story is based on her grandmother's story. The experience is similar to the experience of students at The Carlisle School.
24. Give students the handout. As you read, ask the students to write down examples of how the Indian boarding schools forced Indians to assimilate.
    You can use the stopping points and questions listed below to guide your discussion.

Page 6:

How do the children feel about being taken to the residential school? Discuss the situation the family has been forced into by the government. Be sure students understand that this was the law.

What might her mom mean by, "Never forget our home or our ways. Never forget us. Never forget who you are!"

Page 16:

What examples did you find of assimilation? What did the school do to try to make the students more like Americans and less like Indians? How did this make Irene feel? Is this right or wrong?

Students should note- taking away their name and referring to them as numbers, scrubbing off their brown skin, giving them a uniform, cutting off their hair, feeding them different food, punishing them for using their language, going to church. Also, make the point that assimilation is wrong since it takes away the uniqueness of people, in this example of Irene's Native American culture and family.

Page 20:

How does Irene feel about being at home?

Page 26:

How does the family stand up to the injustice they experienced by being forced to go to residential school? What were the risks involved? Why might the family have chosen to do this despite the risks?

Page 28:

Why are the last two sentences, "I was Irene Couchie, daughter of Ernest and Mary Ann Couchie. And I was home" significant to the story? What are some possible themes for this story?

**Closure:** Refer back to the Native American Past Present image. Conclude the lesson with a discussion focused on the following question, "What impact did Indian boarding schools have on Native nations?" Have them use details from the image to explain their thinking. If they haven't already noticed it, point out that the flag in the second image says Carlisle. They may have wondered about this earlier. Guide students to come to the conclusion that the cartoon shows that students that attended the Carlisle school were stripped of their identity and that this cartoon is an example of the concept of assimilation.

**Assessment:**

Give students the assessment handout. This handout asks students to refer back to the images of TomTorlino and answer the following question: How do the images illustrate the idea of assimilation? Use details from the image to explain your answer.

**Resources:**

https://carlisleindian.dickinson.edu/sites/all/files/docs-resources/CIS-Resources_PrattSpeechExcerptShort_0.pdf

http://www.nativepartnership.org/site/PageServer?pagename=airc_hist_boardingschools

## Grade 4: School Segregation: How did *Brown v. Board of Education* Come About?

**Title:** School Segregation: How did the Brown v. Board Decision Come About? Is school segregation good for students?

**Lesson Author:** Christine Lim

**Standards/Benchmarks: History Anchor Standard Four:** *Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history*

**4-5a:** Students will develop an understanding of Delaware history and its connections with United States history, including: -- Modern Delaware (1945-present)

**4-5b:** Students will develop an understanding of selected themes in United States history, including: -- Who are the American people? (demographics, immigration)

**Lesson Description:** Students will interpret and analyze secondary sources about integrating public schools, in order to determine how the Brown vs. Board decision impact schools.

**Grade Level:** 4th grade

**Objectives:**
Students will:

- Interpret primary/secondary sources: news articles, interviews
- Create a timeline of lawsuits regarding segregation
- Analyze digital artifacts-photos
- Understand how Brown v. Board developed from a series of lawsuits challenging school segregation

**Time Required:** Five 30 min periods.

**Materials:**

Library of Congress Primary Analysis Tool
Library of Congress Teacher Guide for analyzing photographs
Library of Congress Segregated Reading Lesson in Wash., D.C.
Library of Congress Savannah Board of Education pamphlet
Library of Congress Brown v. Board Exhibition; "With an Even Hand."

**Primary Sources:**
**Separate is not Equal** - Smithsonian Institute - Quest for Education, page 1, has background on the forming of two separate school systems. Quest for Education, page 2, compare the

photograph of the "white" school and the "colored" school.
**In Pursuit of Equality, pages 1 and 2** - Smithsonian Institute - Create a timeline of events leading up to Brown v. Board decision.

**Challengers of Segregation** - Smithsonian Institute - Learn about the lawyers who fought against segregated schools.

**Photo of boys entering integrated schools - Library of Congress**
O'Halloran, T. J., photographer. (1956) Clinton, TN. School integration conflicts. Tennessee Clinton, 1956. Dec. 4. [Photograph] Retrieved from the Library of Congress.

**Photo of National Guard at Clinton High School in Tennessee - Library of Congress**
O'Halloran, T. J., photographer. (1956) Clinton, TN. School integration conflicts. Tennessee Clinton, 1956. Sept. 1. [Photograph] Retrieved from the Library of Congress.

**Photo of anti-integration efforts and first remote learning - Library of Congress**
O'Halloran, T. J., photographer. (1958) Little Rock, Ark., re: anti-integration story. Classes on TV, after school closings / TOH. Arkansas Little Rock, 1958. Sept. [Photograph] Retrieved from the Library of Congress.

**Reaching a Decision** - Smithsonian Institute - The Justices: Coming to a Decision.

**Procedures:**

**Day One:**
**Essential Question:**
Primary sources are about moments in history. How do primary sources help us understand different perspectives about the past? Is school segregation good for students?

1. Read the background information on school segregation from the Smithsonian Institute site: Separate is not Equal, Quest for Education, page 1.
2. Discuss how not having schools may have affected people's ability to find work, and how children were not able to read because they had no schools or teachers. 3. Read page 2 of Quest for Education, discuss how children of different races, Latino or Hispanic, Asian and Native American heritage were not allowed to attend all white schools.
4. Students work in partners or groups to compare and contrast the photograph of the two schools on page 2.

   Class discusses the essential question about primary sources, did they find the photos and articles helpful in understanding what life was like for black Americans? Ask

students why there weren't many primary sources regarding school segregation, or about the lives of black families in the 1800's?

**Day Two:**
**Essential Question:**
Primary sources are about moments in history. How do primary sources help us understand different perspectives about the past? Is school segregation good for students?

1. Read with the class - **In Pursuit of Equality, pages 1 and 2** - Smithsonian Institute -
2. Explain how the Brown v. Board challenge took years and many lawsuits to achieve.
3. Create a timeline of different lawsuits leading up to Brown v. Board decision. 4. Discuss the impact of segregated schools on students and their families.

**Day Three:**
**Essential Question:**
Primary sources are about moments in history. How do primary sources help us understand different perspectives about the past? Is school segregation good for students?

1. Read about the lawyers who combined their cases in Brown v. Board - **Challengers of Segregation** - Smithsonian Institute - Learn about the lawyers who fought against segregated schools.
2. Introduce the two Delaware lawyers: **Louis L. Redding** and **Jack Greenberg**. 5. Discuss why it took so long for these cases to be heard: South Carolina, Kansas, Virginia, Delaware and Washington, D.C? Tell students that Delaware was part of the Brown v. Board decision and that they will learn about Shirley Bulah's case later.

**Day Four:**
**Essential Question:**
Primary sources are about moments in history. How do primary sources help us understand different perspectives about the past? Is school segregation good for students?

1. Explain that students will use the Primary Sources Tool to analyze the photographs Library of Congress Teacher Guide for analyzing photographs.
2. Model how to use the tool to analyze photographs, ask **"What do you notice that you didn't expect? · What do you notice that you can't explain?"** 3. Students should individually analyze the photographs and fill out the graphic organizer.
4. Prompt students with these reflections: **"If someone took this photo today, what would be different? · What would be the same?**"
5. Students should share their observations.

**Day Five:**
**Essential Question:**
Primary sources are about moments in history. How do primary sources help us understand

different perspectives about the past? Is school segregation good for students?

1. State: "Today we will learn about the Supreme Court Justices coming to their decision in Brown v. Board," then read the article with students.
2. After reading the Court's Decision, analyze Earl Warren's decision statement using the **Primary Source Tool**. Ask,"What do you notice that you can't explain?" Please explain that the term colored children should never be used and is included only as a historical detail. Then ask them why they think he switches to the term Negro, which is the spanish word for black? (*Allow for discomfort and be sure to reassure the class that this term is not used today. This may bring forth questions which you should do your best to answer honestly about the practice of naming people names, which they do not want to be called.*)
3. Students should share their observations or reflections from the Primary Source Tool.

**Closure:**

**Ask students the Essential Question:** Primary sources are about moments in history. How do primary sources help us understand different perspectives about the past? Is school segregation good for students?

On poster paper write down students' thoughts as they answer the questions. Ask them if they think our schools are still segregated and if we are separated by race?

**Assessment:**

Informal assessments through the Primary Source Tools and class discussions.

**Extension Activity: Shirley Bulah and her contribution to Brown v. Board**

1. Read aloud pages 49 to 52 about Shirley Bulah's experience in fighting segregation at Hockessin School #107C.
2. Discuss the purpose of segregation and how separating students based on race affected the quality of education and if it was fair and just. and how it determined Shirley's original school.
3. Listen to video interviews from Belton v. Gebhart which was part of the Brown v. Board case.
4. Read Rene Michelle Ricks talk about her grandmother Shirley Bulah.

Grade 8: Activism and the Publishings of Frederick Douglass

**Your Name:** *Thomas Hull*

**Course title & Academic Level:** *8th Grade Social Studies*

**Grade level:** *8th Grade*

**Lesson Title and Number:** *Activism and the Publishings of Frederick Douglass*

Materials to be used:

1. *Frederick Douglass' Newspaper*
2. *Biography of Frederick Douglass*
3. *Primary Source Analysis Presentation*
4. *Guided Reading Notes*
5. *Primary Source Analysis Tool*
6. *Post-Discussion Reflection Sheet*

**Instructional Theory:**
*This lesson can be best described as utilizing two separate theories. This lesson will use Connectivism, a theory based on making connections between concepts innate to the learner and concepts present in the text, to examine the activism of Frederick Douglass and his other newspaper contributors. To support students in this endeavor, a reading guide utilizing a reading road map layout that prompts students to explicitly identify and denote lesson concepts AND make personal to these identified concepts will be provided. This lesson will also use the Socratic method, a theory based in communal discussion aimed at a common truth, to relate the activism of the Frederick Douglass newspaper to activism in our own lives and the world around them. To ensure that students are able to engage with the lesson within their zone of proximal development, they will be provided a reflection sheet to support processing of meaningful discussion topics and promote helpful structuring of knowledge.*

**Guiding questions:**
1. What does it mean to be an activist?
2. How do Frederick Douglass and the other contributors to his paper ?
3. How can the actions of historical figures inform our actions today?

**Objectives:**
1. Students will be able to identify the key characteristics/traits of an activist
2. Students will be able to analyze which activist traits Frederick Douglass amplified through publishing his newspaper
3. Students will be able to synthesize the activist actions of the contributors to Douglass' newspaper with actions available to them in their everyday life.

**Standards:**

1. Civics 3 6-8b: Students will understand that American citizenship includes responsibilities such as voting, jury duty, obeying the law, service in the armed forces when required, and public service.
2. History 2 6-8b: Students will examine historical documents, artifacts, and other materials, and analyze them in terms of credibility, as well as the purpose, perspective, or point of view for which they were constructed.

Activism and the Life of Frederick Douglas (2 day lesson)

**Intro- activity (Day One only): What is Activism?** (5 minutes)

*Introduction to the lesson will focus on creating a class definition of the word "Activism", not in any particular field but as a general term. The students will work collaboratively with the teacher in a discussion format to come up with a universal definition for the word, which will be used throughout the class period. As a class, we will also find a universal picture from Google Images to support our understanding of activism, which students will choose based on the image's similarity to our class definition of activism. Creating a universal definition not only provides linguistic support to ELL and Special Education students, but also provides an opportunity for all students to see peer modeled thinking processes that will act as a primer for engaging in the rest of the lesson. Students gain thinking process skills embedded in priming in regards to the concept of activism.*

**Lesson focus (every day): When are you an Activist?** ( 5 minutes)

*Using the class-sourced definition from the Intro Activity, students will reflect on when (or if) they have been an activist in their own lives. While certainly some students may have experience participating in marches, rallies, or organizing groups, the goal of this activity is to introduce students to the idea that everyday interactions can be activism. Students will develop a broad view of the word activism in preparation for examining the broad ranging avenues of activism in which Frederick Douglass and his newspaper contributors participated. To complete this activity, students will share their answers aloud in class. This creates a dialogue that both allows classmates to bring forth their personality in the topics for which they are activists and provides verbal prompting with examples for students who may not know what activism is or who require prompting per their IEP or 504 plan. This peer prompting will encourage students to participate and create an open classroom environment where personal views are shared in safety.*

**Developmental section: Direct Instruction/Primary Source Analysis** ( 15 minutes)

*Before students engage in the reading portion of the lesson, we will engage with a Primary Source Analysis presentation to review literacy skills. The purpose of this section is to act as a brief review and questions period to prime students to use reading strategies in engaging with a primary source. This presentation will be provided in full to students, meaning that they will not be required to take notes on the information presented. Rather, the focus of this section will be for students to engage with the instructor in a discussion period using the presentation notes as a guide to ask questions for the purpose of reviewing literacy skills.*

**Developmental section: Biography Reading and Reading Road Map** ( 20 minutes)

*Once students have demonstrated comfort and comprehension of the newly-introduced*

*vocabulary terms, I will introduce our reading road map and the first reading to the students. A reading road map functions as a guide and graphic organizer to complete the first and second readings. The road map has 3 columns: one column for summarizing sections of this reading, one column for highlighting key concepts found in the readings, and one column for comparing/contrasting the two readings. The summarization and key concepts columns will be filled out as the students read the passages. The comparing and contrasting column will be completed after reading all assigned passages.*

*For the first reading, students will read all passages from the biography of Frederick Douglass (link: https://docs.google.com/document/d/1-XPmf1i2emwKSR-qqQSS5P7l9j3O4NY1lVUm9T2mqto/edit?usp=sharing) and take both summarization and key concepts notes in the reading road map. This reading is designed to prime students to see how a primary source written by Douglass and other activists of his time, in this case an activist newspaper, reflects their activist values and life experiences. Students will also gain exposure to vocabulary words in a secondary reading designed for students to support comfort with new words for later exposure in a primary source.*

*To further support students in understanding Frederick Douglass, following the reading, students will watch a video (link: Biography: Frederick Douglass - Bing video) to reinforce concepts addressed in the reading. This video will reiterate topics covered in the reading, using a different medium. This opportunity will allow students to fully flesh out their notes, but will not require new notes.*

**Developmental section: Newspaper Reading and Primary Source Analysis** ( 20 minutes)

*Following completion of the reading road map for the biography of Frederick Douglass, students will engage in a primary text source published by Douglass discussing activism. As with the previous reading, students will take notes as they read the assigned passages of the primary source text (reading link: Image 2 of Frederick Douglass' paper (Rochester, N.Y.), July 24, 1851 | Library of Congress (loc.gov)). However, for this reading, students will use the Library of Congress Primary Source Analysis Tool. This tool will help students to focus on making observations and using resources available to them to investigate the source in front of them, allowing for a stronger understanding of the source and better engagement with a text that they may not fully understand on the first reading. Students will take notes on the information presented within the newspaper, but they will also make reflections on this information and use these reflections to guide clarification searches using outside resources available on the internet. These notes, along with the notes from the previous reading, will be used to inform the final column of the reading guide: compare and contrast column. The purpose of the second reading is for students to see how the life of Douglass, discussed in the first reading, manifested itself in his publications and the voices of others whom he published. It is also important, in connecting this activity with the broad lesson theme, for students to see how a successful activist went about their activism and to see their writings/reasonings on the matter.*

*Assigned passages from the second reading for notes:*

- *Letter from H.O Wagoner*
- *Samuel Lewis, Cincinnati*
- *"Stop My Paper" (Douglass' writing)*

*These assigned passages will be split among the students based on their reading level, as available in eschool and DSC. Students with stronger reading skills will read either the "Letter*

*from H.O. Wagoner or the Samuel Lewis passage. Students who have weaknesses in reading will read the "Stop My Paper" passage. Splitting the readings will not only work to serve students' working memory by reducing cognitive load, it will also enrich the discussion period by giving students different perspectives by which to approach the discussion questions. It is important to not for the students reading the "Stop My Paper" reading that the newspaper represents a side of Douglass' activism that isn't reflected by his personal work. Douglass the orator and Douglass the publisher are two different activists. Douglass' orations are compelling, designed to create action in others and spoken with the purpose of being heard. Douglass' publications are different, they are information and opinions he furnishes for those desiring to read his work, something that he does not compel or even necessarily expect the public to do, as he charges money for his paper and desires that those who spend their money are buying something that they want.*

*Once the students have completed the second reading, they will begin the compare and contrast process. The third column provides space for the students to write the names of the two passages they are comparing or contrasting, as well as the comparison that the students are making. Students will be looking to compare how previous life experiences informed Douglass' activism, contrast Douglass' own beliefs with the values of voices whom he amplified, and compare how Douglass' personal beliefs informed which opinions of others he included in his publications. With that said, if students find other comparisons to make based on the information of the reading, they will be empowered to use this space to make further observations beyond the ones listed above.*

**Closure/Culminating Experience**: Socratic Discussion on How Frederick Douglass can inform activism today ( 30 minutes)

*As the final activity for the lesson, students will use their reading notes, in particular their summarization and compare/contrast notes, to discuss how Douglass' activism can inform our actions today. In a Socratic style discussion, students will first address the question "Did 'activism' mean the same to Frederick Douglass as it did to other writers published in his newspaper?". As in the Socratic style, students will give answers and question the answers of others in a group pursuit of an answer that is agreeable to everyone. This first question should take approximately 10 minutes, but can be extended further if student discussion warrants. Building off the first question, students will answer the second question "For what purpose might Douglass include voices other than his own, especially ones that may not fully agree with him, in his activism and publications". Expected answers can include discussions of how amplifying the voices of others doesn't necessarily mean total agreement on everything, the importance of diversity of method in activism, and the importance of creating solidarity towards a common goal. However, these are merely some possible options and students should be encouraged to practice ingenuity in their answers. This second question should also take approximately 10 minutes.*

*With the final 10 minutes of the activity and class, students will complete the post-discussion reflection sheet. This reflection sheet is a brief 4 sentence paragraph, asking students to discuss if they feel that the activist techniques discussed in Frederick Douglass' publications by the different contributors, including Douglass himself, could still be effective today. Using information from the two readings, their own ideas of activism, and the discussion about how their activism relates to the class definition, students will evaluate if older activist techniques can work in the age of the internet and social media. Students will be expected to*

*answer the question and provide two pieces of evidence to support their answer, as well as give one sentence to explain their evidence. This activity will be collected as a formative at the end of class, but students will keep their other two worksheets from the lesson as notes.*

## Grade 8: Native American Boarding Schools

**Title:** Native American Boarding schools

**Lesson Author:** Elizabeth Bear

**Standards/Benchmarks:** Students will examine historical documents, artifacts, and other materials, and analyze them in terms of credibility, as well as the purpose, perspective, or point of view for which they were constructed.

**Lesson Description:** Students will explore and learn about Native American Boarding schools in the late 1800's by examining sources

**Grade Level:** 8th-11th U.S. History

**Objectives:**
Students will

- Analyze sources and fill out a primary source analysis
- Evaluate the history and legacy of Native American boarding schools

**Time Required: 1 block class**

**Materials:**

- Primary source analysis tool- copied or distributed digitally to each student
- Document 1- "Indian Day School"
- Document 2- "Young Indian girl, pueblo of Isleta, N.M.
- Document 3- "Indian Reservations west of the Mississippi River"
- Reading and questions at the end of this document- Understanding the Origin of American Indian Boarding Schools (modified slightly for focus and vocabulary)

**Additional Resources:**

- This author's mother was forced to attend a boarding school in Wisconsin, in this article she discusses stories of her mother trying to suppress and get through her trauma
- Would be interesting to tie in with the recent discoveries of graves found at Native American Schools. This article provides information about the unmarked graves recently found in Canada, and this article mentions three specific children who died as well as an interesting connection to the Navajo Code Talkers in WWII
- Podcast about this topic from the University of New Mexico

**Procedure:**

1. Start by breaking the class into two halves. One half of the class will be analyzing the video entitled "Indian Day School", and the other half of the class will be analyzing the photograph entitled "Young Indian girl, pueblo of Isleta, N.M.". Have students work in groups to fill out the Primary source analysis tool, encouraging students to write down all the things they see in observations and probing them to reflect and ask questions.
2. Bring the class back together and go through each of the documents as a class. Have students from each group share what they observed, reflected, and questions they have.
3. Discuss what the class has learned so far through their observations. Establish with the class (if the students have not already brought it up) that the video depicts the doorway of a Native American school- "Isleta Indian School," and that the picture shows a Pueblo girl in the same city a few years prior to the video. Ask students to compare the two sources and find ways that they are similar and different. Ask students: Are these sources credible? How do we know? Why do you think they were created? Whose perspective do they show us?
4. Explain to the students that there were many places in America at the time that had Native American schools just like this one. Project the map- "Indian Reservations west of the Mississippi River" and go over the key with the students. Have students point out locations where they see other Native American schools and consider how prevalent they were across the nation. Find Isleta on the map (right below Albuquerque)
   Note: the map is from 1923, and the photograph/video sources are from 1890-1898.
5. Have students read the article, Understanding the Origin of American Indian Boarding Schools, and answer the questions independently. Discuss with the class how these schools would have affected the cultures and traditions of the tribes.
6. Have students refer back to their primary source analysis sheet and look at the questions section- what questions were answered by the article? What questions do they still have unanswered? If time allows, students can research the answers to any questions that they have left.

**Closure:**

Ask the students- What steps do you think the U.S. Government should take to right this wrongdoing? (can be done as an exit ticket or discussion, depending on time)

**Assessment:**

Completion of primary source analysis, accuracy of answers to questions, participation in discussion or exit ticket.

**Understanding the Origin of American Indian Boarding Schools**
**BY Sarah K. Elliott | POSTED 04.13.2020**
**https://www.pbs.org/wgbh/roadshow/stories/articles/2020/4/13/early-years-american-indian-boarding-schools**

In years before the era of Indian boarding schools, under "manifest destiny," the U.S. government was continually engaged in removing Native American tribes to take over their land, pushing them further and further west, and in battling those tribes that were resistant to being removed.

By the late 1800s, **assimilation*** became another tool the U.S. government used to address what mainstream America called the "Indian problem." One tactic of the program of assimilation was making indigenous children attend boarding schools that forced them to abandon their customs and traditions, with the goal of having them adopt mainstream America's beliefs and value systems. **Assimilation*-** the process of becoming similar to something, here becoming integrated into American culture

The first federally run Indian boarding school was the Carlisle Indian Industrial School in Pennsylvania, in operation from 1879 to 1918. Army officer Richard Henry Pratt founded the school, which became the template for instituting a system of forced "Americanization," using strict militaristic discipline to **sever*** Native American children from their native heritage. It was Pratt who coined the phrase "kill the Indian, save the man" — a philosophy that permeated Indian schools for generations. **Sever*-** divide, cut ties with

This system of assimilation meant that children were separated from their families and communities for long periods of time. The government oversaw around a hundred Indian boarding schools, both on and off reservations. Tens of thousands of children were either forced to attend these schools or went because there was no other school available to them.

The schools prohibited the children from speaking their tribal languages, required them to wear American-style dress and hairstyles, and made them give up their native religion for Christianity. In addition to standard academic lessons in subjects like reading, writing and math, students learned trades that were marketable in American society, such as carpentry for boys and housekeeping for girls.

In the following decades, Pueblo leaders fought to gain control of the Santa Fe Indian School. Today, the school is tribally managed, where according to their website, "Native cultures and communities are the foundation."

As of 2020, there are seven federally funded boarding schools in the United States. The Bureau of Indian Education operates four of them, and three are tribally controlled.

1. Why were these boarding schools established?

2. How were the children treated at these schools?

3. In what ways were these schools meant to “Kill the Indian, Save the Man”?

4. What impact do you think this type of schooling would have on the culture of the Native American tribes?

5. Why is it important that three of the boarding schools that still exist today are controlled by the Native American tribes?

6. Using the citation information provided, is this a credible source to teach us about what happened at Native American Boarding Schools? Explain why or why not.

## Grade 11: Learning Your Place in History: Your Family Tree and the Mathematics of Interconnected Ancestry

**Title**: Learning your place in history: your family tree and the mathematics of interconnected ancestry.

**Lesson Author:** Nils Marcune

**Standards/Benchmarks:**

- Delaware History Benchmark 1a (9-12): Students will analyze historical materials to trace the development of an idea or trend across space or over a prolonged period of time in order to explain patterns of historical continuity and change.
- Delaware History Benchmark 2a (9-12): Students will develop and implement effective research strategies for investigating a given historical topic

**Lesson Description:**
**Grade Level:** Comparative Cultural Studies Grade 11-12,
Overall idea Mathematics of 2 to Nth i.e. 10th, 20th and 30th power and review of mathematical impossibility of not having shared ancestors.

**Objectives:**
Students will

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- Identify historical fact and historical interpretation from a primary source and try to relate it to their family history.
- Conclude and analyze the possibility of sharing a common ancestor with someone in their class.

**Time Required: 1** block period

**Materials:**

- https://www.scientificamerican.com/article/humans-are-all-more-closely-related-than-we-commonly-think/
- GROWING A FAMILY TREE
- PRIMARY SOURCE LOG
- Library of Congress WEBSITE
- ATTACHED LOC RESEARCH GUIDES

**Additional Resources:**

- https://afrigeneas.com/
- https://www.loc.gov/rr/genealogy/
- https://guides.loc.gov/paleography

**Procedure:**

1. Begin by asking the class if they think that it is possible that any of them are related and they don't know it. Ask them what are the chances that they share a common ancestor. Ask students how many generations back can they trace their family. Ask students how old their parents were when they were born, how much older are your grandparents? and have students contemplate approximately how long they feel a "generation" is. (15years, 20 years, 25 years 30 years) Ask students how many ancestors they think they have in 10, 20, 30 and 40 generations (5-10 min)
2. Introduce ARTICLE Allow students to read together with teacher support, by themselves or using a specific reading strategy. (10 min)
3. After reading, allow students to ask questions and reflect on what they have read. (5-7min)
4. Students should a list of their oldest known relatives (2 min)
5. Students and teacher will read GROWING A FAMILY TREE blog from LOC and then introduce the next part.
6. Students should use Graphic Organizer PRIMARY SOURCE LOG to begin to Observe Reflect and Question what they can find in the archives of Library of Congress WEBSITE newspaper archives about their ancestors and or Local History and Genealogy Reading Room. Explain to students that it is possible some people share the same names as their ancestors and they should reflect on the possibility that the person not being their ancestor and question further to see if in fact the people they find might actually be their ancestors. (25-30min)

   Ideas for guidance on PRIMARY SOURCE LOG
   OBSERVE- How many people share names with your ancestors?
   What kind of materials have you found?

   REFLECT- Are the Articles and references you found from the same place that your ancestors lived? Did you find a lot of references to possible family members or only a few, or none at all? Why do you think that is?

   QUESTION-Is the person you found definitely your close relative?

7. The students will conduct further investigation using ATTACHED LOC RESEARCH GUIDES teacher will model some of the basic features available. Students can choose

one or more of the guides depending on their known ancestry. Teacher should introduce Genealogy and Family History Research: A Guide to Online Resources and tell students to print or write down material not available online for further investigation (20min).

8. Wrap up class and ask students what they found (10 min)
9. Exit Ticket: What surprised you most about today's class?

**Assessment:**

Students will write a 5 paragraph essay on their findings and reflection of the lesson.Students will also include a list of resources found on LOC.GOV and their Graphic organizer used in the lesson.

## Grade 11: Citizenship in the United States for Native Americans & African Americans

**Title:** Citizenship in the United States for Native Americans and African Americans

**Lesson Author:** Ashley Miller

**Standards/Benchmarks:**
**-Civics 3:** Students will understand the responsibilities, rights, and privileges of United States Citizens
**-History 2:** Students will gather, examine, and analyze historical data
**-History 4:**Students will develop historical knowledge of major events and phenomena in the world, United States, and Delaware History

**Lesson Description:** Students will discuss US Citizenship and how it was different for Native Americans and African American compared to White Americans. Students will analyze the 14th Amendment and the Indian Citizenship Act to learn how African Americans and Native Americans had to be granted citizenship even though they were born in the United States and it wasn't until the 1900s for Native Americans. Students will read a summary of citizenship and voting rights for Native Americans and look at data from today to understand that citizenship and voting rights for Native Americans took much longer than for White Americans and hasn't had a totally positive impact.

**Grade Level:** High School Students- 9th Civics Class

**Objectives:**
Students will

- Analyze documents related to citizenship for African Americans and Native Americans.
- Work in collaborative groups to analyze and discuss primary sources.
- Define what citizenship is in the United States.
- Explain the impact legislation had on the citizenship and voting rights of Native Americans.

**Time Required:** One 85-minute class period.

**Materials:**
Materials are numbered so they can be easily referenced in the assignment. I have also linked the materials in each section.
**1-** https://www.usimmigration.org/glossary/us-citizen
**2-** https://www.uscis.gov/sites/default/files/document/guides/chapter2.pdf

**3-**https://www.loc.gov/static/programs/teachers/getting-started-with-primary-sources/documents/Analyzing_Primary_Sources.pdf
**4-**https://www.loc.gov/static/programs/teachers/getting-started-with-primary-sources/documents/Primary_Source_Analysis_Tool_LOC.pdf
**5-**https://memory.loc.gov/cgi-bin/ampage?collId=llsl&fileName=015/llsl015.db&recNum=739
**6-**https://catalog.archives.gov/id/299828
**7-**https://www.loc.gov/classroom-materials/elections/right-to-vote/voting-rights-for-native-americans/
**8-**https://www.ncai.org/initiatives/campaigns/NCAI_NativeVoteInfographic.pdf

Other information for the teacher:
-https://blogs.loc.gov/law/2020/09/from-the-serial-set-citizenship-and-suffrage-for-native-americans/
-https://www.loc.gov/item/today-in-history/june-02/

**Procedure:**
**Introduction (15 Minutes):** Students will take 5 minutes to think about what is "Citizenship" in the United States and write their ideas on a Padlet. If there is no access to this digital resource then each student will be given a sticky note to write their ideas on and post on the boards around the room. As a class, we will then categorize the class' ideas after a gallery walk or looking through the Padlet together. Ask students for different ideas on categories. Examples of categories that you might create with the help of students would be: Voting, Community Involvement, Where You're Born, Etc. Finish the introduction assignment by reading through the US Immigration website definition for US Citizenship (Material #1) and compare to our categories and then ask "How does someone get citizenship in the US?".

**Lesson:**
**-Citizenship (5 minutes)** Why might people want to have citizenship in the United States? Review the list of benefits of citizenship with students from the U.S. Citizenship and Immigration Services (Material #2). Explain to students that gaining citizenship and having those benefits has been different for people of color in the United States.

**-Jigsaw (45 minutes)** Students will take 10 minutes to work in small groups of 4 students to analyze one document that they are assigned. Using the prompts of how to fill out the Primary Source Analysis sheet in Material #3 students will complete the form of Material #4 individually. One group will have students analyze the 14th Amendment that focuses on citizenship for African Americans (Material #5) . The other group of students will analyze the Indian Citizenship Act (Material #6). Once students have completed the work, jigsaw the students into mixed groups of 4 (with 2 students of each document) to discuss. They will take a few minutes to share what they learned and then compare and contrast the two documents. Make sure in the

directions to let the students know everyone has to contribute to the conversation and they should use the information that they put into Material #4 in their discussions. After the students take turns sharing their information, give the students something to guide their comparison of the two primary sources. This can be done on a Venn diagram on paper or a Google Doc that students can electronically work together to list similarities and differences. (20 minutes) Group Discussion about: How did different groups gain citizenship? How do these ways compare (10 minutes) (There are 5 minutes of movement time added into this for directions and changing into different groups).

**-Citizenship and Voting for Native Americans (10 minutes)** Students will read Material #7 which is a summary about citizenship and voting for Native Americans and information about African Americans from the Library of Congress. I will print this on paper for the students with large margins on both sides to annotate as they read. Direct the students that their annotations should be summarizing what they are reading and marking things that surprised them in the margins.

**Closure: (10 Minutes) Discussion Post or Exit Slip**: If you have Schoology or another LMS that includes a Discussion Post feature, create a discussion post for students to write several sentences to answer "How have citizenship and voting rights affected Native Americans? Reference and use evidence from [Material #8] and what we learned in class today in your answer". If you do not have access to the electronic resource, create a half slip of paper with the same directions for students to write their answer.

**Assessment:** Students will be assessed on their Discussion Post on their understanding of how people of color in the United States have been impacted regarding citizenship.

High School: Black Americans and Methods of Resistance of Systemic Oppression

**Title:** Black Americans & Methods of Resistance to Systemic Oppression

**Lesson Author:** Jaimin Carter

**Standards/Benchmarks:** History 1a: Student will employ chronological concepts in analyzing historical phenomena

**Lesson Description:** Students will look at primary sources to discuss black resistance to trauma and oppression over time, and the methods utilized.

**Grade Level: 9-12**

**Objectives:**
Students will be able to

- Examine different methods used by African Americans to resist enslavement
- Compare and contrast historical liberation strategies to modern liberation movements

**Time Required:**

**Materials: Primary Source Documents, Song analysis Form , Fight for You Lyrics, Escaping mount vernon ,Primary Source Analysis Sheet (from LOC)**

**Procedure:**

1. Introductory Activity (10 Minutes): Video:
    a. Class discussion of this video would focus on the following questions
        i. Why do you think slavery was crucial to the economy during this time?
        ii. How much were enslaved people worth?
        iii. Did the "economic value" of enslaved peoples impact society's desire to give enslaved people right? How?
            1. Why was is crucial to maintain slavery as a system?
2. "How would you resist a person who wants to control you?(4 minutes)
    a. What is resistance? (Wait for student responses)
        i. "group opposition to the political, economic, or social actions and policies of a government or society"- APA
3. Mini Lecture Introduction (5 Minutes)
    a. Opposition to the myth that enslaved peoples were happy
    b. Many courageous people who risked everything for freedom

c. There were many other ways in which enslaved people resisted slavery , and how people are still practicing resistance

4. Primary Source Modified Stations
    a. Each student would have a modified version of the primary source analysis tool
    b. Students will work in groups of 3 or 4. Each group will get one primary source to evaluate for 6 minutes
        i. They will analyze the source with their group members (discussing the observation column of the primary source analysis with their group
        ii. Record their consensus/finding. Have students ultimately answer how this relates to or shows resistance
        iii. They will switch sources after 6 minutes
            1. Sources:
                a. Fugitive slave ad
                b. Creole insurrection
                c. Go Down Moses (Liberation Hymn)
                d. Passive Means

    c. Share out:
        i. Have students share out the methods they learned about using dry erase board or a big piece of poster paper

**Day 2**

**5. Picture Comparison/Discussion**

**a.**  

i. Ask students: How do marginalized groups today resist?
    1. Are there any methods that overlap?
        a. Topics that will probably come up
            i. Social media post
            ii. Protests
            iii. flyers/pamphlets
            iv. Music

6. Examples of music that serves as means to resist?
    a. H.E.R. - Fight For You Lyrics | AZLyrics.com
        i. Students will use the song analysis form to analysis these song lyrics

ii. We will discuss as a class the message

**Closure/Assessment:**
Reflection post: Compare and contrast the historical way that enslaved peoples have shown resistance with modern forms of resistance. Evaluate which method you think was most effective and why?

High School: The Tulsa Race Massacre: How Can America Address the Injustices of the Past?

**Title**: The Tulsa Race Massacre: How can America address the injustices of the past?

**Lesson Author:** Holly Golder

**Standards/Benchmarks:**

- Delaware History Benchmark 1a (9-12): Students will analyze historical materials to trace the development of an idea or trend across space or over a prolonged period of time in order to explain patterns of historical continuity and change.
- Delaware History Benchmark 2b (9-12): Students will examine and analyze primary and secondary sources in order to differentiate between historical facts and historical interpretations.

**Lesson Description:**
Students will learn about the increase of racial violence that occured from 1890-1920 and how that helped lead to the Tulsa Race Massacre that occurred in 1921. Students will then evaluate whether reparations should be awarded to victims and their descendants of the Tulsa Race Massacre.

**Grade Level:** US History Grade 11

**Objectives:**
Students will

- Identify continuity and change as it relates to the development and increased racial violence against Black people from 1890-1920.
- Identify historical fact and historical interpretation from a primary source.
- Conclude whether survivors and descendants should receive reparations.

**Time Required:** 3 block periods

**Materials:**

- Google slides presentation
- Modified background reading - Modified: Somewhere in the Nadir of African American History, 1890-1920
- Continuity and Change over Time: The African American Rights After the Civil War, 1865-1920 student worksheet with modified Library of Congress primary source analysis sheet
- Building Context: The Elevator Incident
- What do survivors say?

- Modified: Estimating Tulsa's Destroyed Black Wealth
- Should reparations be given to victims and the Tulsa Race Massacre?

**Additional Resources:**

- On Your Own From Let' Talk
- Before the Conversation
- Managing Strong Emotions

Graphic Novel about the Tulsa Race Massacre

Video about Historical Trauma

Clarifying Terms

**Procedure:**

**Day 1**

1. Begin by showing the before and after pictures of the Greenwood section of Tulsa, Oklahoma and ask students to brainstorm what happened at the location [slide 1]. After eliciting responses, explain to students that racial violence occurred at this location in 1921, known back then as the Tulsa Race Riot and today as the Tulsa Race Massacre.
2. Allow students to read together with teacher support, by themselves or using a reading strategy such as PALS the modified article titled: Modified: Somewhere in the Nadir of African American History, 1890-1920. Before reading, allow students to predict what the article will be about and what the word nadir means. Nadir refers to "the lowest point in the fortunes of a person or organization" and during this time period, the word nadir is referring to the decrease in civil and economic rights for Black people in America and the increase in racial violence they faced.
3. After reading, allow students to ask questions and reflect on what they have read. Ask students if the word nadir is an appropriate word to describe this time period for Black people living in the United States. Once ready, they can complete the Continuity and Change over Time: The African American Rights After the Civil War, 1865-1920 and questions. There are two versions of the same activity. One if you want the students to write their answers and one if you want students to type their answers.
4. Lead a discussion about their wonders and questions. Students should be able to identify that over time, many of the civil and economic rights that were granted after the Civil War were taken away by different forms of segregation and discrimination. They should also identify the change that occurred after 1890: an increase in segregation and disenfranchisement of Black citizens. Discuss with students why this would be happening in America during this time.
5. Transition to slide 5 and explain that many people were attracted to Tulsa due to the discovery of oil.
6. To gain context of Black Wall Street, show students the 6 minute and 41 second video from The History Channel.

7. Remind students about the increases in white supremacy throughout the United States and identify that Tulsa, Oklahoma was no different. Watch How the Tulsa Race Massacre Began on slide 8.
8. Direct students to read about the elevator incident that helped ignite the spark of the Tulsa Race Massacre and answer the questions. Activity: Building Context: The Elevator Incident
9. Review the events outlined in the Building Context: The Elevator Incident questions. Ask students where the video corroborated the newspaper article and where they differed. Have students identify facts and interpretations from the newspaper article.
10. Review with students slide 10 about the events that ensued before watching the video on slide 11 [6 minutes]

**Closure**: After the video, use slide 11 to lead a discussion about what/who was responsible for the Tulsa Race Massacre, this can also be completed as an exit ticket.

**Days 2-3**

1. Start the class with the warm-up question on slide 13. The picture is from Hurricane Katrina in 2005. Ask students to respond to the question: Who is responsible for compensation when a disaster occurs?
2. After students respond to the warm-up prompt, ask students the same question using slide 14, a picture that shows the destruction after the Tulsa Race Massacre. Generate ideas from students. Tell students today you will be learning after the aftermath of the Tulsa Race Massacre and how America can address the injustices of the past.
3. Review slides 15-23 as a way to review the effects of the Tulsa Race Massacre, including the images that were made into postcards to remind students about the rise of violence against Black Americans. You may want to stop and allow students to reflect either by recording or sharing their feelings, stopping to allow students to reflect on their heart and mind or by allowing students to describe their thoughts on a word cloud.
4. Slide 25 will transition students to the current day and the way we remember and repair injustices of the past.
5. Slides 26 describes why many people, including people who grew up in Tulsa, have never heard of the Tulsa Race Massacre. The quote is from The History Channel [link to article].
6. Much of current discussion about the Tulsa Race Massacre is about reparations. Students will investigate whether Tulsa, Oklahoma or the Federal Government should provide reparations for people impacted by the Tulsa Race Massacre.
7. Slide 27 - Students will watch the first interview from C-SPAN's coverage of the House of Representatives judiciary subcommittee about the Tulsa Race Massacre. Tell students:

> For nearly a century she was denied a voice by a culture of silence. Finally, at the age of 107, Viola Fletcher got a national stage [on Wednesday] to bear witness to America's deep history of racial violence. Fletcher is the oldest living survivor of a massacre that took place in Tulsa, Oklahoma, on 31 May and 1 June 1921 when a white mob attacked the city's "Black Wall Street", killing an estimated 300 African Americans while robbing and burning more than 1,200 businesses, homes and churches. She was just seven years old at the time. For decades the atrocity was actively covered up and wished away. But Fletcher and her 100-year-old brother are seeking reparations and, ahead of the massacre's centenary, appeared before a House of Representatives judiciary subcommittee considering legal remedies.

8. While students watch, they should fill out the Library of Congress' Oral History Analysis Sheet [What do survivors say?]. Extra interviews are included in case students want to hear other perspectives.
9. After students record their answers, allow a discussion about Ms. Fletcher's testimony. This can be done as a large group, small group of students or as a think-pair-share.
10. To gain background knowledge about the effects of the Tulsa Race Massacre and the concept of reparations, students will read the article, Modified: Estimating Tulsa's Destroyed Black Wealth either as a class or by themselves and answer the questions that follow. Ensure students understand both the effects from the Tulsa Race Massacre and some of the suggestions for reparations.
11. Students will then research more about reparations by choosing one article and one video from the list provided. After they watch the video and read the article, they will answer the questions that follow - Activity: Should reparations be given to victims and the Tulsa Race Massacre?.
12. Students will use the knowledge they have gained the last two days to prepare for a Socratic Seminar on whether reparations should be awarded to Tulsa residents. Use this website to learn more about the Socratic Seminar method: The Socratic Method: What it is and How to Use it in the Classroom
13. It is important when facilitating a Socratic Seminar or any discussion that includes critical conversations, that classroom norms have been created and that a culture of respect and inclusivity have been established. Please review Learning for Justices', Facilitating Critical Conversations [pages 18-38] before you embark on this Socratic Seminar.
14. You may want to place students in small groups or one large group for the discussion. Slides 32 and 33 provide classroom norms and a class agreement for the discussion.
15. To start discussion and to offer a shared starting point, you may want students to think about themselves first. Slide 34 asks students to first reflect and then open for discussion about the following questions:
    a. Have you ever been wronged by someone else?

   b. How did that make you feel?
   c. Did you want an apology, or something more, for what happened?
16. Once some students have shared their reflection, use it as a way to open the discussion about reparations for the Tulsa Race Massacre. Use these questions or your own to start discussion [slide 35]:
    a. To what extent do the victims of the Tulsa Race Massacre and the descendants of victims deserve reparations?
    b. Have other groups of people received reparations?
    c. Will reparations heal the wounds of the past?
    d. Do you agree or disagree with the following statement: "We have inherited the problems of the past, and it is still our responsibility to deal with them." - Ta-Nehisi Coates
    e. Do you agree or disagree with the following statement: "But I worry that our desire to fix the past compromises our ability to fix the present." - Coleman Hughes
    f. Will providing reparations divide our country even more?
    g. Why is there a debate about reparations?
    h. Does the effect on Tulsa deem it necessary to provide reparations?

**Closure:**
Students will respond: How should America remember the Tulsa Race Massacre?

**Assessment:**
Students will respond to the following prompts/sentence starters.

- Before the Tulsa Race Massacre, Greenwood,
- After the Tulsa Race Massacre,
- When people learn about the Tulsa Race Massacre,

## Modified: Somewhere in the Nadir of African American History, 1890-1920

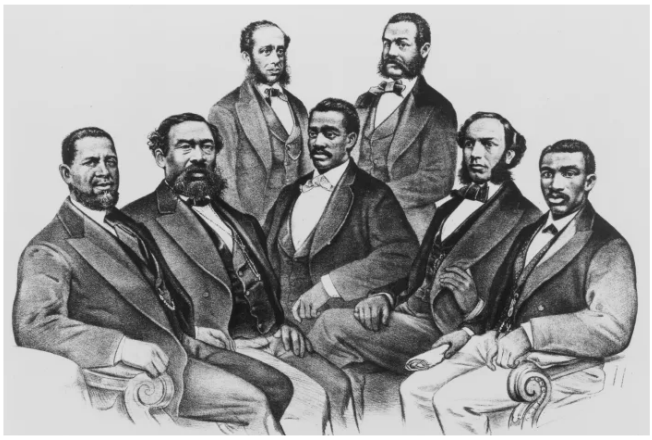
There are two places where we can count on finding African Americans in U.S. history textbooks: in discussions of Reconstruction and in the Civil Rights Movement of the 1950s. In the ninety years that elapsed between the two events, Black Americans rarely appear, except perhaps in the 1920s and 1930s, when discussing the Great Migration or the Harlem Renaissance.

**Post Civil War Amendments**

1. 13th Amendment (1865): Bans slavery in the Untied States.
2. 14th Amendment (1868): Grants citizenship to all persons born or naturalized in the United States. Also, the government cannot deny anyone equal protection of the law.
3. 15th Amendment (1870): The right to vote shall not be denied based on race.

In reality, African Americans emerged from Reconstruction, which officially ended in 1877, with the protection of the Thirteenth,

Fourteenth, and Fifteenth Amendments, and took their places as free and increasingly successful citizens in the 1880s. For instance, Hiram Revels became the first African American senator in 1870. Because more than 80% of the nation's African Americans lived in former enslaved states well until the 1900s, they had to exercise their new citizenship rights among ex-Confederates and their sons and daughters. During the 1880s in the South, African Americans continued to vote, serve on juries, be elected to public office, pursue education, and improve their economic status.



*Portrait of the first black senator, H. M. Revels of Mississippi (far left) and black representatives of Congress during the Reconstruction Era, circa 1870-1875.*

Although textbooks tend to portray the history of African Americans as if not much happened between 1870 and 1954, the period was actually a long war for civil rights. White southerners continually reinvented new ways to impose white supremacy on their black neighbors. Black southerners fought back against disfranchisement [not being able to vote] and unequal treatment, segregation, and the violent white people who committed racial massacres and lynching. Because the rapidly industrializing South set up a system of racialized capitalism that left black people in segregated jobs at the bottom of the ladder, they sought the self-sufficiency of land ownership and started small businesses. Despite the onslaught of white supremacy, African Americans held hope that they would win the war for civil rights.

| State Disfranchising Constitutions or Legislation | |
|---|---|
| Mississippi | 1890 |
| South Carolina | 1895 |
| Louisiana | 1898 |
| North Carolina | 1900 |
| Virginia | 1902 |
| Alabama | 1902 |
| Georgia & Texas | 1908 |

The period from 1890-1920, is often called the "nadir" of African American history. During this time period, white Americans restricted black civil and economic rights. Mississippi had ratified a new constitution in 1890. It meant to disenfranchise black voters by a literacy test that required a voter to "be able to read any section of the Constitution, or be able to understand the same when read to him, or to give a reasonable interpretation thereof." It was actually a comprehension test. The new rules also required payment of a poll tax to be eligible to vote. Many other southern states followed suit.

There were also new forms of segregation that were popping up across the South in transportation and public space. At railway stations, some southern states had separate black and white waiting rooms, and sometimes the train

stopped at the state line so that the conductors could force all of the black passengers into a separate car. However, by 1896, separate but equal was upheld by the Supreme Court in the *Plessy v. Ferguson* court case and spread throughout the south. Segregation also took hold in sports, such as baseball. For example, on May 1, 1884, Moses Fleetwood Walker, a black catcher of the Toledo Blue Stockings, took the field against the Louisville Eclipse. Walker played in the minor leagues until 1889, when the American Association and the National League "unofficially" banned African-American players and was the last African-American to participate on the major league level before Jackie Robinson broke baseball's color line in 1947.

**Lynchings: By Year and Race**

| Year | Whites | Blacks | Total |
|---|---|---|---|
| 1882-1889 | 669 | 534 | 1203 |
| 1890-1889 | 429 | 1111 | 1540 |
| 1900-1909 | 95 | 791 | 886 |
| 1910-1919 | 53 | 569 | 622 |
| 1920-1929 | 34 | 281 | 315 |

Violence also rose dramatically and included several forms, such as lynchings and massacres. For example, on Nov. 10, 1898, white supremacists murdered African Americans in Wilmington, North Carolina and deposed [removed from office] the elected Reconstruction era government in a coup d'etat. For all the violent moments in United States history, the mob's gruesome attack was unique: It was the only coup d'état ever to take place on American soil and toppled a multi-racial government in the South's most progressive Black-majority city. In 1915, the country saw a revival of the Klu Klux Klan by William Joseph Simmons and it surged in popularity during the 1920s. Violence also occurred in 1921 in Tulsa, Oklahoma, known as the Tulsa Race Massacre. The Tulsa Race Massacre is one of the worst episodes of racial violence in U.S. history. An armed white mob attacked Greenwood, a prosperous Black community in Tulsa, Oklahoma, killing as many as 300 people. What was known as Black Wall Street was burned to the ground. Starting in 1916, due to violence from white supremacy, African Americans left southern states for northern cities, called the Great Migration.

By 1933 black southerners began to challenge southern disenfranchisement and segregation on the ground, in the courts, and, even at the ballot box in Upper South cities. The federal government finally responded in a limited way to southern poverty and racism with some aspects of the New Deal, and northern black voters began to elect representatives to Congress who spoke for southern African Americans as well.

**Source**: Glenda Elizabeth Gilmore Peter V. and C. Vann Woodward Professor of History Yale University.

**Continuity and Change over Time: African American Rights After the Civil War, 1865-1920**

Directions: Use the reading to place events in chronological order on the timeline below. Include at least 12 events.

1865

---

End of
Civil War

List three key dates/events from the timeline. Circle the most important one.

| 1. | 2. | 3. |
|---|---|---|

Using your most important date from above, identify characteristics of the country before and after that date.

| Characteristics of the Country before: | Characteristics of the Country after: |
|---|---|
| 1.<br>2.<br>3. | 1.<br>2.<br>3. |

1. What do you notice about the events on the timeline?

2. What do you wonder about the events on the timeline?

3. What is the most likely reason for the trend shown on the timeline?

**Continuity and Change over Time: The African American Rights After the Civil War, 1865-1920**

Directions: Use the reading to place events in chronological order on the chart below. Include at least 12 events.

| Date | Event |
|---|---|
| 1865 | End of Civil War |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

List three key dates/events from the timeline. Bold the most important one.

| 1. | 2. | 3. |
|---|---|---|

Using your most important date from above, identify characteristics of the country before and after that date.

| Characteristics of the Country before: | Characteristics of the Country after: |
|---|---|
| 1.<br>2.<br>3. | 1.<br>2.<br>3. |

1. What do you notice about the events on the timeline?

2. What do you wonder about the events on the timeline?

3. What is the most likely reason for the trend shown on the timeline?

**Building Context: The Elevator Incident**

On May 30, 1921, Dick Rowland went to his job as a shoe shiner in a downtown Tulsa office building. Segregation law prevented Dick Rowland from using the restroom in his building, so he was forced to use the restroom on the top floor of a nearby building—the closed "Colored" restroom. Elevators in the 1920s required operators, and women often filled these jobs. On this day Sarah Page, a white woman, was operating the elevator when Roland came to the building to use the upstairs restroom. When the elevator reached the first floor, a clerk heard Page scream and saw Rowland run out of the building. The clerk reported the incident to the police. The police, after speaking with Page, apparently did not consider investigating the incident or apprehending Rowland a high priority. They waited until the next day to arrest Rowland.

*Source*: Oklahoma History Center

# Nab Negro for Attacking Girl In an Elevator

A negro delivery boy who gave his name to the police as "Diamond Dick" but who has been identified as Dick Rowland, was arrested on South Greenwood avenue this morning by Officers Carmichael and Pack, charged with attempting to assault the 17-year-old white elevator girl in the Drexel building early yesterday.

He will be tried in municipal court this afternoon on a state charge.

The girl said she noticed the negro a few minutes before the attempted assault looking up and down the hallway on the third floor of the Drexel building as if to see if there was anyone in sight but thought nothing of it at the time.

A few minutes later he entered the elevator she claimed, and attacked her, scratching her hands and face and tearing her clothes. Her screams brought a clerk from Renberg's store to her assistance and the negro fled. He was captured and identified this morning both by the girl and clerk, police say.

Rowland denied that he tried to harm the girl, but admitted he put his hand on her arm in the elevator when she was alone.

Tenants of the Drexel building said the girl is an orphan who works as an elevator operator to pay her way through business college.

This is the front page article of the *Tulsa Tribune* about the incident between Page and Rowland on the afternoon of May 30, 1921.

**Observe**:

1. Describe what you see?

2. What details indicate when this was published?

3. What details suggest where this was published?

**Reflect**:

1. Who do you think was the audience for this publication?

2. What can you tell about what was important at the time and place of publication?

3. What can you tell about the point of view of the people who produced this?

4. What facts can you identify?

5. What interpretations can you identify?

**Question**:

1. What do you wonder about... who? • what? • when? • where? • why? • how?

## What do survivors say?

Directions: Use this link to watch the Congressional Hearing about reparations from the Tulsa Race Massacre [until 6:41] and answer the questions below.

### Library of Congress - Analyzing Oral History

Observe

1. Describe what you notice.

Reflect

1. What was the purpose of this oral history?

2. How does encountering this story firsthand change its emotional impact?

3. What can you learn from this oral history?

4. What do you think the survivor(s) want us to remember or do?

Question

1. What do you wonder about...
   Who?, What? When? Where? Why? How?

**Modified: Estimating Tulsa's Destroyed Black Wealth**

There has been little academic work to measure the economic harm Tulsa's Black residents experienced. It is important that more scholars fill in the gaps.

According to a 2001 report by the Oklahoma Commission to Study the Tulsa Race Riot of 1921, at least 1,256 homes were destroyed, alongside churches, schools, businesses, and hospitals. Greenwood residents would go on to file over $1.8 million dollars in damage claims; in today's dollars, this would be over $27 million. All but one of these claims were denied; a white shop owner was given compensation for guns taken from his shop. The report acknowledges, however, that not all residents took out insurance or filed claims.

A 2018 article in the American Journal of Economics and Sociology estimates the direct financial impact of the 1921 massacre. "If 1,200 median priced houses in Tulsa were destroyed today, the loss would be around $150 million," the researchers wrote. "The additional loss of

other assets, including cash, personal belongings, and commercial property, might bring the total to over $200 million."

A recent analysis of census data has provided another way of understanding the economic harms of the massacre. In an article for The Atlantic, the authors write that before the massacre, Black residents were doing better than in comparable cities in the region, and that the massacre negatively impacted home ownership, marriage, wages, and employment in the subsequent decades.

Taken together, these studies help to reveal not only the economic loss of what once was, but also the economic loss of what might have been. To bring those numbers to life, let's analyze what that lost wealth could pay for today in terms of financing college education, buying homes, and starting businesses.

## WHAT REPARATIONS FOR TULSA'S LOST WEALTH COULD PAY FOR TODAY

For the sake of simplicity, let's stick with the American Journal of Economics and Sociology's estimate of what Tulsa's destroyed homes and property would be valued at today: $200 million. If restored to the community in the form of reparations, what could that lost wealth pay for today? That $200 million could fully fund the college education of a large number of Black residents in Tulsa.

A potential housing reparations package should consider that the 1921 massacre and the urban renewal period significantly decreased Black homeownership in Tulsa. Tulsa homes today in the Black-majority neighborhoods are valued 40% less than similar homes in non-Black neighborhoods. If a thriving Black middle class had continued in Tulsa, Black homeowners might have seen their homes and neighborhoods valued equitably. While 1,200 (the number of homes destroyed in 1921, according to the Oklahoma Commission) median-priced homes in Tulsa amount to $150 million, 1,200 median-priced homes in Tulsa's Black-majority neighborhoods today amount to only $57 million because of devaluation.

A $200 million housing reparations package could buy 4,187 median-priced homes in Black-majority neighborhoods. The reparations package could allow renters to become homeowners and homeowners to invest in their properties, similar to the proposal in Evanston, Ill.

Earlier, we mentioned our upcoming report showing that Black-owned businesses account for only 1.25% of the Tulsa metro area's nearly 20,000 businesses. That report will also show that if Black people in Tulsa owned a representative share of the area's businesses, there would be nearly 1,900 new Black businesses with potential revenues of over $10 billion per year.

Given that Black-owned and -leveraged capital was central to Greenwood's Black business ecosystem, reparations should incorporate support for Black entrepreneurs in Tulsa who wish to create or expand businesses. A 2009 study found that it costs an average of $31,150 to start a business from scratch. With a $200 million entrepreneurial reparations fund for startup capital [money] for Black entrepreneurs, Black Tulsans could start 6,421 businesses. This would more than make up for Black underrepresentation in business ownership in the Tulsa metro area.

As underscored by Viola Fletcher's testimony before Congress, the horrors of white supremacy that destroyed Greenwood are neither long distant nor forgotten. While we cannot undo the destruction of the past, we can and should implement reparations as a way of closing the racial wealth gap by injecting capital investments to fund college degrees leading to higher wages, home purchases leading to familial wealth creation, and the creation of businesses leading to jobs and communal wealth.

Source: Andre M. Perry, Anthony Barr, and Carl Romer, *The true costs of the Tulsa race massacre, 100 years later*, Friday, May 28, 2021, Brookings.

In your own words, what are reparations?

How were Tulsa residents impacted by the Tulsa Race Massacre?

What reparations does the article suggest for the Black residents in Tulsa?

## Should reparations be given to victims and the Tulsa Race Massacre?

Read one of the following articles and watch one of the following videos and fill out the sentences below.

Which article did you read?

- Newsela: PRO/CON: Should America pay reparations for slavery?
- Newsela: One of the last survivors of 1921 Tulsa race massacre — 107 years old — wants justice

1. Describe the text. What is happening? Who is taking action? What are they doing?

2. Is there unfairness or injustice? How can you tell?

3. What about this text do you think will surprise most readers? Did it surprise you? Why?

Which video did you watch?

- Reparations for the Tulsa Massacre Descendants
- Responding to Racial Injustice with Reparations

1. Describe the text. What is happening? Who is taking action? What are they doing?

2. Is there unfairness or injustice? How can you tell?

3. What about this text do you think will surprise most viewers? Did it surprise you? Why?

In Summary: For questions 1-3, finish each sentence.

1. Reparations should be given to Black residents of Tulsa, because

2. Reparations should be given to Black residents of Tulsa, but

3. Reparations should be given to Black residents of Tulsa, so

4. Stop and jot: record any questions you have about reparations.