



Tulsa Burning: Flashpoints of Change

Tulsa Race Massacre

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Grade Level	4th – 6th Grade	Time Frame	10 days
Subject	English/Language Arts, Social Studies	Duration	45 min periods
Course	Oklahoma History		

Essential Question

What roles do people, places, and power play in historical events?

Summary

As students read *Tulsa Burning* by Anna Meyers, these activities accompany the contextual understanding of people, places, and power in the Tulsa Race Massacre.

Snapshot

Engage

Students will engage in a 3-2-1 activity establishing a foundation for the “flashpoints” or origins of change in major historical events.

Explore

Students will explore primary source photographs and use the “Frame It” strategy make inferences about the images. Students explore a virtual field trip of Black Wall Street creating a context for the book, *Tulsa Burning* by Anna Meyers.

Explain

Students will create a Character Map identifying how the main character, Noble, changes over time. Using the Author’s Note, students identify the aspects of the historical fiction genre that are historically correct after exploring the primary source data and event resources.

Extend

Students will create a single point perspective art piece that integrates a parallel plot activity.

Students will engage in a Card Sort identifying characteristics of protests, riots, and massacres to determine why the Tulsa Historical Society changed the event from Tulsa Race Riot to Tulsa Race Massacre.

Evaluate

Students will revisit the characterization map, create a Claims, Evidence, Reasoning chart to determine if Noble lives up to his name.

Standards

Oklahoma Academic Standards (Grade 3)

3.1.4: Describe relationships between people and events of the past, including those commemorated on national, state, and community holiday.

3.1.5: Define the concept of civic virtue and responsibilities of the citizen at the local, state, and tribal levels, including respect for diversity.

3.3: The student will analyze the significant events and historic personalities contributing to the development of the state of Oklahoma.

3.3.2: Read and interpret primary sources related to key events in Oklahoma's past.

Oklahoma Academic Standards for English Language Arts (Grade 5)

5.2.R.2: Students will compare and contrast details in literary and nonfiction/informational texts to distinguish genres.

5.2.W.3: Students will develop drafts by choosing an organizational structure (e.g., description, compare/contrast, sequential, problem/solution, cause/effect, etc.) and building on ideas in multi-paragraph essays.

3.R: Reading: Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.

5.3.R.3: Students will describe and find textual evidence of key literary elements:

- setting
- plot
- characters (i.e., protagonist, antagonist)
- characterization
- theme

5.3.R.6: Students will distinguish the structures of texts (e.g., description, compare/contrast, sequential, problem/solution, cause/effect) and content by making inferences about texts and use textual evidence to support understanding.

3.W: Writing: Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice.

5.3.W.2: Informative: Students will introduce and develop a topic, incorporating evidence (e.g., specific facts, examples, details) and maintaining an organized structure.

5.3.W.3: Opinion: Students will clearly state an opinion supported with facts and details.

5.3.W.4: Students will show relationships among facts, opinions, and supporting details.

4.R: Reading: Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.

4.W: Writing: Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing.

5.4.W.1: Students will use domain-appropriate vocabulary to communicate ideas in writing clearly.

6.R: Reading: Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.

5.6.R.2: Students will record and organize information from various print and/or digital sources.

5.6.R.3: Students will determine the relevance and reliability of the information gathered.

7.R: Reading: Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments.

5.7.R.1: Students will analyze the characteristics and effectiveness of a variety of written, oral, visual, digital, non-verbal, and interactive texts to generate and answer literal and interpretive questions to create new understandings.

5.7.R.2: Students will compare and contrast how ideas and topics are depicted in a variety of media and formats.

Materials

- Tulsa Burning by Anna Meyers
- Flashpoints Teacher Slides attached
- Primary Source BWS Historical Photos attached

- Virtual Field Trip Black Wall Street link attached
- Primary Source Resources for accurate depiction of event attached
- Card Sort Activity attached
- Character Map example and Digital Platform (ie Milanote) for Character Map
- Notebook Paper

45 minutes

Engage

Part 1

Using Slide 2 of the Teacher Slides, introduce the concept of a “flashpoint” as a rapid change. *A flashpoint is a rapid rise in the intensity of a fire.*

Have students identify what might make a fire change in intensity aloud in a group setting.

Next, have the students complete the 3-2-1 strategy on notebook paper individually.

3-2-1 examples of how these 3 Ps may make a rapid change?

- *3 ways/reasons **PEOPLE** may make a rapid change
- *2 ways/reasons **PLACES** may make a rapid change
- *1 way/reason **POWER** may make a rapid change

After giving ample time to complete the activity, have students share out some of their examples and reflect on the different perspectives being offered by the students.

Part 2

Using Slide 3 of the Teacher Slides, introduce the second definition of “flashpoint” *as a critical situation or area having the potential of erupting in sudden violence.*

Can you think of any event in history or recent history that involves all **3 Ps** that had a sudden “eruption of violence”?

- **People**
- **Places**
- **Power**

As students identify events, help them to determine how each of the Ps played a role in the event. This can be done aloud in whole groups, in small groups, or even individually before sharing with the class. Some ideas to discuss would be Civil Rights Movement, Indian Removal, Boston Massacre, or recent/local events.

Introduce the essential question (Slide 4): What roles do **people, places, and power** play in historical events?

Students start reading the book.

1 minutes

Explore

Understanding Setting: These activities provide students with a foundation of both the time and place for the setting of the book.

Part 1

Students take a Virtual Field Trip to Black Wall Street. Link: This “field trip” can be taken on individual devices or as a whole class (on a large screen).

As students observe and experience the time travel, use the I Notice, I Wonder strategy, keeping a record of things they notice and questions that arise because of those observations.

Part 2

Using the Primary Source Historical Photos, students will conduct a [Picture Deconstruction](#), teacher should select a few ahead of time that best depict the context. The image can be projected but it works best if every student has a copy (can be a digital copy).

Ask students to identify clues of **people, places, or power** found in the images.

Digital Version of Activity: Students can annotate a rectangle frame on top of the image individually and then discuss their findings and observations within the frame with a group.

Paper Version of Activity: Students take 2 “L shaped” strips of paper to create a rectangle “frame” around a portion of the image individually and then discuss their findings and observations within the frame.

An extension of this activity is to give a title or caption to the image based on the frame portion.

As students are exploring the pictures they can infer and interpret what they saw with evidence from the picture to support their inferences. For example, they may infer that a photo was from the past by the dress of the people or that it is black and white. You can also have students identify what they do not know about the image and how they might find the information.

Students continue to read.

Explain

Part 1

See Slide number 7

Digital Version: Using a digital platform (ie Milanote, Canva etc). Have students create a character map with a picture of Noble in the middle. Each trait should include a quote from the book as evidence, and a word or summary statement. The Character Map should show a change over time and the FLASHPOINT that instigated that change. The 3 categories for the map are

1. *Physical Characteristics/Habits;*
2. *Internal Characteristics/Emotions/Backstory;*
3. *Decisions that make a difference.*

Because it is a map, it should include a key (See example). This should be revisited and contributed to throughout the remainder of the book.

Paper Version Using a large piece of paper, students create a character map with a picture drawn of Noble in the middle. Each trait should include a quote from the book as evidence, and a word or summary statement. The Character Map should show a change over time and the FLASHPOINT that instigated that change. The 3 categories for the map are *Physical Characteristics/Habits; Internal Characteristics/Emotions/Backstory; Decisions that make a difference*. Because it is a map, it should include a key (See example shown). This should be revisited and contributed to throughout the remainder of the book.

Part 2

See Slide number 8 and 9

In Chapter 6 students are introduced to the Tulsa Race Massacre. As you are reading this chapter, use the Author's Note at the end of the book (p 199-201). Provide time for students to interact with the various Primary/Secondary Source Resources that report the event from various perspectives. Introduce these questions to promote small group discourse:

- Which of these are primary and which are secondary sources?
- Who do you think created the source (newspaper, witness account, movie, etc)?
- Whose perspective does each source represent? (**People, Places, Power**)
- What are the similarities or differences between these accounts and the book?

Students identify the aspects of the historical fiction genre that are historically correct after exploring the primary source data and event resources. This activity can be done as a whole group or small group and can be a formal assignment or discourse.

Students continue to read.

Extend

Part 1

Students will create a single point perspective art piece that integrates a parallel plot activity.

Part 2

Students will engage in a Card Sort identifying characteristics of protests, riots, and massacres to determine why the Tulsa Historical Society changed the event from Tulsa Race Riot to Tulsa Race Massacre.

Evaluate

Resources

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