



Black Wall Street & the Tulsa Race Massacre

Activities & Assignments

Activities:

Ask students to read the supplementary PDF document included with this lesson titled: “The Tulsa Race Riot and Three of its Victims”. This document is a first-hand account of the riot by B.C. Franklin. Have students engage with the following questions, either in class or independently:

Who is the author of this document? When was it written? (see page 19)

What do you notice about the way that this document is presented and arranged?

On page 11, the author says that “I now knew the mob-spirit.” What does he mean by that?

On the same page, he also states that “law and order had broken down” and that “mob law had been substituted in all its fiendishness and barbarity.” What is “mob law” and how is “law and order” different?

What new details did you learn reading this first person account? What surprised you the most.

On page 17, the author asserts that, “And so proud, rich black Tulsa was destroyed by fire—that is its buildings and property; but its spirit was neither killed nor daunted.” What became of the spirit?

What does the author claim was the “chief cause” of “this great shame” (on page 19)? Do you agree?

How is it different reading a first-hand account than reading a summary written at a later time?

A second supplemental PDF document is the rather lengthy Oklahoma Commission “Final Report” titled: “Tulsa Race Riot: A Report of the Oklahoma Commission to Study the Tulsa Race Riot of 1921” which was written in 2001. Portions of it can be assigned to students for additional reading, and research opportunities.

Assignments:

The original constitution of the state of Oklahoma had segregationist intent. Investigate this topic and summarize the contents in a few paragraphs.

Read about the history of the Oklahoma territory, and the establishment of Oklahoma statehood, then write a 1-2 page paper explaining it.