



GREENWOOD ARCHAEOLOGY CURRICULUM

GRADES 11-12

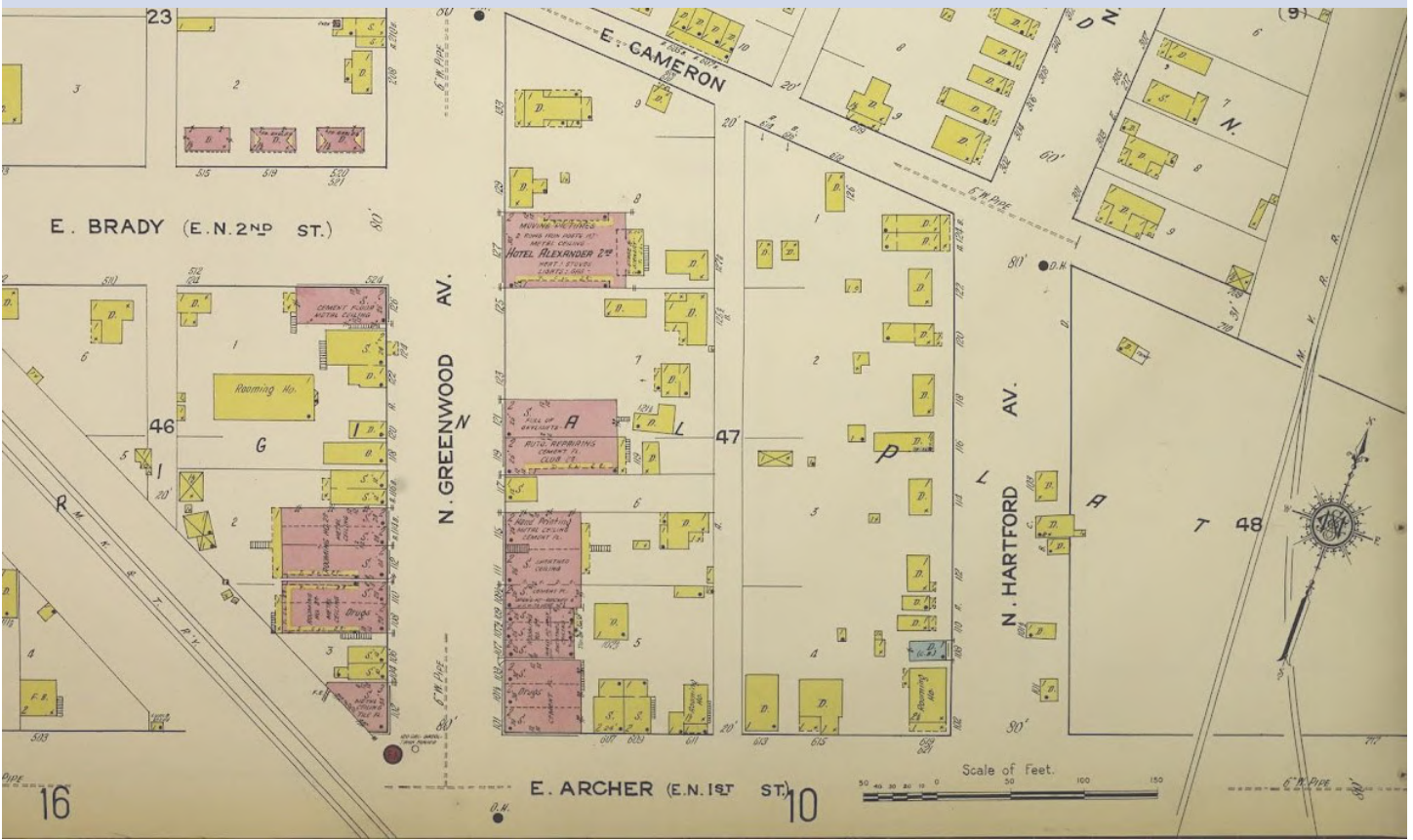


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MAPPING GREENWOOD

TRAUMA-INFORMED COMPANION GUIDE

GREENWOOD ARCHAEOLOGY CURRICULUM



INTRODUCTION

The following curriculum was designed for junior and senior high school students for use in American social studies and history classrooms. The lessons included in this work contain primary documents and historical references to trauma, violence, racism, racialized harm, sexual assault, and some harsh language that may not be suitable for students under the age of 16. This trauma-informed companion guide provides a layer of comfort to ensure that all students and educators using this curriculum have some awareness of trauma-informed learning standards before introducing this topic or using this curriculum with their students.

Drawing from the latest works of trauma and justice-informed scholars in **social education** (Brown 2021; Carello and Butler 2014; Chikkatur 2013; Dubois 2014; Frederick and Shockley 2023; Gibbs 2020; Love 2019; McAdoo 2023), **culturally responsive teaching** (Muhammad 2023), **law and social justice** (Dumas 2018; Jones 2020); **psychology** (Kinouani 2022; Lewis-Giggetts 2022), **children’s literature** (Patterson and Shuttleworth 2020), **spirituality and healing** (Davidson 2021; Lewis-Giggetts 2022), **history** (Sheppard 2010), **Black studies** (hooks 1994), **and Black liberatory praxis** (Wilson and Jackson 2023), this curriculum is structured around nine different lesson plans that are each designed to empower students and educators to move through even the darkest moments in Black history with a focus on hope, healing, and connection to reduce harm. All of the archival texts, photographs, archaeological evidence, and spoken histories included in this body of work were chosen with care to allow everyone who uses this curriculum to experience the history of Greenwood and Oklahoma’s All-Black Towns as a story of survival, hope, love and community resilience.

In each lesson, you will find an entry point historical lesson and background context, a list of keywords with definitions, hands-on activities that support experiential learning, imagination, and student empowerment, opportunities to interact with real primary documents pulled from the archives, inspiring stories and interviews curated by Black archaeologists and living descendants, videos and imagery that allow for greater connection with visual learners, creative outlets for guided discussion and emotional expression through the arts, and the estimated time to complete each lesson.

GUIDANCE

Please read the following 8 tips before engaging with this curriculum:

1. Importance of Context

It is strongly encouraged that all students **read the historical background of each lesson before engaging with any associated imagery, written text, archival records or oral histories** that may be included in each lesson. It is essential to provide context and proper historical framing for all curriculum content to avoid the confusion, disorientation, and shock that can result when archival images of destruction, violence, or any form of injustice are removed from their original time, place, historical context, or connection to lived human experience and then shared with students.

2. Beware of Violence in the Archives

The majority of images, newspapers, and legal documents collected in Greenwood's scattered archives depict Greenwood's history as one characterized by gun violence, lynching-related deaths, and structures engulfed in smoke and flames. We have curated this curriculum to **avoid showing images of death, human beings laying in the street, or any structures on fire**. The only images of destruction are only shown within the context of discussing how these structures were originally built and then rebuilt in the aftermath to maintain focus on healing and reducing-harm.

3. Protect Children and Survivors

Please keep in mind the **goal of protecting children in the present day while you work to uncover stories of children in the past**. We acknowledge that most of the survivors of the 1921 Tulsa Race Massacre that recorded their testimonies decades later for our students to hear were sharing their experiences living through this history as children. They encountered violence, death, loss of their homes and family businesses, and crippling fear alongside the adults in their lives. As children, their experiences went overlooked as many were asked to keep quiet about the ordeal.

We acknowledge that many children, past and present, have survived immense trauma before they even arrive in school and are then exposed to potentially more harmful trauma-centered instruction. Many historical texts related to Greenwood and the Tulsa Race Massacre also include references to sexual violence, calling into question the believability of survivors and the reverberating impacts that such violence can wreak on one's personhood and within entire communities. Our commitment is to reduce harm but to also acknowledge that students and educators are coming into the classroom with varying levels of pre-existing trauma. Therefore, we have chosen not to include archival newspapers, writings, or images that reference possible sexual assault in this curriculum to avoid asking learners and educators to wade through accounts of sexual violence that could pose greater harm to those who have already survived assault themselves. Throughout this curriculum, we ask that you take into consideration the many children and teenagers that have already been exposed to adversities and constantly carry their own hidden trauma in their "invisible backpacks."

4. Leading with Descendants and Multiple Ways of Knowing

This curriculum **draws on multiple ways of knowing about the past to share the living history of Greenwood** through oral histories produced by survivors and descendants themselves; Black-owned newspapers that call attention to both patterns of anti-Blackness as well as the power of Black collective organizing in the past; photographs showing the continuity of Greenwood as it was constructed, attacked, rebuilt, and challenged again; historic and modern day maps and aerial imagery showing how the footprint of this historic district has continued to shrink through time; archaeology and place-based stories of what was found underground as a witness to history; genealogical studies and public histories that have brought lost families and neighborhoods back to life; the practice of storytelling passed down through generations; as well as the practice of expression and lifting spirits through art, poetry, quilting, and other creative outlets as a tool for survival.

The inclusion of all these different ways of knowing about the world provides learners and educators with an array of tools to bear witness to and more fully understand the past beyond one textbook or one historical reference or a single timeline of events. This is critical for students and educators to have multiple entry points to learning this material to meet the needs of multiple learning styles but also to understand that the **history of Greenwood is more than a single-story narrative and can never be understood from a single person's perspective.** With this curriculum model, students learn from descendants and survivors first and learn how to value other ways of knowing before they are introduced to secondary texts from academic scholars. And as such, they learn to understand this as a living history that is unfinished, unresolved, and still unfolding today instead of a static history long past that has no connection to their lives today.

5. Focus on Hope and Restoration

This curriculum is designed with a focus on healing, restoration, and Black community resilience. **It is strongly encouraged for educators to use this collection with balance in mind, avoiding spending too much time on trauma-centered instruction but maintaining a balance of positivity and a throughline of hope throughout the entire curriculum.** While we acknowledge that time to incorporate new lessons in the classroom is always hard to find, **we ask that you avoid starting the curriculum in the middle or only using part of the lessons that would leave students with an unresolved narrative of trauma.**

It is intended for students to begin their journey in the "Living the Dream" unit, sharing stories of Black migration, Black freedom, town building, and the rise of Black prosperity in Oklahoma. Then students move through the "A Dream Deferred" unit that asks them to engage with more challenging concepts of racial violence but with attention paid to survival throughout each lesson. They end with the "Restoring the Dream" unit to discover how they can learn to think like archaeologists and follow the clues to dive deeper into Greenwood's history to reclaim and uncover what was once hidden underground. If for the sake of time you are unable to use this curriculum in its

entirety, **we strongly encourage you not to use the “A Dream Deferred” unit alone** unless you have extensive experience guiding yourself and your students safely through trauma-inducing content and have your own plan to help them decompress and reflect after the lesson.

6. Importance of Imagination and Multivocal Storytelling

As students move through each lesson and each unit, it is essential that they be given opportunities to exercise their imagination and safe spaces to dream. Each of the three units in this curriculum are named to centralize the dreams of men, women, and children in Greenwood. Activities and thought exercises that ask students to design their own town, write their own advertisements to bring in new families, and even re-write history through blackout poems, are all tools to increase imagination, that also **work to empower students who do not have to accept history as it was written for them but can learn to re-imagine it, reframe it, and build these stories differently in their minds.** This imaginative visualization process is crucial for students moving through trauma-inducing histories to read through these lessons as learners who can recognize their own power in the story and become storytellers themselves, not helpless observers to an already completed narrative that they can do nothing about.

Students are more successful and engaged when they are allowed to use innovative thinking to make sense of the world around them. Building in opportunities for emotional expression, artistic creation, imagination, storytelling, and innovative thinking can help students and educators stay calm and regulated, reduce stress, avoid burnout, get more enjoyment from their lessons, develop new tools to cope with trauma, and enhance positive emotions overall. When students see themselves as storytellers, producers of knowledge, and contributors to history in the making, they are better able to visualize themselves as successful and to visualize a positive future for the living community of Greenwood as well.

7. Shifting from Trauma to Healing-Centered Pedagogy to Avoid Secondary Trauma

Our goal is to **empower educators and students to carry forward these difficult histories without being haunted by the past and experiencing secondary trauma in the process.** Secondary trauma is often experienced by descendants, students, and researchers who read or have been told stories about traumatic events from people in the past and begin to adopt the same emotions, mentality, and stress of those who survived the event themselves. To disrupt this secondary trauma as well as historical or generational trauma that gets passed down through generations, we focus on healing, learning new ways of being, increasing one's sense of self and disrupting cycles of damaging thinking as part of a healing-centered pedagogy already built into this curriculum. While there are lessons that address more difficult histories, they are intentionally placed in the center of the curriculum so that students are not asked to either start or finish their lesson in a space of trauma. Rather, students are introduced to positive stories at the beginning and ending of every unit that centralize growth,

healing, and the importance of building Black spaces of safety and love as a tool for survival. We strongly recommend that you avoid starting and ending with topics rooted in trauma as you move through each lesson but make use of the built-in lessons that centralize healing-centered pedagogy. While we cannot fully remove the trauma-inducing history from these lessons, you have the power to control how and when it is introduced to students and for how long students need to be in that head space as well as how you bring them out of a potential trauma storm. By design, the "A Dream Deferred" unit is placed in the center of the curriculum, contains the shortest lessons, and has the most opportunities for hands-on activities that centralize healing and restoration as well as creative outlets of emotional expression.

8. Building Communities of Care in the Classroom

To build what bell hooks and other culturally-relevant teaching scholars describe as a "community of care," educators must work alongside their students to build spaces of safety where trauma-informed, culturally-relevant, and developmentally-appropriate instruction is offered within a curated space designed to support increased connection, belonging, understanding, and care for everyone in the room. **It is essential for educators to build a community of care with students before engaging with this curriculum**, to ensure that even when students encounter something new or different, or something that challenges their previously held beliefs about the past, they approach the subject with a desire to connect and understand rather than with criticism, guilt, anger, or fear. And as a result, the class is primed to engage with and celebrate portrayals of Black American culture in the past and engage more intentionally with one another, seeing connection and belonging as an act of self-love.

Allowing students to feel a sense of safety and belonging before they are asked to dive into difficult histories is critical for students to become more than consumers of historical knowledge but to collectively feel empowered to become producers of new knowledge. This relieves the burden on educators to be authoritative experts in the room, who now take on the role of guides or facilitators that support student-led explorations into the past. In this way, students and educators join a commitment to sharing what they have learned from this curriculum and decide for themselves what parts they will carry with them and what parts they will leave behind. In the process of building a community of care, students gain a deeper knowledge of history and about themselves as well, reflecting on what language, methods of instruction, and ways of knowing they connect with most, what helps them learn best, and what should be preserved for future generations to explore.

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INTRO TO ARCHAEOLOGY

GREENWOOD ARCHAEOLOGY CURRICULUM



In 2019, two archaeologists named Drs. Alicia Odewale and Parker VanValkenburgh began their research in Tulsa, Oklahoma's Greenwood community. Their goal was to uncover the history of Black Wall Street and ensure that it is not forgotten. They have been collaborating with members of the community to assist them in their research. In this unit, you will have the opportunity to step into the shoes of an archaeologist, mirroring the work they've been doing in Greenwood.

WHAT IS ARCHAEOLOGY?

Archaeology is a way to learn about the history and culture of people in the past. It involves studying **material culture**—the objects, resources, and places that were left behind by those people. Archaeologists go to **archaeological sites** to find evidence of what happened in the past. These sites are made up of artifacts and features. **Artifacts** are things that humans made or used, like pottery, tools, weapons, and jewelry. **Features** are structures or areas that can't be moved without changing them, like foundations of buildings, wells, fireplaces, and walls. Both artifacts and features help archaeologists figure out how people used the site they lived on.

THE ARCHAEOLOGICAL PROCESS

The **archaeological process** is not just about digging. In Greenwood, the archaeologists started by working with the local community. They **conducted research** to find places to explore, looking at old records and listening to oral histories passed down through generations. Oral histories are spoken stories and memories that are the oldest type of historical record, even older than written words. The archaeologists also searched through libraries, museums, and other places for primary sources, such as old newspapers, documents, maps, and pictures from the time. They looked at secondary sources too, which are accounts of events retold in books and articles. The archaeologists' records about the artifacts and features they found become their own kind of primary source.

Archaeologists also study how the land and the people who lived there are connected. They need permission from the government and landowners to work on the land. They conduct **archaeological surveys** to find new places to study. They collect information about where they found evidence from the past and make maps of their findings. There are different methods for conducting surveys, including archaeologists walking the land to record the presence of artifacts and features on the ground. Other methods use instruments like GPS (Global Positioning Systems) or LiDAR (Light Detection and Ranging) to map the land's elevation to identify structures. Technologies such as GPR

(Ground-Penetrating Radar) and magnetic gradiometry help to analyze the soil and locate buried features, called **anomalies**. Each method provides specialized data about an area, indicating the potential presence of archaeological discoveries beneath the surface. When combined with other research, areas that show underground anomalies or concentrations of surface artifacts may be promising sites for **excavation**, or digging.

If archaeologists and their community partners decide that excavation is needed, they may set up individual **excavation units**. Archaeologists may carefully map out the units, areas they plan to dig, using high resolution GPS and dividing the site into a grid. They understand that it's not just about finding artifacts, but also about understanding where and how they are found. They document any layered changes they see in the dirt, such as color, texture, and smell, a study called **stratigraphy**. By studying the different strata (layers), archaeologists can learn how the site changed over time and determine the age of the artifacts. Just like reading a book and using clues from the story, archaeologists use the **context** around an artifact to understand its origin and purpose. However, excavation is a destructive process that should only be done if necessary or if the site is at risk of destruction. During excavation, archaeologists must be careful not to damage the artifacts or important information. Once an artifact is documented **in situ** (in its original spot), it can be taken out for cleaning and further study.

After the artifacts are excavated, they undergo a process called **conservation**. This step is crucial because buried and underwater artifacts decay over time due to environmental factors. Additionally, when artifacts are exposed to air after being removed, they can become damaged. The artifacts are taken to a lab where they are stabilized, cleaned, and evaluated for more treatment. Each type of artifact goes through a different analysis process, which involves sorting them by material and type, counting them, measuring them, and taking pictures or drawings.

In the final part of the archaeological process, **interpretation and communication**, archaeologists use their findings to piece together what happened at the site and who lived there. They do this by answering their research questions and then sharing their discoveries with other experts and the public. They want everyone to know about history because it is something that belongs to everyone. Through talks, articles, museum exhibits, websites, and interviews, archaeologists communicate their findings to as many people as possible. By doing so, they ensure that the knowledge gained from their work is accessible and shared with the world. Because history belongs to everyone.

Now, let's dig in.

Teachers and students are encouraged to watch the [Greenwood Past, Present, Future documentary video](#) (about 83 minutes) before beginning the lessons in this curriculum. The cardinal image that appears throughout the lessons connects to a story from an interviewee in the documentary with a flock of red birds representing the ancestors.

LIVING THE DREAM

GREENWOOD ARCHAEOLOGY CURRICULUM



The story of Black Wall Street, also known as the Greenwood District in Tulsa, Oklahoma, is deeply connected to the history of government policies that drastically changed the American landscape. This story starts over a hundred years before Greenwood was founded, with events that had a huge impact on Native American communities and, as a result, on how Tulsa developed.

In 1803, the United States bought the Louisiana Territory from France. This was a massive area of land stretching from the Mississippi River to the Rocky Mountains. This purchase set the stage for the forced relocation of Native American Tribes, including the Cherokee, Chickasaw, Choctaw, Creek, and Seminole Tribes. In 1830, Congress passed the Indian Removal Act, which President Andrew Jackson signed into law. This law forced Native American Tribes to leave their ancestral lands in the southeastern United States and move to the newly created Indian Territory, which is present-day Oklahoma.

Native American Tribes fought back against this forced relocation in different ways. They bought land, refused to sign treaties, tried to blend in with settler culture, and even moved to Mexico. But the U.S. government used harsh and often brutal tactics to take Native American lands. These tactics included unfair treaties, dishonest practices, intimidation, and military violence. As a result of these actions, over 70 treaties were signed between the U.S. government and Indigenous nations, forcing almost 100,000 American Indians and enslaved African-descended people to move west of the Mississippi River. This forced migration, known as the Trail of Tears, lasted over 50 years and led to the deaths of tens of thousands of Native Americans and an unknown number of enslaved Black people.

The forced relocation of Native American Tribes to Indian Territory in the 1830s was partly driven by the belief that this dry, less fertile land was less valuable. However, as the nation quickly industrialized, the value of resources changed. Oil, which would become one of the world's most sought-after resources, was discovered in Indian Territory. This discovery triggered a familiar pattern of exploitation and marginalization.

In 1887, the United States passed the Dawes Act, which aimed to divide communal Tribal lands in Indian Territory into individual land allotments. This policy allowed the government to claim any "surplus" or "unassigned" lands from Indigenous Tribes. These seized lands were then opened up for purchase and settlement by settlers and railroad companies during the Oklahoma Land Openings, a series of land runs, auctions, and lotteries that took place between 1889 and 1906. This process ultimately took away nearly 16 million acres of land from Native nations. The first land opening,

started by President Benjamin Harrison on April 22, 1889, involved opening nearly 2 million acres of Indigenous land. Attracted by the promise of settlement in this new frontier, tens of thousands of people from across the country migrated to the territory, gathering and camping along its borders. The opening of the land was signaled by the firing of guns, cannons, and fireworks, prompting a frenzied rush by settlers to stake claims on the newly available land.

Tulsa, Oklahoma Territory, was incorporated on January 18, 1898, shortly after the last of the land runs and just before the land lottery and auction in 1901 and 1906, respectively. The discovery of oil in the region soon followed. In 1905, the Glenn Pool Oil field, located on Ida E Glenn's (a Creek woman) land allotment about 14 miles south of Tulsa, was discovered. This discovery sparked an economic boom, with the field producing over 2,000 barrels of oil per day. The presence of oil, known as "black gold," attracted settlers seeking fortune to the territory. Rapid industrial development centered around the oil lakes in and around Tulsa quickly transformed the city into the oil capital of the world, causing its population to skyrocket from an estimated 1,390 in 1900 to 98,874 in 1921.

Following the land openings and the oil boom, the territories were on the path to statehood. On September 17, 1907, the people of the Indian and Oklahoma Territories voted for statehood. On November 16, 1907, President Theodore Roosevelt admitted a united Oklahoma into the United States as the forty-sixth state. However, the newly formed state implemented strict Jim Crow segregation laws, much to the dismay of Oklahoma's growing Black population. The settlers included Black migrants escaping the discrimination they faced in the South for the opportunities of the West, Black people formerly enslaved by Native American Tribes, and those of mixed African and Indigenous ancestry. Ironically, the housing and business discrimination prevalent in Tulsa fueled the rise of the Greenwood District.

Ottawa W. Gurley, a wealthy landowner and entrepreneur, was drawn to Tulsa by the opportunity to establish a safe Black community. During the 1906 Land Auction, he purchased 40 acres of land north of the Frisco railroad tracks, specifically for sale to Black people. This purchase marked the founding of the Greenwood District, a 36-square-block area in northern Tulsa that became a thriving commercial and residential district for wealthy and upwardly mobile Black Tulsans. Greenwood Avenue, the main thoroughfare through the district's commercial sector, became a hub of Black business and entrepreneurial activity, rivaling Chicago's State Street and Memphis' Beale Street. The district's ostentatious display of wealth earned it the nickname "Negro Wall Street" from James Weldon Johnson of the NAACP. Beyond its economic significance, Greenwood became a safe haven for Tulsa's Black community, offering safety, economic opportunity, and a strong sense of community.

In the following lessons, you will delve into the history of African American migrations, explore the origins of Greenwood within the context of the All-Black Town movement, and gain a deeper understanding of the entrepreneurial spirit that defined Black Wall Street.

MOVING ON UP

GREENWOOD ARCHAEOLOGY CURRICULUM



Time Suggestion: 45 min. (take home to finish if needed)

OVERVIEW AND OBJECTIVES

At the close of the Civil War and into the turn of the 20th century, formerly enslaved Black people began leaving the South in a mass exodus. At the behest of a few industrious Black pioneers, land boosters, and settlement promoters, Black southerners were encouraged to settle in the newly established All-Black towns in the West/Twin Territories. In this lesson, students will analyze primary sources to explore the rhetoric used by these land promoters to draw Black people to these new territories, and to reveal the violent conditions in the post-Reconstruction South that urged Black migration.

MATERIALS

- Vocabulary
- *Moving on Up* reading
- *Moving on Up* comprehension questions
- Primary source documents (provided)
- Persuasive appeals chart

FOCUS QUESTIONS

What factors in the post-Reconstruction South influenced African Americans' northwestern migration?

What persuasive appeals did Black land boosters use to promote and intensify African American northwestern migrations post-Reconstruction?

C3 FRAMEWORK ALIGNMENT

MOVING ON UP

SOCIAL STUDIES GRADES 9-12

- **D2.Geo.7.9-12. Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.**
- **D2.Eco.1.9-12. Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.**
- D2.Geo.8.9-12. Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.
- D2.His.8.9-12. Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.
- D2.His.11.9-12. Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.

COMMON CORE ALIGNMENT

MOVING ON UP

SOCIAL STUDIES GRADES 11-12

| | |
|---|--|
| Key Ideas and Details | <p>1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> |
| Craft and Structure | <p>5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p>6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p> |
| Writing: Research to Build and Present Knowledge | <p>9. Draw evidence from informational texts to support analysis, reflection, and research.</p> |

ELA 11-12

| | |
|---|--|
| Reading Standards for Informational Text | <p>7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> |
| Comprehension and Collaboration | <p>3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> |

INSTRUCTIONAL SEQUENCE

MOVING ON UP

TEACHER PREP

1. Print *Moving on Up* reading, comprehension questions, and persuasive appeals chart (1 per student)
2. Print or project images of provided primary sources
 - "[Ho for Kansas!](#)" *Circular for Kansas Migration*, 1878. Kansas State Historical Society.
 - "[The Largest Colored Colony in America!](#)" Advertisement for Nicodemus, Kansas. September 5, 1877. Kansas State Historical Society.
 - "[A Lesson of the Exodus.](#)" *Topeka Daily Capital*, 1879. Kansas Historical Society.
 - "[Langston City, The Only Distinctively Negro City in America,](#)" *Langston City Herald*, 1892, Oklahoma Historical Society.
 - "[Big Summer Carnival](#)", "[Over in Boley](#)," and "[Come to Boley](#)", advertisement in *The Boley Progress*, May 11, 1905. No. 10.
 - "[To the People of Clearview and Vicinity.](#)" *Clearview Patriarch*, 1912. Oklahoma Historical Society.
 - "[The Negro Going Northward: What he Must Learn.](#)" *The Black Dispatch*, 1917. Oklahoma Historical Society.

ICEBREAKER

Ask students to recall and discuss advertisements that succeeded in getting them to make a purchase. What was attractive about the ad?

ACTIVITY

1. Read lesson vocabulary and *Moving on Up* reading as a class.
2. Project the images of the provided primary resources or print them out for students.
3. Instruct students to read each source, making note of each persuasive appeal they find as they go by completing their persuasive appeals chart with specific examples.
4. Ask students to create their own advertisement and complete their chart.
5. Instruct students to answer the *Moving on Up* comprehension questions.

DEBRIEF AND DISCUSS

1. Which persuasive appeals were most frequently used?
2. Which persuasive appeals were the most effective?
3. How did rhetoric shape the Black migration experience?

VOCABULARY

MOVING ON UP

| TERM | DEFINITION |
|----------------------------|--|
| Exoduster | A term describing African Americans who migrated from southern states to Kansas following Reconstruction during The Exoduster Movement of 1879 |
| Freedmen's Colonies | A municipality or community built by freedmen, formerly enslaved African Americans |
| Boosters | People who promoted the settlement of towns and cities |
| Rhetoric | The art of effective or persuasive speaking or writing, especially the use of figures of speech and other compositional techniques |
| Persuasive Appeals | The building blocks of argumentation that appeal to an audience's sense of logic, ethics, and emotion |
| Rhetor | Person presenting the argument |
| Ethos | The ethical appeal; convincing an audience through the rhetor's knowledge, character, good intent, and credibility |
| Logos | The logical appeal; convincing an audience using reason and evidence, such as facts, statistics, and claims |
| Pathos | The emotional appeal; convincing an audience using imagery and sensory language to create an emotional response |

MOVING ON UP



What images come to mind when you think of the “Wild West”? You don’t often hear about the important role that Black pioneers played in the western expansion of the United States. Many of these African-descended people were forced to move in the 1830s when they were enslaved by The Five Tribes, while others chose to migrate after Reconstruction. They traveled west and helped settle the New Frontier.



African American Cowboys ca. 1865. Courtesy of the Kansas State Historical Society.

After the Civil War, many formerly enslaved Black people left the South to escape racism and find better opportunities. They were known as **Exodusters** and were encouraged to settle in newly established All-Black towns, also known as **Freedmen’s Colonies**, in Kansas. Later on, with the opening of Oklahoma for settlement, Black people migrated in large numbers, sometimes as entire communities or families. They left behind the rural South in search of land ownership and economic opportunities in the western territories. We know about these early migrations because historians and archaeologists have studied the information preserved in historical records.

To convince Black people to migrate, “**boosters**” used persuasive techniques. They advertised western utopias with plenty of resources and opportunities, promising an escape from the racial terrorism in the South. These

persuasive appeals were based on ethos, logos, and pathos.

Ethos refers to the credibility of the person making the argument. It shows that the speaker knows what they're talking about, has good intentions, and follows moral values. **Logos** is about using logical reasoning and evidence like statistics and facts to convince the audience. **Pathos** appeals to the audience's emotions and uses sensory language and imagery to create emotional responses. So, these three persuasive appeals—ethos, logos, and pathos—were used to shape the experience of Black migration to the West.

For this activity, you will read some of the old booster advertisements and fill out a chart about how they try to persuade people. Then, you will think about how the words in these ads affected the experience of Black people moving to new places. It's important to understand the power of persuasion and how it can influence our decisions and experiences.

COMPREHENSION QUESTIONS

MOVING ON UP

What conditions in the South motivated Black southerners to migrate?

Who do you think Benj. Singleton, also known as old Pap, is ("Ho for Kansas!")? In your answer, describe which persuasive appeal you think he uses most effectively in this advertisement.

What does the author imply when saying "Remember it is not a picnic we are inviting you to" in paragraph 4 of "Langston City, The Only Distinctively Negro City in America,"? In your answer, explain which appeal is used most effectively to persuade the audience.

According to "Come to Boley," how does Boley stand apart from other All-Black towns? In your answer, explain which appeal is used most effectively to persuade the audience.

Who is the target audience for “To the People of Clearview and Vicinity”? How does this differ from the other advertisements? In your answer, explain which appeal is used most effectively to persuade the audience.

Create your own newspaper advertisement below. Persuade future students to come to your city, school and/or take your teacher’s class. Incorporate each of the three persuasive appeals in your ad.

PERSUASIVE APPEALS CHART

MOVING ON UP

| HO FOR KANSAS! | |
|---|--|
| Ethos | |
| Logos | |
| Pathos | |
| THE LARGEST COLORED COLONY IN AMERICA! | |
| Ethos | |
| Logos | |
| Pathos | |
| A LESSON OF THE EXODUS | |
| Ethos | |
| Logos | |
| Pathos | |
| LANGSTON CITY, THE ONLY DISTINCTIVELY NEGRO CITY IN AMERICA | |
| Ethos | |
| Logos | |
| Pathos | |

PERSUASIVE APPEALS CHART

MOVING ON UP

| COME TO BOLEY | |
|---|--|
| Ethos | |
| Logos | |
| Pathos | |
| TO THE PEOPLE OF CLEARVIEW AND VICINITY | |
| Ethos | |
| Logos | |
| Pathos | |
| THE NEGRO GOING NORTHWARD: WHAT HE MUST LEARN | |
| Ethos | |
| Logos | |
| Pathos | |
| YOUR ADVERTISEMENT | |
| Ethos | |
| Logos | |
| Pathos | |

HISTORICAL SOCIETY.

Ho for Kansas!

Brethren, Friends, & Fellow Citizens:

I feel thankful to inform you that the

REAL ESTATE

AND

Homestead Association,

Will Leave Here the

15th of April, 1878,

In pursuit of Homes in the Southwestern
Lands of America, at Transportation
Rates, cheaper than ever
was known before.

For full information inquire of

Benj. Singleton, better known as old Pap,
NO. 5 NORTH FRONT STREET.

Beware of Speculators and Adventurers, as it is a dangerous thing
to fall in their hands.

Nashville, Tenn., March 18, 1878.

men - few reasons for the course

1877

KANSAS STATE HISTORICAL SOCIETY

3327

THE LARGEST COLORED COLONY IN AMERICA!

Is now locating in the Great Solomon Valley, in Graham County, two hundred and forty miles north west of Topeka.

Mr. Smith, the President of the Colony, is a colored man and has lived for the last three years in the Solomon Valley.

All letters of inquiry regarding Soil, Climate, and Locations, should be addressed to W. H. SMITH, or his Secretary, S. P. ROUNDTREE, Topeka, Kansas, until May 15th, 1877; then at Ellis, Ellis Co., Kan. A Postoffice will be located in June at

NICODEMUS,

which is beautifully located on the north side of the south fork of the Solomon River, near the line of Graham and Rooks Counties, 14 miles east of Hill City, and is designed for the Colored Colony. By September 1st the Colony will have houses erected and all branches of mercantile business will be opened out for the benefit of the Colony. A Church edifice and other public buildings will be erected. No Saloons or other houses of ill-fame will be allowed on the town site within five years from the date of this organization.

We invite our colored friends of the Nation to come and join with us in this beautiful Promise Land.

Dated at Topeka, Kansas, April 16, 1877.

TRUSTEES:

- WM. EDMONS, JEFF. LENZE, JERRY ALLSAPP.
- W. H. SMITH, - - President.
- BERRY CARR, - - Vice President.
- SIMON P. ROUNDTREE, - Secretary.
- W. R. HILL, Treasurer and Gen'l Manager.*

NOTE.—This Colony has made special arrangements for provisions for the Summer season. For Emigrant and Freight Rates, address our Treasurer,

W. R. HILL,
(Box 120.) NORTH TOPEKA, KANSAS.

A LESSON OF THE EXODUS.

It is useless at present to speculate about the exodus of negroes to Kansas. No person can tell what the future effect of it will be either upon the North or the South. Eventually, Kansas and other western and northern states will absorb and give the immigrants work, and comfortable homes. But the southern whites are already beginning to realize the importance of the colored people to them. They see that without their labor they are in a deplorable condition. It may now, however, be too late. The negro is long suffering, and forgiving in his disposition, and loth to leave his home and local associations. Having so long endured the woes and inhumanities of bondage, he would not willingly flee from his native soil, when emancipated, unless treated with unparalleled brutality; and the present movement would be strong presumptive proof, if there were no corroborating evidence, that the colored people of the south have been most foully dealt with by their white neighbors.

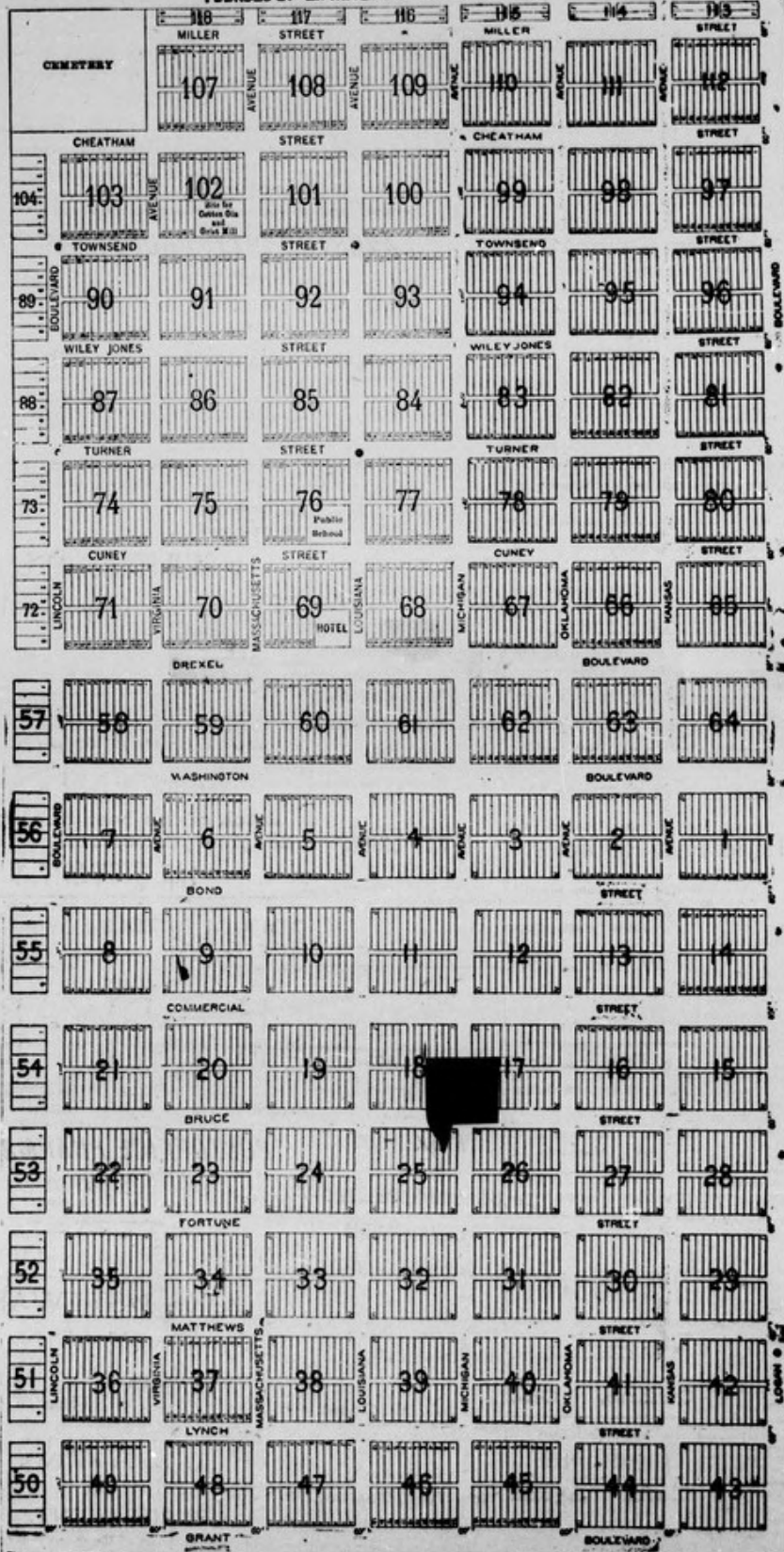
The politicians have in this case, as they did before the Rebellion, pushed matters a little too far, and the whole country is compelled to suffer from their folly. From present appearances, we are inclined to think that a vast majority of our people have forgotten for what the war was fought. And we think this colored exodus will have the good effect of arousing them to the importance of the fact that all the blood shed and money expended, during the war, was worse than wasted, if southern politicians are to be permitted to again rule and ruin the country.

LANGSTON CITY

OKLAHOMA, TER.

THE ONLY DISTINCTIVELY NEGRO CITY IN AMERICA.

FOUNDED BY E.P. McCABE, OCT. 22, 1888.



FREEDOM

Peace, Happiness and Prosperity.

Do you Want all These?

Then Cast Your Lot With Us & Make Your Home in Langston City.

Do you ask why? We will tell you. Langston City is a Negro city, and we are proud of the fact. Her city officers are all colored. Her teachers are colored. Her public schools furnish thorough educational advantages to nearly two hundred colored children. The country is as fertile as ever was moistened by nature's falling tears, or kissed by heaven's sunshine. Here, too, is found a genial climate—about like that of southern Tennessee or northern Mississippi—a climate admirably adapted to the wants of the Negro from the southern states. A land of diversified crops, where there need be no such thing as a total failure. A land where every staple crop of both north and south can be raised with profit.

One of the finest fruit growing countries in the union. A land where a few dollars judiciously invested in real estate will yield returns in the future that cannot be estimated.

Do you want to build for the future? If so you can do no better than to invest a few dollars in Oklahoma soil. It does not matter whether you contemplate coming here at once or not. Real estate is the basis of all wealth. There is nothing in which money can be so safely invested. Do you wish to build for the future? If you do, you cannot do anything that will be more to your advantage than a small investment in Langston City property. This property combines everything that it needs to commend it to home-sellers or investors, viz: Reasonable prices, easy payments, steady and rapid increase in value, sure returns, absolute safety, good society, church privileges, school privileges, and last but not least, absolute political liberty and the enjoyment of every right and privilege every other man enjoys under the constitution of the country. What more do you want? Young men, if you will save the money that many of you now squander and invest it in Langston City property, ten years from now you will be independent.

Remember it is not a picnic we are inviting you to, but to join hands with us in an active and earnest effort to better our conditions and to open to the race new avenues through which they may obtain more of the good things of life.

In another column will be found an accurate plat of the townsite. All that portion north of Draxel Boulevard and west of Michigan Avenue has recently been platted and put on the market, and is known as the first addition. With the exception of perhaps a dozen, all the lots front on Washington boulevard, and all those lying south of it are sold. For business purposes, all things considered, the cheapest and best property now offered is that on Draxel boulevard. The post office is located on lot 7, in block 4; the office of the Langston City Herald is on lot 10, block 3; the First Baptist church is in block 18; and the public school is in block 76, as shown in the plat.

Before the first of February \$1,000 worth of machinery will be on the ground for the grist mill and cotton gin which is to be located on the site, shown on the plat. Plans have been drawn and work will commence on the hotel building, which, when completed, will cost from \$2,000 to \$3,500; it will be located in block 69, as shown in the plat.

All the lots which remain unsold to this time are good ones—there is not a rough or bad one in the entire townsite. Washington boulevard is the leading street in the city at present, being located exactly in the center of the townsite. Lots can be obtained at reasonable prices and on easy terms. For particulars address

E. P. McCABE,
Guthrie, Oklahoma.

NOTICE.—In purchasing lots in Langston City purchasers can pay to my duly authorized agents the amount of the first payment on any lot. All subsequent payments must be sent to Guthrie as stated in the application to purchase and in the contracts which are sent from this office to the purchaser when a sale is made. No sale is binding until the application is received and approved by the owner of the land, as all property offered is offered subject to previous sale, and the owners reserves the right to change prices any time without notice.

E. P. McCABE

THE BOLEY PROGRESS.

"All Men Up—Not Some Men Down."

VOL. I.

BOLEY, INDIAN TERRITORY, THURSDAY, MAY, 11, 1905.

NO. 10.

The Boley Progress

O. H. BRADLEY, Editor
J. C. A. SHAVER, Manager

Application made at the Boley post-office for transportation at second class mail matter.

Published every Thursday at Boley, Creek Nation, Indian Territory.

All letters and communications should be addressed to the Boley Progress, Boley, I. T.

SUBSCRIPTION RATES

| | |
|--------------|--------|
| One Year | \$1.00 |
| Six months | .50 |
| Three months | .25 |
| Single Copy | .05 |

Advertising rates made known on application to the office.

Come to the Carnival.

Carnival June 19th to 25th.

The door of hope stands open and Mistress Opportunity bids you welcome.

The Committee together with the citizens will spare no pains to entertain you at the Carnival.

Get a home in this sacred spot. Your children's children will call you blessed for so doing.

Right blessed is he that takes advantage of an opportunity, it moves cares, lightens responsibility, brightens the hopes for the future. To purchase a home in Boley now will do all of these things and even more.

Stationery printed at this office is giving the best of satisfaction, says and exchange. Last week we printed a thousand and statements for one man, and he collected a small fortune. Three weeks ago a young man bought of us some paper and envelopes to write to his sweetheart—he is married. Another young man forged the name of a friend to a check printed here and now he is in the penitentiary. Another fellow stole some of our paper to make cigarettes and he is dead. By using our stationery you can collect old accounts, tell fortunes, make rain, change color of the hair, have teeth extracted without pain, find out the name of your future husband or wife, be successful in business, triumph over your enemies and get elected to office. Give us your order.

BIG SUMMER CARNIVAL

And a Public Sale of Business and Residence Lots in

BOLEY, THE COLORED TOWN

And Home of the Negro, From the 19th to the 25th of June, 1905.

On account of the carnival and public sale of lots, the Fort Smith and Western will make a rate of one fare plus 50 cents for the round trip, except where one and one-third fare be less, from all points on the Fort Smith and Western to Boley, I. T. Tickets on sale from 19th to 23d, good for final return on the 25th.

This is the homeseeker's opportunity to secure a good home in a Negro town. Those living in Arkansas, Louisiana, Mississippi, Tennessee, Georgia, Alabama, Missouri and Kansas can take advantage of homeseeker's rates, which will be on sale in the states on the 20th of June. Reduced rates will be secured from the following points in Texas: Denison, Fort Worth, Sherman, Houston, Paris and Texarcana. There will be speaking by some of the leading orators of the Negro race. There will be amusements of all kinds each day out at the Haynes and Williamson park. There will be music by one of the best colored bands in the Southwest. Baseball every afternoon. Indian ball game between the Creek and Seminole Indians, mule racing, broncho busting, roping contest, and everything for the amusement of the visitors. Don't forget the date. Join the number and spend one week in a colored town where everything is owned and controlled by colored people.

For stand privileges and other particulars, write
T. M. HAYNES,
Boley, I. T. Gen. Manager.

Openings For Investments In Boley.

Good Lumber Yard.
Press Brick Plant.
Jewelry Store.
Furniture Store.
Hardware Store.
Harness Shop.
A Bank.
Dry Goods and Notion Store

OVER IN BOLEY.

By "Uncle Jesse" of Arkansas.

Say have you heard the story
Of the little Colored town;
Way over in the Nation
On such lovely sloping ground?
With as pretty little houses
As you ever chanced to meet,
With not a thing but Colored folks
A standing on the streets?
O 'tis a pretty country
And the Negroes own it too;
With not a single White man here
To tell us what to do—
In Boley.

"No see here Uncle Jesse,"
A gentleman might say,
'You surely must be jesting
'By speaking in that way,
'You ought to be ashamed air
'To try to fool us so,
'You know you'll see a white man
'No matter where you go.
'You know you couldn't stand it—
'Why whist a hurlin' you?
'You know you would starve to death
'With nothing there to do"
In Boley.

And I will tell that fellow—
Whoever he may be,
If you don't think we are Colored
Just come out here and see.
Get on the Fort Smith and Western
That train will bring you here,
Take any of the coaches
You have no cause of fear.
Here a Negro makes your dresser,
And a Negro makes your pants;
A Negro hands your mail out
If you'll give him half a chance.
In Boley.

A Colored ticket agent
For freight and people too,
And if you want some lumber
We can fix that up for you.
Do you want your hats trimmed nicely
Up in the latest style?
A colored lady fixes it
So fine, you'll have to smile.
Do you want some dry goods measured,
Do you need a pair of shoes?
Do you want a first-class paper
To give you all the news
In Boley?

Do you need an insect powder
To kill out all the bugs,
Could you bear a colored gentleman
To sell you A1, your drugs?
Would you like a colored Hotel,
With the best to eat,
Could you let a colored butcher
Sell you every piece of meat?
Or would you like to marry
A lady nice and sweet,
We have them by the dozens
Way down on Widow street,
In Boley.

Above one hundred fifty
May be found within our schools;
You see our little children
Will not all grow up fools.
We have a colored marshal
And a doctor hanging round,
And every other kind of man
Found in a common town.
We have some Colored Baptists here,
Some A. and G. M. E.'s;
We have some M. E.'s in the crowd—
We always try to please
In Boley.

Ah! I can't tell you everything
I haven't got the space;
But this is just the very town
For best folks of our race.
We want no loafing Lawrence,
We need no fighting Fan;
We want no stealing Simon,
We need no lying man.
But we want some men with money—
About two thousand ten—
We want some common workers,
We want all honest men
In Boley.
E. J. Finkett, Boley I. T.

This poetry cannot tell you all
But if you want to know the rest,
Just send us your subscription,
For the Boley Progress.

We have indulged in gratifying recollection of the past, in the prosperity and pleasure of the present, and high hopes for the future. But let us remember that we have duties and obligations to perform, corresponding to the blessings which we enjoy. Let us remember the truth, the sacred trust, attaching to the rich inheritance which we have received from our fathers. Let us feel our personal responsibility, to the full extent of your power and influence for the preservation of the principles of civil and religious liberty. And let us remember that it is only religion, morals and knowledge that can make men respectable and happy under any form of government. Let us hold fast the great truth, that communities are responsible, as well as individuals; that no government is respectable, which is not just; that without unspotted purity of public faith, without sacred public principle, fidelity and honor no mere forms of government, no machinery of laws can give dignity to political society.

In our day and generation let us seek to raise and improve the moral sentiment, so that we may look, not for a degraded, but for an elevated and improved future. And when both we and our children shall have been consigned to the house appointed for all living, may love of country and pride of country glow with equal fervor among those to whom our names and our blood shall have descended! And then, when honored and decrepit age shall lean against the base of this monument, and troops of indigenous youth shall be gathered round it, and when the one shall speak to the other of its objects, the purpose of its construction, and the great and glorious events with which it is connected, there shall rise from every youthful breast the ejaculation, "Thank God, I—I also—Am An American!"
By L. L. JACKSON,
LONGVIEW, MISS.

CHAS. BROWN,

GENERAL CONTRACTOR
AND BUILDER

My work in Boley speaks for itself, so if you have any building to do

See Me Before Contracting with Others.

James Wadkins,

Builder,
Contractor and
Bill Maker

No hobgoblin, but work guaranteed. If you are contemplating

Come to Boley

The Story of Boley. The story of the glory of Boley has been told and told again. But it loses nothing in the telling; and unless for some particular reason one is interested in the progress of the city, he is apt to miss connection with the record of its wonderful prosperity; for the story of yesterday is soon old, and that of today is quickly changed into a back number. In her onward march of prosperity, so wonderful, the changes so numerous, the only way to remain in touch with them is to keep one eye continuously on her record of activity. Not even the Boley of today would recognize the Boley of a year ago, in spite of the short space of time.

Boley Stands Apart. Nothing like her ever happened before. Nothing like her will ever happen again. The birth of this town reads like a fairy story, and her marvelous development has the effect of intensifying the likeness to the results that were produced through the agency of Aladdin's lamp.

Boley never wore swaddling cloths. She had no period of childhood. For her there was no baby food. Instead, at the signal for the opening of the town, she may be said to have leaped at one bound to the adult age; a buxom young giantess, with a harvest hand's appetite and the capacity of a genius for accomplishing things. Boley surprised the country from center to circumference when she was born. Since then, more quietly, but none the less effectively, she has continued on her way, demolishing all known records and astonishing the world by the push and activity of her people and the variety of her resources.

A wooded hill and valley has been transformed in a wonderfully short space of time into one of the most progressive of all the new towns along the Fort Smith and Western R. R. This statement is a broad one, but it can be made good. The whole of Boley, in which but a few short months ago almost the only fire scent was that raised from the Indian tepee or hunting camp, is now curling from hundreds of chimneys of the residents, and the busy hours of business mark the onward march of civilization.

Ready Access to Markets

The part of the territory in which Boley is situated has not heretofore had a recognition of its merits because of inadequate railroad facilities. This defect has been remedied by the construction of the Fort Smith and Western railroad, and from now on there will be a rapid development of the territory tapped, which will undoubtedly place it in the front rank in production and civic development.

What the Country is Like. The country which surrounds Boley, for the most part, consists of rolling prairie. There is considerable timber land of heavy growth. Practically every square mile of the district is tillable. Very little of the land is so cut up or so rough as to be unavailable for farming. Corn, wheat, potatoes, cotton, alfalfa, apples, peaches, grapes and all kinds of berries can be successfully cultivated. There is not a crop produced in the temperate zone which will not thrive in this district, and in the case of many of them the returns are unsurpassed in quarter.

These lands can be bought or leased at reasonable prices. The time to secure them is now. They will make a priceless heritage for your children and a veritable paradise for you in your old age. Come and see.

AMERICAN COLONY CO.

Will land 2,000 Negroes in the Boley District

JOIN THE NUMBER

For Particulars Write

E R Bynum
P H Lewis, Secretary

261 Main Street,
MEMPHIS, TENN., or
BOLEY,
IND. TERR.

To The People of Clearview and Vicinity.

Everything is rapidly being shaped so that an active campaign for building Clearview will be under way by the 15th of this month. We are leaving nothing undone that would be beneficial to Clearview and the surrounding country. We need your assistance. You can aid us in this big work. You might make a trip back to your old home State where you lived before you moved to Clearview. You could at least write to the people around your old home. But, it would be so much better to make a trip and see your relatives and friends, and face to face, tell them what there is at Clearview; what we are going to do, and why we are going to do it. **WE WANT YOU TO WAKE UP TO THE FACT THAT A CITY OF TEN THOUSAND MUST BE BUILT AND THAT YOU HAVE AN IMPORTANT PART IN THE WORK AND IN THE BENEFITS.**

To anyone, man or woman, who would make a trip we invite you to write to Clearview Development Association and arrangements will be made so that you may have a pleasant and profitable journey. We will explain to you in detail the assistance we will give by way of placing you in position to interest your friends. Can you Go? And Will you Go?

Every one who would like to see Clearview make a City could give valuable aid by sending the names and addresses of persons in other towns and States. We would write to these people and interest them in Clearview. We need these names NOW.

You will do a public service by sending in a list of names today.

Don't forget about the **FACTORIES**. We have **NOW SIX FACTORIES PLANNED FOR CLEARVIEW WITHIN EIGHTEEN MONTHS**. The Overall, Shirt and Glove Factory will be first established. A member of the **CLEARVIEW DEVELOPMENT ASSOCIATION** is making a trip this week and will investigate some machinery and Overall Factory equipment.

We would like to hear from **EVERYONE** who wants to make Clearview a City of 10,000 people. Suggestions will be appreciated. A letter from you indorsing the plan and the movement to make Clearview a City of 10,000, with permission to publish would be a real aid in building Clearview.

YOUR IDEAS ABOUT TOWN BUILDING MAY BE VALUABLE. IF YOU MAKE A SUGGESTION THAT WE ADOPT YOU WILL BE GIVEN AN OPPORTUNITY TO RECEIVE YOUR SHARE OF THE BENEFIT. In Carrying Out Any Idea Advanced By Any Person We Will Invariably Give Such Person The Opportunity To Benefit Thereby.

Your Letter Will Receive Careful Attention.

SINCERELY,

The Clearview Development Association

212, 214 Harris Building

MUSKOGEE, OKLAHOMA.

THE NEGRO GOING NORTHWARD.

What He Must Learn.

Long before East St. Louis the thoughtful Negro did not feel that the exodus led to the promised land. It is all right for the Negro to go Northward, but much must be done to prepare him to go. The condition of serfdom in the Southland has developed many bad things, that if not pointed out to the mass of Negroes shall close many a door of opportunity wherever he may go.

The crushing, crowding back of black people in the United States has ruined many. The exceedingly low husband's wage has compelled the absence of the Negro mother from the home. The grinding of the under Negro has produced a type going Northward in greater numbers than the better class. These will make a bad impression for the races. The problem with the best Negroes north and south is to reach this Negro and implant some of the primal laws of success in his head.

We are compelled at this stage of race development to talk more to this Negro about his duties than his privileges. Many are not yet developed enough to appreciate their rights. Loud and coarse behavior in public places, soiled, ill-smelling work clothing worn in places of entertainment, and sometimes occupying a little more than his side of the sidewalk, is not an intelligent exercise of our rights.

This Negro going Northward must be taught to keep his word. Some have deserted the employers who paid their fare and board in advance of service, for other inducements. Such shut the door of opportunity in the face of their race. Could the power of pulpit and press just now be exerted any more valuably for the race than to show this class that by crowding others off the sidewalk, rough jokes in public conveyances, they are misrepresenting real black folks and filling spectators with disgust.

Let the Negro who cares devise plans to win the ear of this untutored type and instruct them in better ways. The Negro is quick to see that to his advantage. This type of Negro loves to be entertained. Draw them together by some form of music, food and good cheer and as the very kernel of it all have the strongest, most magnetic man or woman of your community upon this occasion talk to them about the things fatal to his progress, and he will hear.

Christ fed the multitudes and they came again and again. He was not dull and tedious but gave the sharp cut truth that they could bear. We are not, as a race, reaching this worst Negro. He is ignorant, careless; in him is the nature of the best Negro gone wrong. His deeds are cutting the grounds of safety from under all Negroes' feet. What good are all our religious, fraternal and social organizations if the masses remain untutored and unsaved.

We are on our feet. Out of our intelligence and blessings we owe very much to them. Except to ask him to rally to a collection what are we doing for him. Do you realize that to reach him now it is almost too late. A gulf is widening between the best Negro and the worst. The church has no influence over him. Segregation, Jimcrowism, lynching gain ground through his mistakes. Sleep on fortunate Negro. The volcano of his making at last shall cause you to awake.

As the Negro goes Northward we should advise him that strike-breaking is a death trap. East St. Louis arose because of the hate caused by Negroes securing the striking white man's place. Let these white disputants fight out their own battles. He that meddles with strife is as he who would separate mad dogs. Teach these Negroes to seek the employer of the North who wants him for service and not as a tool to settle his strife. Labor has always killed the strike breaker irregardless of his color. Let the strikes and strikebreaking remain as it started, with the whites.

ALL-BLACK TOWNS

GREENWOOD ARCHAEOLOGY CURRICULUM



Time Suggestion: 90 min. in class (or 45 min. in class and take home)

OVERVIEW AND OBJECTIVES

The Greenwood District was just one All-Black community among an estimated 60 All-Black Towns established 1865-1925 in Oklahoma's Twin Territories. This was more than any other state or territory at the time, largely owing to Freedmen settlements and later, the Land Openings. These towns became safe havens where African Americans found community, economic opportunity, security, harmony, uplift, and independence. By examining primary sources, students will discover the people, philosophies, and economic factors that shaped the establishment of these self-sustaining All-Black communities. Students will conduct independent research projects focused on an All-Black Town that they select and create a visitor's guide in the style of the historic *Negro Motorist Green Book*.

MATERIALS

- Vocabulary
- *All-Black Towns* reading
- Commemorative Green Book Project instructions and resources
- Green Book research organizer and example
- [The Negro Motorist Green Book, 1940](#)

SUPPLEMENTARY MATERIALS

- List of All-Black Towns by State
- [The Negro Motorist Green Book, 1937](#)
- [The Negro Motorist Green Book, 1941](#)
- [Booker T. Washington and W.E.B DuBois: Crash Course Black American History #22](#)
- [Du Bois, W. E. B, The Talented Tenth, in The Negro Problem, 1903](#)
- [Washington, Booker T., Industrial Education for the Negro, in The Negro Problem, 1903](#)

FOCUS QUESTIONS

What factors contributed to the development of All-Black Towns after 1865?

What people and philosophies shaped ideas of Black migration and settlement in the southwest during the All-Black Town Movement?

C3 FRAMEWORK ALIGNMENT

ALL-BLACK TOWNS

SOCIAL STUDIES GRADES 9-12

- **D2.Geo.7.9-12. Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.**
- D2.Eco.1.9-12. Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.
- D1.5.9-12. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.
- D2.Geo.8.9-12. Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.
- D2.His.8.9-12. Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.
- D2.His.11.9-12. Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.

COMMON CORE ALIGNMENT

ALL-BLACK TOWNS

SOCIAL STUDIES GRADES 11-12

| | |
|---|--|
| Key Ideas and Details | <p>1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> |
| Integration of Knowledge and Ideas | <p>7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> |
| Writing: Text Types and Purposes | <p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> |
| Production and Distribution of Writing | <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> |
| Writing: Research to Build and Present | <p>9. Draw evidence from informational texts to support analysis, reflection, and research.</p> |

COMMON CORE ALIGNMENT

ALL-BLACK TOWNS

ELA 11-12

| | |
|---|---|
| Reading Standards for Informational Text | 5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. |
| Research to Build and Present Knowledge | 7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. 8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |
| Presentation of Knowledge and Ideas | Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. |

INSTRUCTIONAL SEQUENCE

ALL-BLACK TOWNS

TEACHER PREP

1. Print *All-Black Towns* reading (1 per student)
2. Print All-Black Towns comprehension questions (1 per student)
3. Print Green Book research organizer sheets (5 per student)

ICEBREAKER

1. Project the [1940 Green Book](#) for students to skim through as a class.
2. Ask students to consider what they would need to know before navigating a new town. What steps would they take to gather information?

ACTIVITY

1. Review lesson vocabulary as a class.
2. Read the *All-Black Towns* reading as a class.
3. Instruct students to answer the All-Black Towns comprehension questions.
4. Read the Commemorative Green Book Project instructions as a class. The student will:
 - a. **SELECT ONE** All-Black Town founded during the All-Black Town Movement using the provided resource links.
 - b. **RESEARCH** the businesses, services, and resources available in their chosen town, pulling from 3 primary sources and 2 secondary sources.
 - c. **CREATE** a visitors' guide and directory for their town based on their research.
 - d. **COMBINE** their entries with their classmates' to create a Commemorative Green Book.

VOCABULARY

ALL-BLACK TOWNS

| TERM | DEFINITION |
|---|--|
| Freedman | African-descended people who were formerly enslaved by the Five Tribes, often having mixed afro-indigenous ancestry |
| Edward P. McCabe | An African American entrepreneur, politician, land booster, and founder of Oklahoma's first All-Black town Langston. He was the father of the all-Black state and later, the All-Black Town Movement |
| All-Black Town Movement | The movement of African Americans to towns established by or for predominantly African-American populace between 1965 and 1925 |
| Booker T. Washington | An African-American educator, orator, and founder and first President of Tuskegee Normal and Industrial Institute (now Tuskegee University). His philosophies of economic self-determination and industrial education secured his position as a leader of Black thought and progress 1890-1915 |
| Industrial Education for the Negro | An essay written by Booker T. Washington promoting the dignification of common labor, vocational training, and the accommodation of segregation as the primary modes for African American progress |
| W. E. B. DuBois | An African American sociologist, educator, and civil rights leader. The first African American to earn a PhD from Harvard University, later becoming a Professor at Atlanta University. He was a proponent of immediate social and political equality for African Americans |
| Talented Tenth | A term popularized by Du Bois promoting higher education to develop the leadership capacity among the most able 10 percent of African Americans |

ALL-BLACK TOWNS BY STATE

ALL-BLACK TOWNS

Alabama

- Africatown
- Hobson City (1899)

Arkansas

- Blackville (1891)

California

- Allensworth (1908)

Colorado

- Dearfield (1910)

Florida

- Eatonville (1887)

Illinois

- Brooklyn (1873)

Kansas

- Nicodemus (1879)
- Singleton Colony (1879)
- Dunlap Colony (1878)
- Morton City (1879)
- Rattlebone Hollow
- Tennessee Town
- Summit Township

Kentucky

- Hall

Louisiana

- Bobtown(1898)
- Mossville (1790)
- St. Maurice?

Maine

- Malaga Island (1894)

Mississippi

- Mound Bayou (1887)
- Renova

Missouri

- Three Creeks (1875)
- Namrash (1876)

North Carolina

- Princeville (1865)

Oklahoma

- Arcadia (1890)
- Bluff
- Boley (1903/5)
- Brooksville
- Clearview (1903)
- Gay (Lenton)
- Grayson (Wild Cat)
- IXL
- Langston (1891)
- Lima (1907/1919)
- Red Bird
- Rentiesville (1903)
- Summit
- Taft/Twine (1903)
- Tatum
- Tullahassee
- Greenwood (1905)
- Vernon
- Arkansas Colored
- Northfolk Colored
- Canadian Colored

Texas (Houston Area)

- Bordersville
- Independence Heights/
Studewood
- Chaneyville
- Tamina
- Dewalt

- Sunnyside
- Acres Homes
- Timbercrest
- Riverside Terrace
- Freedmen's Town
- Frenchtown
- Kashmere Gardens
- Butler's Crossing
- Hufsmith
- Green Pond
- Kendlton
- Trinity/Houston Gardens
- Chenango
- Riceville
- Barret Station
- Pleasantville
- East End Galveston
Island
- Kohrville
- Ames
- Prairie View/Alta Vista
- Northshore
- Piney Point
- South Union/Greater OST
- South Park
- Sandy Point
- Hiram Clarke
- Lake Jackson
- Camp Logan
- Harrisburg
- Freeport
- Dugan
- Madeley Quarters
- East Gate

ALL-BLACK TOWNS



The Greenwood District was a center of Black progress, but it was not the only one in the early 20th century. Greenwood was one of an estimated 60 All-Black Towns established 1865-1925 in the Twin Territories around what is now Oklahoma.

Freedmen founded most of these towns in what was then called Indian Territory. Freedmen were African-descended people who members of the Five Tribes had enslaved. The Five Tribes had sided with the Confederacy during the Civil War, for complex reasons.

When the Civil War ended in 1865, the federal government ordered the Five Tribes to give Freedmen freedom, land, and Tribal citizenship. As a result, they settled into town within the edges of Tribal lands. Their full citizenship and freedom set these Freedmen apart from many Southern Black migrants. Over time, tension grew between those two African-descended groups. Some Freedmen saw new Black migrants as threats to the homes they had made through Indigenous groups. In Boley, an All-Black Town populated by migrants, it was common for Freedmen to ride horses through the streets at night shooting out residents' windows.

Despite these conflicts, the All-Black Towns in Oklahoma thrived. This success is in part because of the support of wealthy entrepreneurs and politicians like **Edward P. McCabe**. McCabe played a significant role in establishing Langston, Oklahoma, the first of these towns. He even started a Historically Black College called Langston University. He founded a newspaper called the *Langston City Herald* to encourage more Black individuals to settle in the area. McCabe envisioned an All-Black state in Oklahoma and aimed to become its first Governor. When asked why Black people would choose Oklahoma rather than a southern state, McCabe responded:



Edward P. McCabe.
Courtesy of the Kansas
State Historical Society.

We desire to get away from the associations that cluster about us in the Southern States. We wish to remove from the disgraceful surroundings that so degraded my people, and in the new territory in Oklahoma show the people of the United States and of the world that we are not only loyal citizens, but that we are capable of advancement, and that we can be an honor to those who owned us as chattels, but disavowed us as sons and daughters. We are willing to abide by that decision, in a new country, on new lands, with a climate suited to our race, we desire to show you that we are men and women capable of self-government and loyal enough to add strength to the Government. (Johnson 2002, 40)

McCabe and other supporters of the **All-Black Town Movement** embraced **Booker T. Washington's** concept of economic self-determination. Washington believed that technical training and skilled labor would bring African Americans economic independence. He thought racial harmony could be possible if Black individuals had the freedom and opportunity to train, live, and work together. He outlines his ideas in his essay "**Industrial Education for the Negro.**"

Despite this, Washington faced criticism for accepting segregation and the Jim Crow system. **W.E.B. Du Bois**, another leader in the Civil Rights movement, disagreed with Washington. Du Bois wanted more immediate action to achieve social and political equality. He believed that educated Black leaders, called the "**Talented Tenth**," would uplift the entire race.



*Portrait of Booker T. Washington, ca 1905-1945
Courtesy of the Library of Congress.*



*Portrait of W.E.B. Du Bois, ca. 1919
Courtesy of the Library of Congress.*

They had different views, but both Washington and Du Bois were important in shaping the All-Black Town Movement. These towns provided a safe haven for Black individuals. They offered support, education, cooperation, economic opportunities, security, and most importantly, freedom. The stories of these towns show the determination and strength of the Black community during this time.

COMPREHENSION QUESTIONS

ALL-BLACK TOWNS

How and why did Black migrants pose a threat to Black Indigenous identity?

Who was Edward P. McCabe? Why is his story important?

What were the key characteristics of the All-Black Town Movement?

How did the philosophies of Booker T. Washington and W.E.B. Du Bois differ? How were they alike?

Based on what you've learned so far, how do you think the philosophies of Booker T. Washington and W.E.B. Du Bois shaped the development of the Greenwood District?

COMMEMORATIVE GREEN BOOK PROJECT

ALL-BLACK TOWNS

The Negro Motorist Green Book (1936-1966) was a guidebook created so African Americans could travel safely throughout the United States and abroad. Published annually by Victor H. Green—a Black postal worker from New York—the book provided a comprehensive list of cities and establishments that served African Americans. With the help of his guidebook, Black travelers found hotels, boarding houses, restaurants, taverns, night clubs, garages, service stations, beauty and barber shops, and other establishments to visit during a heightened period of racial discrimination and violence against African Americans.

IMAGINE if this resource existed for the African American migrants moving throughout the country between 1865 and 1925. How would it have impacted the All-Black Town Movement? Would it have increased the likelihood of an All-Black state?

SELECT one All-Black Town founded during the All-Black Town Movement:

- [Map of Black Towns](#) - Cymone Davis, Next Leadership Development
- [Resilient Black Towns](#) - Dr. Alicia Odewale, #2892MilesToGo
- [All Black Towns of Oklahoma](#) - Marcus Young, Oklahoma SHPO

RESEARCH the businesses, services, and resources available in your chosen town, gathering *three primary sources* and *two secondary sources* and organizing your findings in the provided research templates.

CREATE a visitors' guide and directory for your town based on your research using the provided Green Book template, or by creating your own.

COMBINE your entry with your classmates to create a *Commemorative Green Book* that highlights the United States' All-Black Towns that became safe havens for African American migrants during this period.

BOOKS

- Crockett, Norman L, *The Black Towns*. 1969.
- Johnson, Hannibal B, et. all, *Acres of aspiration: The All-Black Towns in Oklahoma*, 2020.

DIGITAL RESOURCES

- [New York Public Library Digital Collections](#) — the Green Book
- State Historical Societies
- [State Historic Preservation Offices](#)
- [The Library of Congress](#)
- [Chronicling America: Historic American Newspapers](#)
- [Directory of U.S. Newspapers in American Libraries](#)
- [The National Archives and Records Administration](#)
- [Texas Freedom Colonies Project](#)

GREEN BOOK RESEARCH ORGANIZER

ALL-BLACK TOWNS

| | |
|-------------------------------------|--|
| Source (Title, Author, Year) | |
| Primary or Secondary | |
| Source Description | |
| Business Information | |

GREEN BOOK RESEARCH EXAMPLE

ALL-BLACK TOWNS

| | |
|-------------------------------------|--|
| Source (Title, Author, Year) | <i>Langston City Herald</i> , June 15, 1893 |
| Primary or Secondary | Primary |
| Source Description | <p><i>The Langston City Herald</i> was founded in 1891 by Edward P. McCabe, becoming the first weekly African-American newspaper in Oklahoma Territory. It was widely circulated throughout the South and Southwest and was crucial to African American Settlement in Oklahoma. This issue includes several ads for businesses in Langston as well as a plat map of available plots of land for settlement.</p> |
| Business Information | <ul style="list-style-type: none">• Saloon - Armstead and Stroud - Washington Blvd• Drugstore - H. Gephart - Washington Blvd• Physician and Surgeon - Dr. A.J. Alston - Washington Blvd• The Clothiers - Hazelwood and Walker - "4 doors west of the Post Office"• Blacksmith - C.B. Black - Washington Blvd• Harness and Saddlery - Holden and McAdams - "2 doors east of Post Office"• General Store - "Staple and Fancy Groceries" - Irvin Green- Washington Blvd |

LANGSTON CITY, OK

Welcome to Langston City, Oklahoma!—Oklahoma’s FIRST distinctively African American city. Founded on October 22, 1890 by Edward P. McCabe, our town is home to the famous hub of higher education, Langston University and boasts over twenty five Black-owned businesses to meet your every need. Take a stroll along Washington Blvd and pay our business block a visit. You’re sure to find what seek among our hotels, clothing stores, restaurants, groceries, churches, physicians, lawyers, pharmacists, and more. Read all about our town enterprises in our weekly newspaper: *The Langston City Herald*.



Langston University students and faculty ca. 1898–1903.

SERVICES

- Dr. A J Alston, Physician - 444 Washington Blvd.
- D. J. Wallace, Attorney - Bond St.
- Post Office - Washington Blvd.

CHURCHES

- Missionary Baptist Church
- Presbyterian Church Methodist church

GROCERIES/RESTAURANTS

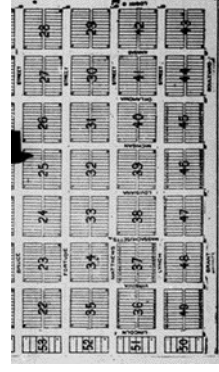
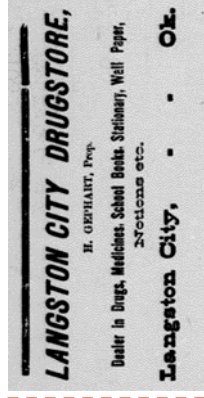
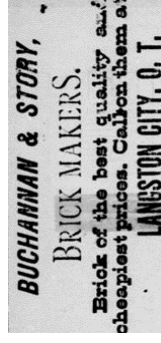
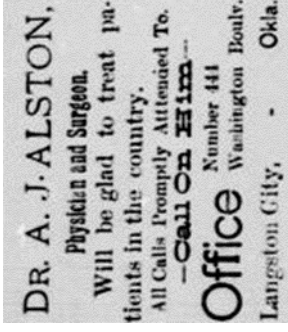
- The Leader Grocery - 1 door west of post office
- Robinson & Clark Grocery - Bond St. B12 No. 198
- Auther and Clark - 555 Washington Blvd.

HOTELS

- Langston Hotel
- 2nd Street

SHOPPING

- Williams and Clarke
- Washington Blvd.



Dreaming of a home in Langston City? Visit one of our real estate agents on Bond Street.

IMAGINING BLACK WALL STREET

GREENWOOD ARCHAEOLOGY CURRICULUM



Time Suggestion: 90-135 min. for intro. and presentations, projects at home

OVERVIEW AND OBJECTIVES

In this lesson, students will explore entrepreneurship, industry, and mutual aid. Greenwood's commercial district was home to businesses, entertainment, schools, and over a dozen Black churches. Adopting the entrepreneurial spirit of the Oklahoma land promoters and the Greenwood pioneers, students will simulate the work of a Social Media Manager. They will perform a SWOT (strengths, weaknesses, opportunities, threats) analysis of a chosen Greenwood business and pitch a marketing plan to increase public awareness and sales.

MATERIALS

- [Mozilla Franklin Jones interview](#) (Tulsa Historical Society)
- *Imagining Black Wall Street* reading
- Business Pitch organizer
- Business Pitch grading rubric
- [Tulsa Colored Business Directory](#) from *The Tulsa Star*, April 3, 1920

SUPPLEMENTARY MATERIALS

- [The Tulsa Star](#) (1913-1921)
- [Polk-Hoffhine Directory Co.'s Tulsa City Directory](#) (1910)
- [Polk-Hoffhine Directory Co.'s Tulsa City Directory](#) (1920)
- [Polk-Hoffhine Directory Co.'s Tulsa City Directory](#) (1921)
- [#TulsaSyllabus: The Rise of Greenwood](#)
- [The Tulsa Historical Society](#)

FOCUS QUESTIONS

How did the entrepreneurial spirit shape the development of Tulsa's Greenwood District?

How did Black Tulsans create an economically independent community?

C3 FRAMEWORK ALIGNMENT

IMAGINING BLACK WALL STREET

SOCIAL STUDIES GRADES 9-12

- **D2.Geo.8.9-12. Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.**
- D2.His.8.9-12. Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.

COMMON CORE ALIGNMENT

IMAGINING BLACK WALL STREET

SOCIAL STUDIES GRADES 11-12

| | |
|---|--|
| Key Ideas and Details | 1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. |
| Integration of Knowledge and Ideas | 7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. 9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. |
| Writing: Text Types and Purposes | 2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. |
| Production and Distribution of Writing | 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| Writing: Research to Build and Present | 9. Draw evidence from informational texts to support analysis, reflection, and research. |

COMMON CORE ALIGNMENT

IMAGINING BLACK WALL STREET

ELA 11-12

| | |
|---|--|
| Reading Standards for Informational Text | 5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. |
| Research to Build and Present Knowledge | 7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. 8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |
| Presentation of Knowledge and Ideas | Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. |

INSTRUCTIONAL SEQUENCE

IMAGINING BLACK WALL STREET

TEACHER PREP

1. Create a classroom TikTok or Instagram account for your students to upload their projects. Use #GreenwoodBusinesses and #GreenwoodArchaeologyCurriculum to share your work with students across the nation.
2. Print copies or project image of the [Tulsa Colored Business Directory](#) for students.

ICEBREAKER

1. Play the audio recording of the oral history interview of [Mozilla Franklin Jones](#) from 0:00-3:45m.
2. Invite students to respond to the following prompt: if you were a Greenwood entrepreneur, what business would you own, and why? What goods and services would you offer to your community? How would you market your goods and services to your target clientele?

ACTIVITY

1. Read the *Imagining Black Wall Street* reading as a class.
2. Instruct students to select a business from the [Tulsa Colored Business Directory](#). Encourage students to select a business that aligns closely with their own interests and passions.
3. Review the Imagining Black Wall Street Pitch Organizer as a class.
4. Allow students 1 class period to conduct brand research and perform a SWOT (strengths, weaknesses, opportunities, threats) analysis. Other research and presentation preparation can be done at home if needed. Allow 1-2 class periods for students to present.

DEBRIEF AND DISCUSS

1. Reflect on this assignment. From your experience, what makes a successful marketing campaign?
2. How did the entrepreneurial spirit shape the development of Tulsa's Greenwood District?
3. How did Black Tulsans create an economically independent community?

IMAGINING BLACK WALL STREET



Tulsa's Greenwood District was a remarkable place. It spanned 36 blocks and was a thriving community where Black people had created their own space. Inspired by the ideas of Booker T. Washington, they believed in community harmony, self-improvement, and financial independence. One resident, Mozilla Franklin Jones, saw how the district grew from Deep Greenwood to Pine Street, making its presence felt throughout Tulsa. She described the district as "booming and very alive, and it continued to grow" (Tulsa Historical Society). In Greenwood, there were countless successful Black-owned businesses, all contributing to the vibrant atmosphere of Greenwood. Mabel B. Little described the district:

Black businesses flourished. I remember Huff's Cafe on Cincinnati and Archer. It was a thriving meeting place in the black community. You could go there almost anytime, and just about everybody who was anybody would be there or on their way. There were also two popular barbeque spots. Tipton's and Uncle Steve's. J.D. Mann had a grocery store. His wife was a music teacher. We had two funeral parlors, owned by morticians Sam Jackson and Hardel Ragston. Down on what went by the name of "Deep Greenwood" was a clique of eateries, a panorama of lively dance halls, barber shops and theatres glittering in the night light, and a number of medical and dental offices. (Eulinberg 2021, 104)

The community of Greenwood offered a wide range of services and businesses for its residents. People could find everything they needed, from healthcare to trades and technical services to arts and entertainment. Doctors, dentists, lawyers, ministers, brick masons, barbers, hairdressers, and other skilled workers were all present in the district. On Thursday evenings, Black domestic workers who worked for white families in Tulsa would come to Greenwood Avenue to spend their wages.

Education was also valued in Greenwood, with the first African American school in Tulsa being founded there in 1905. In 1910, Paul Lawrence Dunbar School was erected for grades 1-8. In 1913, Booker T. Washington High School was built. Booker T. Washington High School became a central part of Black life in Greenwood.

Let's take a moment to imagine what a historic business from Greenwood would look like now. Researching one of these businesses can give us a glimpse into the past and help us appreciate the legacy of Greenwood. Historic Greenwood's success as a business district can be attributed to the relentless promotion and targeted advertising by its many Black entrepreneurs. From word of mouth and door-to-door marketing to national news coverage, Greenwood business owners marketed their goods and services, gaining renown and popularity across the country.

Today, Social Media Managers continue this tradition in virtual space. Imagine you are a Social Media Manager for a marketing firm that is trying to secure a Historic Greenwood business as a new client. First, select a business to represent using the Tulsa Colored Business Directory printed in *the Tulsa Star* on April 3, 1920. Then, develop a 5-minute social media campaign pitch that will catapult this business into the 21st century, increasing its brand awareness and reviving its consumer sales. Your pitch to the marketing firm should include:

BRAND & MARKET RESEARCH about the business to understand the company's history, mission, goods and services provided, and target consumer demographic. The supplementary materials may help you.

A SWOT (strengths, weaknesses, opportunities, threats) **ANALYSIS** to assess the business' performance potential in order to develop a strategic marketing plan.

DRAFTED CONTENT with a minimum of three assets, each of a different media type—video, photo, infographic, challenge, etc.—that attract new customers to the historic business.

A CONTENT CALENDAR that shows when will you post. Consider your target demographic.

BUSINESS PITCH ORGANIZER

IMAGINING BLACK WALL STREET

| | | | |
|--|--|----------------|----------|
| Business name: | | Location: | |
| Goods, services, and mission: | | | |
| Target market (consumer/customer/audience demographics): | | | |
| Strengths: | Weaknesses: | Opportunities: | Threats: |
| Post types (pick 3): <ul style="list-style-type: none">• Video• In-feed post• Infographic• Call to action• Other | Post descriptions: 1. 2. 3. | | |
| Content calendar (when are you posting and why?): | | | |

BUSINESS PITCH GRADING RUBRIC

IMAGINING BLACK WALL STREET

Group presenting:

| Business name: | Strongly disagree (1-2) | Disagree (3-5) | Agree (6-8) | Strongly agree (9-10) |
|---|------------------------------------|---------------------------|------------------------|----------------------------------|
| Brand Research: The group explained the business, including the products, services, and demographics. | | | | |
| Market Research: The group identified their target consumer market by examining prior advertising and marketing materials. | | | | |
| SWOT Analysis: The group identified the business's strengths, weaknesses, opportunities, and threats. | | | | |
| Drafted Content: The group drafted content endorsing the business using three different post types that were engaging and effective. | | | | |
| Content Calendar: The group created a calendar of strategic content posts, taking target demographics into account. | | | | |
| The pitch was well organized and presented within 5 minutes. | | | | |

A DREAM DEFERRED

GREENWOOD ARCHAEOLOGY CURRICULUM



The 1921 Tulsa Race Massacre, a horrific event in American history, did not occur in isolation. It was fueled by a confluence of factors, including the aftermath of World War I, the widespread racial violence of the "Red Summer" in 1919 and beyond, the rise of an emboldened Ku Klux Klan, and simmering racial tensions in Tulsa itself. Black Americans, who had fought bravely in the war, returned home to a nation that still denied them full citizenship and equality. The Red Summer, marked by a series of violent race riots across the country, further heightened racial anxieties and prompted calls for self-defense within the Black community. In Tulsa, a series of violent incidents eroded trust in law enforcement and fueled fears of mob violence.

The spark that ignited the massacre was an accusation against a young Black man, D. Rowland. Sensationalized news reports in *the Tulsa Tribune* fueled racial tensions, and a mob gathered outside the courthouse, anticipating a lynching. Despite the lack of evidence of D. Rowland's guilt, the city's white community was consumed by anger and prejudice.

In response to the escalating threat of lynching, a group of armed Black men, many of whom were veterans of World War I, marched to the courthouse to protect Rowland. The police chief, however, dismissed their concerns and urged them to return home. As the mob grew, Black Tulsans returned to the courthouse, only to be met with further rejection and hostility. A confrontation ensued, and shots were fired, marking the beginning of the attack.

White rioters, armed with stolen weapons, descended upon the Greenwood District, a thriving Black community known as "Black Wall Street." They set fire to homes and businesses, and the district was engulfed in flames. The massacre lasted for two days, during which Black residents were subjected to brutal violence, looting, and murder. The rioters, including children, were emboldened by a sense of racial superiority and a belief in vigilante justice.

The aftermath of the Tulsa Race Massacre was devastating. The Greenwood District was reduced to ashes, and thousands of Black residents were left homeless. The city's response was one of indifference and even complicity, as Black people were rounded up and confined while white perpetrators were allowed to go free. The massacre left a lasting legacy of trauma and injustice, and its story serves as a stark reminder of the enduring struggle for racial equality in America.

In the following lessons, students will use a variety of primary and secondary sources to explore the documentation of the event. This historical research is one step in the process of an archaeological investigation.

Reminder that the subjects of these lessons are potentially traumatic. We strongly encourage classes to work through the “Living the Dream” unit before this one and follow with the “Restoring the Dream” unit after unless you have your own plan to prepare beforehand and help students decompress and reflect after. Please refer to the Trauma-Informed Companion Guide included at the beginning of this curriculum for more information.

STORIES OF SURVIVAL

GREENWOOD ARCHAEOLOGY CURRICULUM



Time Suggestion: 45 min.(finishing reading and listening at home as needed)

OVERVIEW AND OBJECTIVES

The Tulsa Race Massacre was a horrific event that unfolded in the Greenwood district of Tulsa, Oklahoma from May 31 to June 1, 1921. In situations where historical records are incomplete, collective memory becomes an invaluable tool. This lesson will engage students in exploring the attack through the lens of personal experiences. They will listen to and read transcribed oral history interviews from firsthand witnesses of the tragedy. By analyzing these accounts, students will identify key sites of memory and events that hold significant historical and emotional weight. Bringing together individual narratives can shed light on these events and their lasting impacts for the community.

MATERIALS

- *From the Survivors' Mouths* excerpt packet
- [Otis Clark interview](#) (Oklahoma Historical Society)
- [William Danforth Williams interview](#) (Tulsa Historical Society)
- [Wess and Cathryn Young interview](#) (Oklahoma Historical Society)
- Survivors' stories organizer worksheet

FOCUS QUESTIONS

What collective memories about place have been preserved and passed on about the attack on Greenwood in 1921?

C3 FRAMEWORK ALIGNMENT

STORIES OF SURVIVAL

SOCIAL STUDIES GRADES 9-12

- **D2.His.6.9-12. Analyze the ways in which the perspectives of those writing history shaped the history that they produced.**
- D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
- D2.His.5.9-12. Analyze how historical contexts shaped and continue to shape people's perspectives.
- D2.His.8.9-12. Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.
- D3.1.9-12. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

COMMON CORE ALIGNMENT

STORIES OF SURVIVAL

SOCIAL STUDIES GRADES 11-12

| | |
|---|--|
| Key Ideas and Details | <p>1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> |
| Craft and Structure | <p>5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p>6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p> |
| Integration of Knowledge and Ideas | <p>9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> |

ELA 11-12

| | |
|------------------------------|--|
| Key Ideas and Details | <p>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> |
| Craft and Structure | <p>6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p> |

**Integration of
Knowledge and
Ideas**

2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

INSTRUCTIONAL SEQUENCE

STORIES OF SURVIVAL

TEACHER PREP

1. Read and listen to testimonies in preparation
2. Print or provide digital copies of the *From the Survivors' Mouths* excerpts packet (1 per student)
3. Print the survivors' stories organizer worksheet (1 per student)
4. Provide students with links to audio interviews

ICEBREAKER

Ask students how do emotions impact our own experiences and our memories of an event? How can we use recorded memories to help us preserve history? Whose memories do we record?

ACTIVITY

1. Provide students with *From the Survivors' Mouths* excerpts packet.
2. Instruct students to read and annotate each account, highlighting sites and areas for potential archaeological sites. If available, students can use different color highlighters to group their annotations into themes.
3. Instruct students to complete the Survivors' Stories organizer chart for each interview excerpt.
4. Either in class or at home, students will listen to one of the provided audio interviews.
5. Instruct students to continue their Survivors' Stories organizer chart while listening. Students should record locations reported to have historical importance and relevance.

DEBRIEF AND DISCUSS

1. What locations appeared most frequently in these survivor accounts?
2. What were important places of refuge and safety? Why were those places significant?
3. What were major sites of violence and conflict? Why were those places significant?
4. How might the experiences of the Black Tulsans who survived this attack change their relationships with the places they mentioned?
5. How did the Tulsa Race Massacre alter the Greenwood District's landscape?

FROM THE SURVIVORS' MOUTHS



Oral histories are collections of stories, memories, voices, and personal commentaries on events of historical significance that have been shared over time, by word of mouth. Oral history is both the oldest type of historical record, predating the written word, and one of the most modern, preserved with recorded interviews. Oral histories become particularly important when other types of evidence of the past are lost or erased. Written testimonies and recorded interviews from the survivors of the attack on Greenwood in 1921 preserve their memories.

Reporting at the time by the *Tulsa Tribune* is credited and criticized for inciting the mob violence that ransacked the All-Black Greenwood District during the Greenwood Massacre from Tuesday, May 31 to Wednesday, June 1, 1921. Multiple oral history interviews mention a *Tulsa Tribune* article with the headline "To Lynch Negro Tonight" as a primary catalyst for the violence against the Black residents. No known copy of the text of the article exists in the historical record. In the archived, microfilmed copy of the May 31st *Tulsa Tribune* issue, it appears that a front page editorial was removed. In instances like this where the historical record has gaps, recorded memories can help us better understand what people witnessed and experienced at the time.

Read the testimonies below, then choose one audio interview to listen to from the links provided. While reading and listening to the stories of the survivors of the Greenwood Massacre, think about the places and objects they reference. Take note of locations, what they experienced there, and what archaeological materials might be left behind at these sites. These stories include descriptions of violence and terror. It is important to reflect on the emotions the interviewees experienced at the time, the emotions they may have felt in recalling those events for the interview, and the emotions you feel when reading and listening to them.

MARY E. JONES PARISH

"The Frisco tracks and station form a dividing line between the business section of White Tulsa and Black Tulsa. It was here that the first battle was staged. Like mad bulls after a red flag or blood thirsty wolves after a carcass, so did these human wolves called men rave to destroy their fellow citizens. But these brave boys of ours fought gamely and held back the enemy for hours. Owing to the shortage of ammunition they were forced to retreat from Cincinnati, and immediately the advancing force began to pillage and burn that section. About 1 :30 o'clock the firing had somewhat subsided and it was hoped that the crisis had passed over. Someone on the street cried out, "Look, they are burning Cincinnati!" On looking we beheld columns of smoke and fire and by this we knew that the enemy was surging quickly upon Greenwood."

"Looking south out of the window of what then was the Woods Building, we saw car loads of men with rifles unloading up near the granary, which was located on the railroad tracks near First Street. Then the truth dawned upon us that our men were fighting in vain to hold their dear Greenwood..."

After watching the men unload on First Street where we could see them from our windows, we heard such a buzzing noise that on running to the door to get a better view of what was going on, the sights our eyes beheld made our poor hearts stand still for a moment. There was a great shadow in the sky and upon a second look we discerned that this cloud was caused by fast approaching aeroplanes. It then dawned upon us that the enemy had organized in the night and was invading our district the same as the Germans invaded France and Belgium. The firing of guns was renewed in quick succession. People were seen to flee from their burning homes, some with babes in their arms and leading crying and excited children by the hand; others, old and feeble, all fleeing to safety...By this time a machine gun had been installed in the granary and was raining bullets down on our section."

"...so we placed our trust in God, our Heavenly Father, who seeth and knoweth all things, and ran on out Greenwood in the hope of reaching a friend's home who lived over the Standpipe Hill in the Greenwood Addition. As I neared the hill I could see homes on Eastern and Detroit burning, and also discovered that the enemy had located on the hill and that our district was entirely surrounded. We thought that we were leaving the firing behind, but found that our danger was increasing for a machine gun was located on the hillside. As we neared the addition we caught up with other people fleeing in the same direction. We finally reached my friend's home, but to our disappointment we found that she and her family had fled after watching for me all through the night. I then decided to follow the crowd in the hope of reaching safety. On and on we went toward the section line, the crowd growing larger and larger. The question on every lip when a newcomer from town would arrive was, "How far had they burned when you left town?"

Excerpts from "Events of the Tulsa Disaster" in *The Nation Must Wake*.

A. J. NEWMAN

"I was living on Williams Street and was at home on the night of the 31st. I went on the street and met about seven women running for refuge from Archer and Greenwood Streets and that section of town. I watched over them at my house throughout the night. When morning came and the firing started they again ran for safety, leaving my wife, three children—a baby and two elder children—and myself. I continued to watch over my family until about 8 o'clock A.M., when the two elder children, a girl and a boy, fled northward for safety, leaving my wife, baby, and me. My wife not being well, I remained at home amid the shower of bullets from the hill. We opened the house, raised the curtain and shades and stayed in sight as near as possible amid the bullets—we would appear on the porch. To the best of my ability I kept all males from the

house. Then a bunch of Whites came down from the hill. My wife and I ventured out amidst the valley of fire, met them about a block from home and told them that my wife was sick and I did not want to leave her. They had me raise my hands and searched me. I was bareheaded—one did not want me to even get my hat, but my wife threw it to me. The Lieutenant who is leading them, assured me that my wife and baby would be safe and that my home would not be molested. Then I was marched to the top of the brick yard hill and there I was called all kinds of names by boys from 10 years to men of 60. Then I was loaded on the truck and carried to the corner of Boulder and Brady Streets and here I was taken off the truck and searched again, cursed, and called all kinds of names in the language of "Take your hat off," "Throw up your hands," "Be submissive and obey to the letter." Even boys of 10. I obeyed."

Excerpts from "Events of the Tulsa Disaster" in *The Nation Must Wake*.

J. C. LATIMER, ARCHITECT AND CONTRACTOR

"On Tuesday evening, May 31st. 1921, I was called and told of some mail that was at 500 N. Detroit Ave. When I reached this point I was told of the differences between the two races. Then it was beginning to get warm, which made it dangerous for me to return to my home in the Addition, so I remained on Detroit Ave. all night. I saw people of all descriptions going up and down the street, and most of them were armed. Early in the morning, between 5 and 6 A.M. a "Riot Call" was given; that is, the City whistle gave one long blow and then looking through the windows I could see the Whites, armed with high-powered rifles, coming from the hill and surrounding the Colored district."

"Viewing the rear of the house I could see men and boys swarming around the Colored people's homes, while others looted and burned the homes of my people. Watching with my two companions at how my people were treated, it occurred to me to remain there as long as possible, which I did. After seeing most of the property that was near me burned, I surrendered with my companions, knowing that all [the] windows and doors had been shot out and it fell to our lot to come out."

Excerpts from "Events of the Tulsa Disaster" in *The Nation Must Wake*.

DR. S. P. THOMPSON

Dr. S. P. Thompson, one of the prominent druggists of Tulsa, and who before the fire of last Wednesday morning, owned one of the finest drug stores in the southwest, employing six clerks, tells an awful story of what happened to him. His place was located at 23 Cincinnatti. "I stid up all night," said the doctor." "Smither- man, Rev. Johnson and many others. were calling me every few minutes. I was right up near where the first trouble started and they were calling me to find out if any new disturbance had or was developing. Nothing special happened around my place until about seven o'clock in the morn-ing. in broad daylight, the home guards in uniform came to my place and ordered me out. I asked them what they were going to do but all

the response that I could get was SHUT UP. As they led me out of the front door and made me get in the car, the mob of men who had already been upstairs and pillaged it, came down and broke in the back door of my place, in plain view they broke open my cash register, then leaped for my safe. They had crow bars and such things as seemingly would easily permit them to prize open any thing. Before they took me away from my own door AND IN THE PRESENCE OF THE MEN WHO HAD ME IN CHARGE WHO WERE IN UNIFORM, they took over \$400,00 out of my safe, part of which belonged to the American Express Company. The HOME GUARDS STARTED SETTING FIRE AT BOSTON AND GREENWOOD, INCLUDING MY PLACE. They shouldered their rifles and marched in military formation up Boston, going north. Of course, I know that they say they did not use the machine guns on the Negroes but you will find upon investigation that they did sweep that whole valley with a deadly fire from two Browning machine guns. I was told that they got the machine guns from the police department. They had about thirty looters in jail before I left. One of them was a white woman. Why those cowardly murderous thieves carried some of Harry Abbot's furniture all the way over into West Tulsa. I went with him to help recover some of it. A large portion of Harry's stuff was found in the houses across the street on Detroit. Many would refuse to give up what they had taken but most of the folk, when they began to realize that all of the homes were going to be searched, made believe that they had the stuff for safe keeping for the folk whose homes had been burned."

Dr. Thompson went on to tell about the killing of Dr. Jackson. He said that Dr. Jackson was running up out of the cellar of his home with his hands up in the air, two loads of buck shot was poured into his body by a white lad about sixteen years old, He was carted to Convention hall and dumped out without any attention. He bled to death from loss of blood. By far the most sickening and brutal phase of the whole riotous morning developed when the men in the air-planes discovered that there were hundreds of Negroes out in the country, fleeing for their lives. These hell-batchers, according to Dr. Thompson. would swoop down on defenseless black men, women and children and rain a hail of deadly lead into their midst. Dr. R. R. Robertson and his wife, who was one of the best trained nurses in the city had fled to the country. They were pursued by the men in air planes and in automobiles. They missed being killed by leaping into a creek and laying in the water all day with nothing out but their nose and mouth. This story is vouched for by Dr. Thompson. Dr. D. A. Wayne another prominent physician, was also pursued in the same way. He and wife had to hide in the bushes for many long, long hours.

The Black Dispatch, June 10, 1921, page 8. Courtesy of the Oklahoma Historical Society.

MRS. IRENE SCOFIELD

"No. I don't remember anything," said Mrs. Irene Scofield, who used to reside at 401 East Archer, Tulsa. "Earley in the evening when there was first talk of trouble, I and about forty others started out of the town. and walked to a little town about fifteen miles away. Most of them staid down there on the railroad that night, but I began to

worry about my hus-band who had not returned from work before I left, so I started back on the long walk towards home. When I reached Tulsa it was quiet but trou-ble started soon after. I met a girl I knew on the way back and persuad-ed her to return into that awful trou-ble. I heard the people say as we fled that they were dropping things from airplanes. I know that they did come to my house and sprinkle some-thing around and then lighted the fires with torches. When they march-ed us up to the Frisco tracks the wall next to the Katy tracks of the Wil-liams Confectionery was still stand-ing. It seemed as though it was all a dream, it was so horrible. I could not bring myself to believe that I was alive and that white people were act-ing as they were. Men were prodding me in the side with guns and as we stepped up on the Frisco tracks, on our way to Convention hall, I saw two black men lying on the tracks, their intrails were scattered all over the rails and cross ties. White wo-men were clapping their hands. It was a most awful experience that I shall never forget to my dying day."

The Black Dispatch, June 10, 1921, page 8. Courtesy of the Oklahoma Historical Society.

AUDIO INTERVIEWS

Choose one of the following to listen to:

- Otis Clark: Chapters 1-4 (18 minutes)
- William Danforth Williams (21 minutes)
- Wess and Cathryn Young: Chapters 1-7 (36 minutes)

SURVIVORS' STORIES ORGANIZER

STORIES OF SURVIVAL

| Survivor | Sites of Memory |
|--------------------------------------|------------------------|
| Mary E. Jones Parish | |
| A.J. Newman | |
| J.C. Latimer | |
| Dr. S.P. Thompson | |
| Mrs. Irene Scofield | |
| Otis Clark | |
| William Danforth Williams | |
| Wess and Cathryn Young | |

SURVIVORS' STORIES EXAMPLE

STORIES OF SURVIVAL

| Survivor | Sites of Memory |
|----------------------------------|---|
| Mary E. Jones Parish | Frisco Tracks and Station Cincinnati Ave Woods Building Granary on railroad tracks near First St Standpipe Hill Greenwood Addition Eastern and Detroit Section line |
| A.J. Newman | Williams Street Archer & Greenwood Streets safety northward the hill brickyard hill Boulder & Brady Street |
| J.C. Latimer | 500 N. Detroit Ave. [Greenwood] Addition City Whistle the hill Detroit Ave. |
| Dr. S.P. Thompson | 23 Cincinnati Ave home guards set fire at Boston and Greenwood Detroit Convention Hall |
| Mrs. Irene Scofield | 401 E Archer Frisco Tracks Katy Tracks Williams Confectionery Convention Hall |
| Otis Clark | Hartford School (block or so off Archer) Booker T. Washington School Greenwood Ave lived on 802 Archer St. Drexel Building, 319 S M Frisco Train |
| William Danforth Williams | County Office/Sheriff Building Standpipe Hill Convention Hall / Municipal Theater Pine St Greenwood [Drexel] Building 3rd and Main (downtown) Dreamland Theater Greenwood & Easton Greenwood & Archer Frisco Tracks to Main Street alleys Frankfort Elgin |
| Wess and Cathryn Young | Greenwood go North on Greenwood Berry's Park, far north, almost to Apache. 3-4 blacks from Apache Oaklawn Cemetery, 11th and Peoria Convention Hall Fairgrounds (15th & Hill), now on 21st) Monica's Catholic School Carver School Booker T Washington High School |

BLACKOUT BLACK WALL STREET

GREENWOOD ARCHAEOLOGY CURRICULUM



Time Suggestion: 45-90 min.

OVERVIEW AND OBJECTIVES

The events of the attack on Greenwood received local and nationwide press coverage. Reflections on and reactions to the massacre range from outrage to pride. In the Blackout Black Wall Street activity, students will use blackout poetry to analyze primary accounts of the massacre from opposing perspectives. With this exercise, students will zero in on language to understand the perspectives, racial attitudes, and cultural climate of Tulsa during and immediately following the massacre and examine how perspective shapes the presentation and understanding of historical events.

MATERIALS

- Black permanent markers
- *Blackout Black Wall Street* reading (1 per student)
- Printed copies of newspaper articles (1 per small group)

FOCUS QUESTIONS

How does the perspective of the media shape the presentation and understanding of historical events like the Tulsa Race Massacre?

C3 FRAMEWORK ALIGNMENT

BLACKOUT BLACK WALL STREET

SOCIAL STUDIES GRADES 9-12

- **D2.His.6.9-12. Analyze the ways in which the perspectives of those writing history shaped the history that they produced.**
- D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
- D2.His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.
- D2.His.8.9-12. Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.
- D3.1.9-12. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

COMMON CORE ALIGNMENT

BLACKOUT BLACK WALL STREET

SOCIAL STUDIES GRADES 11-12

| | |
|---|--|
| Key Ideas and Details | <p>1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> |
| Craft and Structure | <p>5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p>6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p> |
| Integration of Knowledge and Ideas | <p>9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> |

ELA 11-12

| | |
|------------------------------|--|
| Key Ideas and Details | <p>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> |
| Craft and Structure | <p>6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p> |

Comprehension and Collaboration

2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone

INSTRUCTIONAL SEQUENCE

BLACKOUT BLACK WALL STREET

TEACHER PREP

1. Provide markers for each student.
2. Print *Blackout Black Wall Street* readings and articles.

ACTIVITY

1. Read the *Blackout Black Wall Street* reading handout as a class.
2. Group students into 5 groups. Assign each group 2 articles of the same theme per group.
3. Instruct students to individually read their articles then complete the black out poetry activity.
4. Instruct student groups to share their work and discuss their black out choices with their small group members.
5. Small Group Questions:
 - Whose/what perspective does each article take? Whose/what perspectives are missing?
 - What was the author's intent?
 - What racial attitudes are present in each article?
 - Would you consider these to be reliable sources for learning about the events which took place at and around Greenwood? Why or why not?
6. After small groups, have students move around the room to read the blackout poetry articles from the other groups.

DEBRIEF AND DISCUSS

1. What themes and perspectives became apparent with the blackout activity?
2. What would you say of the cultural climate and racial attitudes in Tulsa at the time of the events?
3. What do you make of the perspectives of the media reports?
4. How does perspective shape the presentation and understanding of historical events?
5. What did you learn about yourself from this activity?

VOCABULARY

BLACKOUT BLACK WALL STREET

| TERM | DEFINITION |
|----------------------------|--|
| Blackout Poetry | Poetry derived from existing texts by 'blacking out' unwanted words, leaving specific letters, words, and phrases uncovered. What's left enhances or creates new meaning |
| Annotation | Comments, responses, or explanatory notes readers add to texts to support their reading comprehension |
| Key Themes | Recurring, core ideas or observations developed throughout that unify a text |
| Supporting Ideas | Arguments used to support, explain, illustrate, or provide evidence for the central theme expressed in a text |
| Perspective | Explores how an author views and experiences a particular event and/or the world |
| Tone | The author's attitude toward a topic, generally expressed through language choice and attention to detail |
| Imagery | The use of descriptive, vivid, and exact language that appeals to the senses |
| Figurative Language | Non-literal use of words to add creative meaning or explain a complicated idea. Ex. simile, metaphor, hyperbole, idiom, personification, etc. |

BLACKOUT BLACK WALL STREET



The Tulsa Tribune, a local newspaper in Tulsa Oklahoma, played a controversial role in the horrific events of the attack on Greenwood in 1921. The paper's inflammatory reporting is widely considered to have fueled the mob violence that engulfed the Greenwood district, a thriving Black community also known as Black Wall Street.

Two particularly incendiary headlines, "To Lynch Negro Tonight" and "Nab Negro For Attacking Girl in Elevator," served as a rallying cry for the mob, drawing them to the courthouse in anticipation of a lynching. *The Tribune's* role didn't end with inciting the riot; it continued to publish sensationalized accounts of the massacre in the immediate aftermath. This deliberate attempt to control the narrative was further evidenced by the destruction of *the Tulsa Star*, a Black-owned newspaper known for its advocacy of Black progress and self-defense.

Despite the efforts to silence Black voices, the Greenwood Massacre was documented in detail by both local and national newspapers. These accounts provide a chilling window into the racial tensions and violence that gripped the community during this time.

In this activity, you will use **blackout poetry** to analyze primary sources from the Greenwood Massacre. Blackout poetry is a unique form of **annotation** where readers "black out" unwanted words from a text, leaving behind a poem composed of the remaining words. What is left can reveal **key themes** and **perspectives**. This process is similar to archaeology, where researchers excavate a site to uncover hidden artifacts and stories.

As you create your blackout poems, consider the following:

- Perspectives: what perspectives are being presented in the text? Whose voices are being heard? Whose voices are being silenced?
- Racial Attitudes: what racial attitudes are reflected in the text? How do these attitudes contribute to the events of the massacre?
- Cultural Climate: what was the overall cultural climate in Tulsa during and after the massacre? How did this climate contribute to the violence?

By carefully selecting the words you leave uncovered, you can create a powerful and unique poem.

READ the article.

ANNOTATE the article:

BOX key themes and **supporting ideas**.

QUOTE words that communicate the author's **tone** and perspective.

BRACKET imagery or **figurative language** that reveals deeper layers of meaning.
BLACK OUT words you don't need. For an extra challenge, play with the blacked-out space around your chosen words/phrases to create a visual that enhances the meaning of your poem.

READ your poem. Is the message clear? Does your chosen language enhance the intent of the original? Black out any additional words and phrases that you see fit.

SHARE your blackout poem with students across the nation, upload to TikTok and use #TEXTCAVATION.

Girl Attacked By Negro Not At Home Today

Mrs. Sarah Paige, elevator operator at the Drexel building, who was attacked by Dick Rowland, negro, could not be located this morning. She had not reported for work at 10 o'clock and was not at her rooms on North Boston avenue. The story of the attack on Mrs. Paige, however, was corroborated by Mrs. Anna Green, 421 N. Main st., who saw and talked with Mrs. Paige about an hour afterward. Mrs. Green says that Mrs. Paige showed her the bruises on her arm where the negro had grabbed her and also the purse which she broke when she struck her assailant. Mrs. Paige said that when she struck him and screamed for help Rowland released her and ran.

The Tulsa Tribune, June 1, 1921, page 6. Courtesy of newspapers.com.

STORY OF ATTACK ON WOMAN DENIED

Detective Says Negro Boy
Did Nothing More Than
Seize Her Arm

FLEES AFTER SCREAM

Girl Admitted to Police That
One Published Story Was
Not True in Details

Dick Rowland, negro lad held in the county jail for safekeeping upon complaint of Mrs. Sarah Page, an elevator girl in the Drexel building, was spirited away in an automobile by officers at 8 o'clock Wednesday morning, according to a statement made by Sheriff William McCullough last night.

The only assault made by Rowland upon the girl occurred when he grabbed her arm, so James Patton, chief of detectives, says she told him Tuesday afternoon when he questioned her regarding the affair.

"When he grabbed my arm, I screamed and he fled," the girl told Patton. This is substantially the story told the police by the negro himself.

Patton, in a statement to The World Wednesday night, attributed the race riot of Tuesday night to what he termed yellow journalism.

"The police were quietly conducting an investigation of the alleged assault before taking any decided action," Patton said. "We intended in case the affair warranted it to have the negro prosecuted upon a state charge.

"But when an afternoon paper came out with a colored and untrue account, so far as we had been able to ascertain, of the entire affair, we concluded that it would be best for the safety of the negro to place him behind the bars of the county jail. The story incited such a racial spirit upon the part of the whites and under the impression that there would be a lynching the armed blacks invaded the business district. If the facts in the story as told the police had only been printed I do not think there would have been an riot whatever."

The police did not attach sufficient importance to the affair to file the name of the girl which has never been published. County Attorney W. F. Seavers stated Wednesday night that she has not yet filed any information against the negro.

The Morning Tulsa Daily World, June 2, 1921, page 14. Courtesy of newspapers.com.

WHITES ADVANCING INTO 'LITTLE AFRICA;'

With the coming of dawn this morning, following a night of race rioting and death, hundreds of armed white men in motor cars formed a circle of steel about "Little Africa," and a continuous rattle of rifle and revolver fire could be heard.

Sixty or seventy automobiles filled with armed men were in the line drawn about the black belt and there were many reports to the effect that they planned to range through the negro settlement and "clean it out."

At 5:30 the death list was estimated as high as fifteen. Though no whites were known to be killed save two unidentified men listed in *The World*, reports to police headquarters from members of the white bands who had been at "the front" between the line of armed whites and "Little Africa" said they had counted the bodies of more than a dozen negroes stretched in the streets.

While the bands of armed white men in motor cars were surrounding the negro district six airplanes were circling over the section. Scattered along the Frisco tracks and in streets immediately south were between 500 and 1,000 more armed white men. Talk of driving into "Little Africa" could be heard on all sides.

At 5:45 the white forces were pushing into "Little Africa" from the south, bands of white riflemen being reported at Elgin and Archer. They were reported to be shooting into houses and at all negroes in sight. There was no report of the extent of casualties. The negroes were not returning the fire very spiritedly, it was reported, but negro snipers were shooting from housetops and windows.

Shortly after 2 o'clock this morning, the row of frame buildings on the east side of Boston avenue north of the Frisco tracks was fired, but because there was no wind, the flames burned themselves out and did not spread to the Cincinnati avenue block which sheltered several hundred negroes.

At 3 o'clock the fire had gained sufficient headway to destroy all the buildings except the residence on the north end of the block. When this building was burned, six negroes who had been firing from the house at the whites were driven from cover and five of the six who ran from the house were killed. White men who took up their station at Archer and Boston before 3 o'clock, succeeded in pushing their line almost to Cincinnati avenue in the face of fire from the negroes. The negroes, however, made no dashes from their places of hiding and except for the firing of a few shots at intervals, did not attempt to dislodge whites in the negro section of the city.

Members of the crowd of 500 whites around the Frisco depot about 5 o'clock this morning engaged in a spirited battle with several negroes perched on housetops. However, the aim of the blacks was bad and no whites were injured, but three negroes were killed within a short space of time.

One of the blacks was perched on a two-story brick building on Archer. He raised up to fire but one of the whites with an army rifle beat him to it and the black toppled, apparently dead. The other two blacks were hiding on Archer and were dropped by the white sharpshooters.

Three other black bodies were lying near the depot at daylight this morning. Two bodies had been removed.

Tate Brady, proprietor of the Brady hotel, who was a member of white men on guard duty along North Main street all night, said he counted the bodies of five negroes.

One negro was dragged behind an automobile, with a rope about his neck, through the business district.

Reports that three Frisco switchmen and a fireman, members of a switching crew, had been shot to death by negroes because they refused to haul the blacks out of town, could not be verified.

A report from the Oklahoma hospital at 5:30 said three new wounded white men had been brought there, but that none were seriously injured. The names were not secured.

At 5:45 a negro house at Elgin and Archer was reported burning.

The Tulsa Tribune, June 1, 1921, page 7. Courtesy of newspapers.com.

\$2,500,000 Of Negro Property Is Destroyed

Tulsa, Okla., June 1, 1921 (Special)—Hundreds of black men, women and children are scattered through the bottoms of Verdi Gras River and the Arkansas, naked, barefooted, women with children in their arms and giving birth to children, are scattered everywhere as they hurry farther from their burning homes and the holocaust of bullets of the white assassins who rushed upon their defenseless homes in the wee hours of this morning, spreading fire and bullets everywhere.

Back in the charred, smoking ruins of what was once the finest business district that progressive Negroes had in the United States, two and one-half million dollars worth of homes and property, arson reigns supreme, punctured here and there by the still smoking carcasses of men, women and children.

Nothing remains. The Stratford Hotel, Red Wing Hotel, Dreamland Theatre, Dixie Theatre, Gdrley's Hotel, Tulsa Star, Oklahoma Sun, A. M. E. Church, the new \$485,000 Second Baptist Church, Welcome Grocery Store, Elliott and Hookers Clothing, everything on North Greenwood, together with the whole residential section, a mile square, all lie in ruins.

Fires were started simultaneously in at least 50 places this morning, beginning at Boston and Archer. The whole of the Negro district, including Boston, Eaxeter, Easton, Greenwood and Hartford and the North Addition, was laid waste.

The Tulsa Tribune, June 1, 1921, page 7. Courtesy of newspapers.com.

Tulsa Yanks Land Away From Blacks With Fire Ordinance

Tulsa, Okla., June 5. (Special)—The Negro district of Tulsa was confined to a section of land, about a mile square, in the northeastern portion of the city. It, more directly speaking, laid between the forks of the Midland Valley, Frisco and M. K. & T. Railroads. The business and industrial section of Tulsa has in recent years built up to the Negro belt, which when it was first located was an isolated spot in the lowlands. With the coming of the oil boom and the rapid expansion of the business district of Tulsa, it was soon discovered that the only available trackage property left in the city was completely covered by the Negroes in this black belt.

Some time ago the Railroads attempted to purchase a large tract of

land, beginning at Archer and running north and east for depot and terminal purposes. The attempt failed. Individual Negroes had been offered large sums of money to release their holdings along the railway right-a-way, but to no avail. In fact, the inhabitants of this most prosperous black community each year proceeded to get a firmer hold upon this much coveted section, by the erection of permanent brick structures and the increase in land holdings. To show that the natural trend of the business district was in this direction is but for one to go one block east past the Negroes and observe that the industrial section had been continued from that point.

Greenwood, the principal street in the Negro district, was paved and was at night a seething mass of black folks, equal to Chicago's State street or Beale Street in Memphis. The

The Tulsa Tribune, June 1, 1921, page 7. Courtesy of newspapers.com.

HISTORY THROUGH PHOTOGRAPHY

GREENWOOD ARCHAEOLOGY CURRICULUM



Time Suggestion: 45-60 min.(finishing at home as needed)

OVERVIEW AND OBJECTIVES

Photographs document the Greenwood community before, during, and after the attack in 1921. Historians and archaeologists analyze and interpret historic photos as primary sources. In this lesson, students will analyze historic photos taken prior to the tragedy and after the rebuilding to understand the historical, social, and cultural contexts in which they were taken. They will practice evaluating how photography serves as a tool of documentation, persuasion, and storytelling within social and political movements. They will compare and contrast these images to understand the socioeconomic and cultural impacts on Greenwood before and after the event. In this lesson, it is important to consider not just what the images show, but also the intentions of the photographers and the effects on the viewer looking at the photos today.

MATERIALS

- Photographs of Greenwood before the attack
- Photographs of Greenwood after rebuilding efforts
- Observation organizer worksheet, blank sheets of paper, or whiteboard

FOCUS QUESTIONS

What experiences of the community are captured in photographs before and after the 1921 attack on Greenwood?

Why did the photographers choose to document these images?

C3 FRAMEWORK ALIGNMENT

HISTORY THROUGH PHOTOGRAPHY

SOCIAL STUDIES GRADES 9-12

- D2.His.12.9-12. Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.
- D3.1.9-12. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

COMMON CORE ALIGNMENT

HISTORY THROUGH PHOTOGRAPHY

SOCIAL STUDIES GRADES 11-12

| | |
|---|---|
| Key Ideas and Details | 1. Cite specific textual evidence to support analysis of primary and secondary sources. |
| Integration of Knowledge and Ideas | 7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. |

ELA 11-12

| | |
|------------------------------|--|
| Key Ideas and Details | 3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. |
|------------------------------|--|

WRITING 11-12

| | |
|--|--|
| Research to Build and Present Knowledge | 9. Draw evidence from informational texts to support analysis, reflection, and research. |
|--|--|

INSTRUCTIONAL SEQUENCE

HISTORY THROUGH PHOTOGRAPHY

TEACHER PREP

1. Print and pass out the observation organizer worksheet (optional), blank pieces of paper (1 per student), or prepare to take notes on a whiteboard.
2. Print or project Greenwood Before/After historic photos for the students to see.

ICEBREAKER

Ask students how do images influence our understanding of historical events? Ask them to think about an image that impacted their view of an event or person and briefly share.

ACTIVITY

1. Introduce the concept of photographs as historical documents and powerful tools for conveying perspectives, often revealing as much about the photographer's viewpoint as the event itself.
2. Discuss the events that took place in Greenwood in 1921. Discuss the importance rebuilding Greenwood. How might this rebuilding effort have symbolized resilience?
3. Review photographs of Historic Greenwood before 1921 as a class. Have students observe the images, focusing on specific details such as the types of businesses, the architecture, and the presence of community and cultural life. As you ask each of the guiding questions, have the students write down their observations. Guided questions:
 - What stands out about the images?
 - What do the photographs suggest about the economy and culture of Historic Greenwood?
 - How do these images challenge stereotypes about Black communities in the early 20th century?
4. Show images of Greenwood during the rebuilding phase in the 1940s and beyond. Guide students in observing and interpreting these images, noting architectural differences, types of businesses, and any visual evidence of the community's social and economic status. As you ask each of the guiding questions, have the students write down their observations. Guided questions:
 - How do these post-rebuilding photos compare to the earlier photos?
 - What differences do you notice in the buildings, businesses, and people?
 - What do these differences tell us about the community's recovery?

DEBRIEF AND DISCUSS

1. What does the comparison between the two periods of Greenwood reveal about the community's resilience?
2. How might these images shape our understanding of historical and contemporary racial dynamics in the United States?
3. What do these photographs communicate about the social and economic challenges faced by Black communities in rebuilding after acts of racial violence?

EXTENSION ACTIVITY

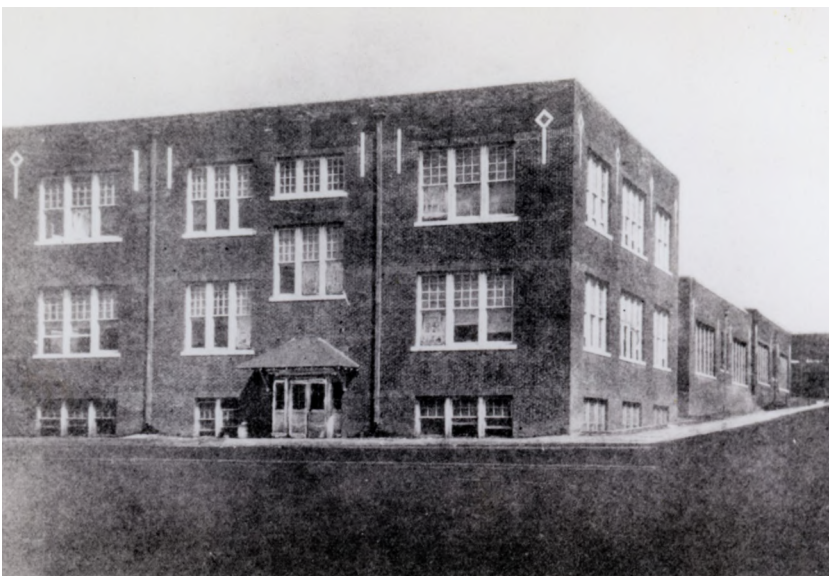
Ask students to compose a short reflective essay on the role of photographs in documenting and shaping public memory of historic events. They should incorporate their observations from the images of Greenwood and discuss the value of visual primary sources in understanding history.

GREENWOOD BEFORE/AFTER

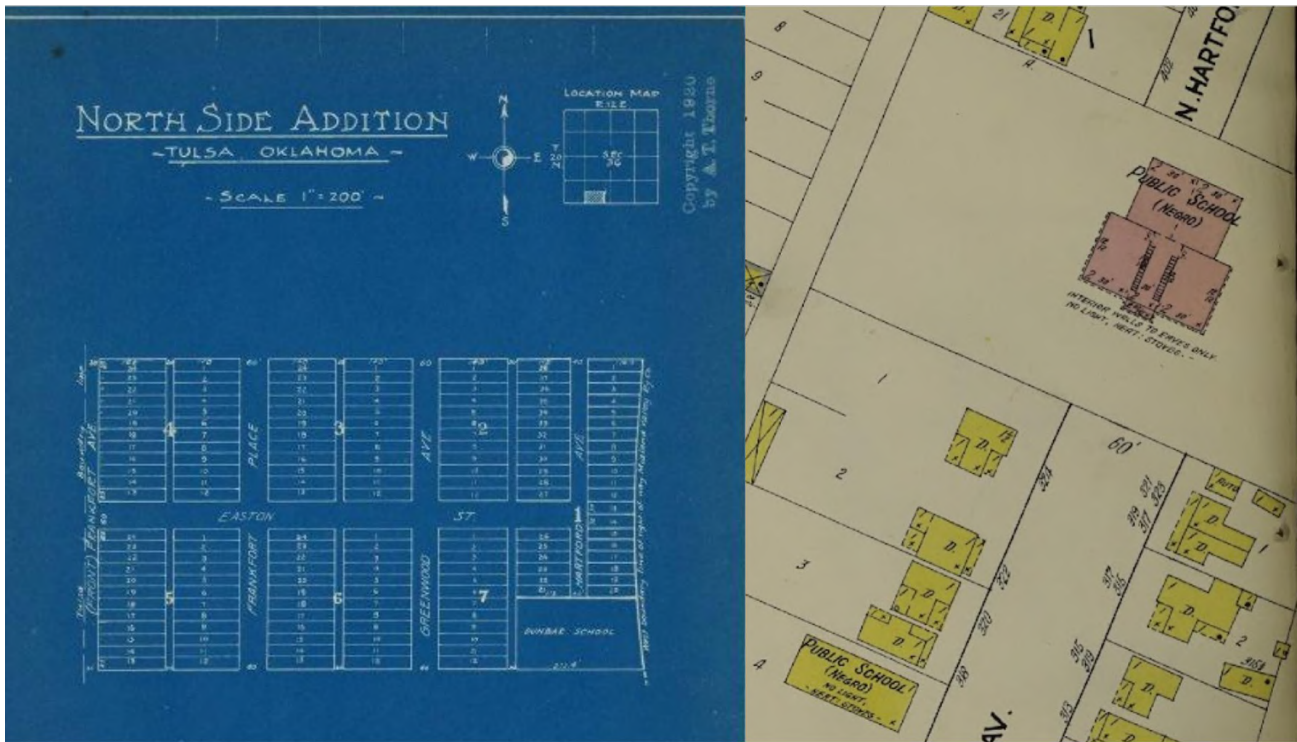
HISTORY THROUGH PHOTOGRAPHY



Aerial view of Tulsa, Oklahoma, 1918. Library of Congress, Geography and Map Division.



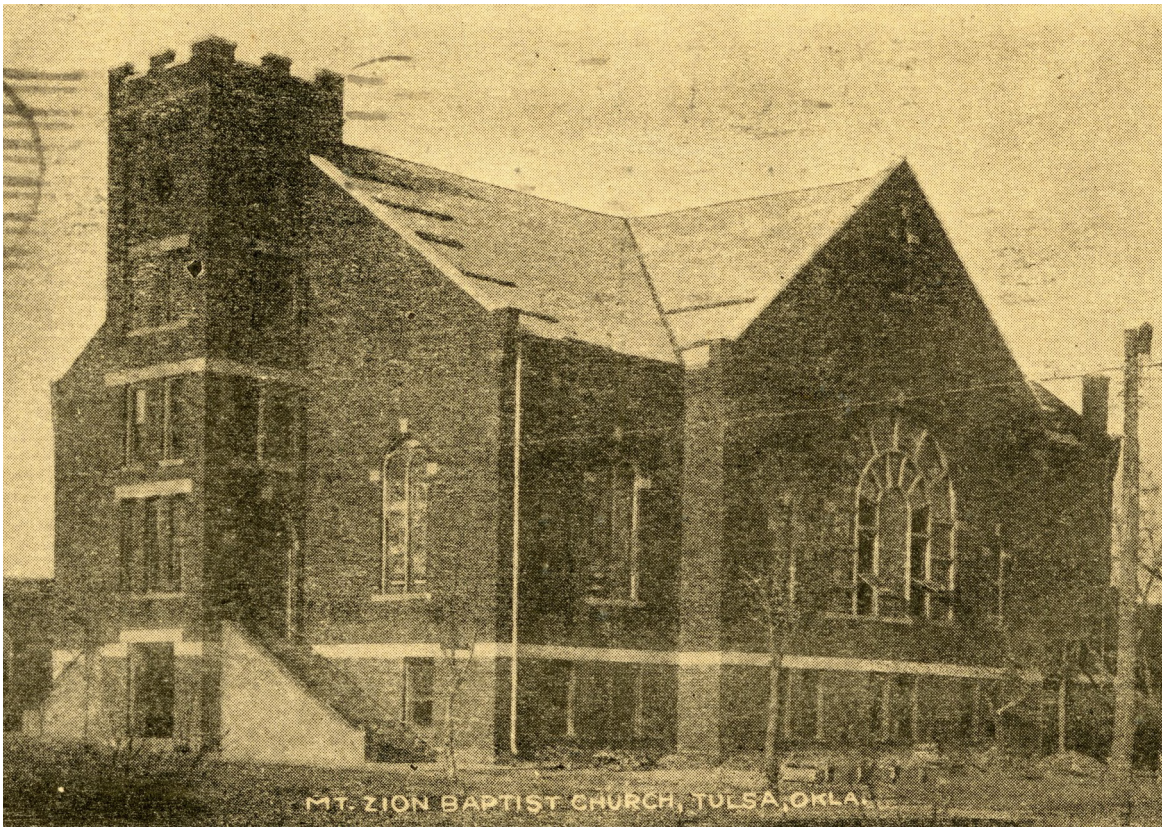
(Above): Booker T. Washington High School in 1918. Courtesy of the Tulsa Historical Society & Museum. (Right) Booker T. Washington High School in 2019. Photo by Tmsloan/[CC BY-SA 4.0](https://creativecommons.org/licenses/by-sa/4.0/).



Dunbar Elementary School plat map, courtesy of the Tulsa Historical Society & Museum (Left) and Sanborn insurance map (Right).



Dunbar Elementary School location after 1921. The building became the Moton Memorial Hospital. Courtesy of the Tulsa Historical Society & Museum.



Mt. Zion Baptist Church, 1921. Courtesy of Tulsa Historical Society & Museum.



Mt. Zion Baptist Church after being rebuilt in 1952.



Main Street, Tulsa, Oklahoma, c. 1910. Courtesy of the Tulsa Historical Society & Museum.



Main Street, Tulsa, Oklahoma, 1962. Courtesy of the Tulsa Historical Society & Museum.



(Above): OSU Gateway Tower at Standpipe Hill during archaeological survey, 2021. (Right) Mrs. E. G. Fike and Miss Mattie Lou Discher sitting on Standpipe Hill, 1910. Courtesy of the Beryl Ford Collection, Rotary Club of Tulsa, Tulsa City-County Library, and Tulsa Historical Society & Museum.



OBSERVATION ORGANIZER

HISTORY THROUGH PHOTOGRAPHY

PRE-1921 GREENWOOD

What stands out about the images?

What do the photographs suggest about the economy and culture of Historic Greenwood?

How do these images challenge stereotypes about Black communities in the early 20th century?

POST-1921 GREENWOOD

How do these post-rebuilding photos compare to the earlier photos?

What differences do you notice in the buildings, businesses, and people?

What do these differences tell us about the community's recovery?

SCIENTIFIC INVESTIGATION

GREENWOOD ARCHAEOLOGY CURRICULUM



Time Suggestion: 45 min. (taking project home as needed)

OVERVIEW AND OBJECTIVES

Archaeologists are scientists and follow the scientific method. Thinking like an archaeologist means forming a claim, piecing together multiple lines of evidence, and deriving well-supported conclusions from that evidence. There are many forms of information that archaeologists use to discover new possible archaeological sites: site surveys, oral histories, historic documents, maps, photographs, etc. In this lesson, students will synthesize the skills developed and information learned about the Greenwood Massacre by bringing together textual, photographic, and testimonial evidence from previous Greenwood Archaeology Curriculum lessons to identify a potential archaeological site. They will organize and examine their claims to form evidence-based conclusions.

MATERIALS

- Sticky notes
- Evidence organizer sheet for each student

SUPPLEMENTARY MATERIALS

- *From the Survivors' Mouths* excerpt packet (see Stories of Survival lesson)
- [Otis Clark interview](#) (Oklahoma Historical Society)
- [William Danforth Williams interview](#) (Tulsa Historical Society)
- [Wess and Cathryn Young interview](#) (Oklahoma Historical Society)
- [Mozilla Franklin Jones interview](#) (Tulsa Historical Society)
- [Tulsa Colored Business Directory](#) from *The Tulsa Star*, April 3, 1920
- Photographs of Greenwood (see History through Photography lesson)

FOCUS QUESTIONS

How do you think archaeologists begin their research to find evidence of historic structures and archaeological sites?

C3 FRAMEWORK ALIGNMENT

SCIENTIFIC INVESTIGATION

SOCIAL STUDIES GRADES 9-12

- **D2.His.6.9-12. Analyze the ways in which the perspectives of those writing history shaped the history that they produced.**
- D1.5.9-12. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.
- D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
- D2.His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.
- D2.His.5.9-12. Analyze how historical contexts shaped and continue to shape people's perspectives.
- D2.His.8.9-12. Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.
- D2.His.12.9-12. Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.
- D3.1.9-12. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

COMMON CORE ALIGNMENT

SCIENTIFIC INVESTIGATION

SOCIAL STUDIES GRADES 11-12

| | |
|---|--|
| Key Ideas and Details | <p>1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> |
| Integration of Knowledge and Ideas | <p>9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> |

ELA 11-12

| | |
|--|--|
| Key Ideas and Details | <p>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> |
| Comprehension and Collaboration | <p>2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems.</p> |

INSTRUCTIONAL SEQUENCE

SCIENTIFIC INVESTIGATION

TEACHER PREP

1. Print *Scientific Investigation* reading (1 per student)
2. Print Evidence Organizer sheet (1 per student)
3. Provide students access to primary and secondary resources from previous Greenwood Archaeology Curriculum lessons
4. Provide students with sticky notes

ACTIVITY

1. Read the *Scientific Investigation* reading as a class.
2. Instruct students to re-examine evidence from previous lessons and decide on two locations they claim will be good potential archaeological sites for continuing to tell the story of Greenwood.

SCIENTIFIC INVESTIGATION



Archaeology can be similar to the work of detectives or forensic scientists. Like detectives, archaeologists piece together multiple lines of evidence to locate archaeological sites. Archaeologists Drs. Alicia Odewale and Parker VanValkenburgh are doing just that, mining the historical record for information about Black Wall Street at its peak. Their research aims to highlight memories of Black life in the historic Greenwood District, and to debunk the myth that its profound history and heritage was completely destroyed in the 1921 attack.

As scientists, archaeologists form their conclusions based on a process of observations, forming hypotheses, gathering evidence, and developing conclusions supported by that evidence. Now it's your turn to think like an archaeologist. Based on the oral, visual, and textual evidence about the Greenwood Massacre you've explored so far, where do you think archaeologists might find new evidence of historic structures in Greenwood?

Which sites will most likely reveal new evidence of historic structures in Greenwood? Form at least two **CLAIMS** based on what you have learned so far in previous lessons. Write each claim on a sticky note. Stick the sticky note on the Evidence Organizer sheet. You'll use this as a visual way to organize your thoughts.

Gather **EVIDENCE** that supports each of your claims—concrete, observable information such as personal testimony; written documents; visual records; and physical objects. What lines of evidence most effectively support your argument? Name them each on a sticky note. Group them together (they can go on top of each other) and stick them on the Evidence Organizer sheet next to the claim. If you have trouble finding evidence that supports your claim, revise your claim by writing a new sticky note. Changing your mind based on new information is part of the scientific process.

JUSTIFY each line of evidence. What makes that evidence credible? Is the narrator/witness reliable? Explain how your lines of evidence validate your claim. Write each justification on a sticky note and place it on the Evidence Organizer sheet next to the evidence.

CHOOSE one hypothesis to write a short paragraph on your sheet. Use what you've written on your sticky notes to fill in the blanks: "I think [site] would reveal new evidence of historic structures in Greenwood. This is supported by [listed evidence]. This is strong evidence, because [your justifications]."

EVIDENCE ORGANIZER

SCIENTIFIC INVESTIGATION

| Claims | Evidence | Justifications |
|--------|----------|----------------|
| | | |
| | | |

Hypothesis:

RESTORING THE DREAM

GREENWOOD ARCHAEOLOGY CURRICULUM



The Tulsa Race Massacre of 1921 left a lasting impact on the Greenwood District, a thriving Black community known as "Black Wall Street." Despite the devastation, Black Tulsans were determined to rebuild their lives and their community. They faced numerous obstacles, including discriminatory policies and practices designed to hinder their recovery.

Most of the Black residents were not able to determine their next move until they could escape the holding facilities set up around the city to detain Black men, women, and children in the immediate aftermath of the massacre. Marshall law—control of the city by the military—and a curfew limited their movements. Black Tulsans had to make difficult decisions during and after the event to flee the city, leave property behind, separate from the rest of their family, or go into hiding.

The city of Tulsa and its white residents actively tried to prevent Black residents from rebuilding. They implemented a fire ordinance, which made it difficult to rebuild homes and businesses. *The Tulsa Tribune*, a local newspaper, published slanderous articles about the community, calling it a "cesspool of iniquity and corruption." Insurance companies refused to pay claims for damages for the "riot," leaving many residents without financial support. The term "riot" is in quotes here because the word was used to blame the Black residents for the destruction of their homes and businesses and to deny them aid.

Despite these challenges, the Greenwood community exhibited remarkable resilience. The spirit of self-reliance and community that had built the district in the first place fueled its reconstruction. The story of Mt. Zion Baptist Church exemplifies this unwavering spirit. Mt. Zion Baptist Church, a newly constructed building dedicated just seven weeks before the massacre, was attacked and burned to the ground. The congregation faced immense hardship, as insurance companies denied their claims, citing "riots" as the cause of the damage. Despite these setbacks, the Mt. Zion congregation persevered, taking on the daunting task of rebuilding their church over a decade later. It is one of the few buildings in Greenwood listed on the National Register of Historic Places.

The reconstruction of Greenwood began in 1922 with the help of organizations like the Colored Citizens Relief Committee, the East End Welfare Board, and other local and national aid groups. The Tulsa Race Massacre was the first time the American Red Cross—a humanitarian organization—responded to a disaster caused by Americans fighting each other rather than a natural disaster, disease outbreak, or war with another nation. The community rebuilt with a determination to prevent future destruction, choosing red brick as the dominant building material. By 1925, Greenwood

had risen from the ashes, regaining its former glory as Black Wall Street.

Greenwood continued to thrive, reaching its peak in the 1940s with over 240 Black-owned businesses. The growth of "war industries" during World War II created new job opportunities, leading to increased business and home ownership. The return of African American soldiers from the war, disillusioned by the persistent racial injustice in the United States, fueled the Double Victory Campaign, a movement advocating for both victory abroad and victory at home against racial discrimination. This campaign marked the early years of the Civil Rights Movement.

As the Civil Rights Movement progressed, desegregation had unintended consequences for Black communities, including Greenwood. The district experienced a significant economic decline in the latter half of the 1960s. Black residents, eager for financial freedom, began spending their money in white-owned businesses that were previously inaccessible to them. At the same time, large franchises began buying out small businesses, weakening Greenwood's entrepreneurial success. These factors drained millions of dollars from the once self-sufficient Black economy, leading to the closure of many small businesses.

The decline of Greenwood presented an opportunity for the city of Tulsa. They initiated an urban renewal process, using eminent domain to acquire, redevelop, and redistribute land in the heart of the community. The construction of the I-244 / US-75 expressway through Greenwood from 1967 to 1974 fractured the landscape. Black residents and business owners were forced to sell their homes and businesses, leading to the fragmentation of the once vibrant community.

Despite these challenges, the spirit of Greenwood continues to inspire. Archaeologists are working to uncover the district's heritage, piecing together the story of Black Wall Street. They are challenging the myth that Greenwood is lost and working to recover, restore, and reimagine its history. This work is essential to understanding the resilience of the Black community and the enduring legacy of Black Wall Street. In this final set of lessons, students will imagine themselves as archaeologists on this project, uncovering Greenwood's history.

HISTORIC SITE ASSESSMENT

GREENWOOD ARCHAEOLOGY CURRICULUM



Time Suggestion: 90-135 min.

OVERVIEW AND OBJECTIVES

Archaeologists Dr. Alicia Odewale and Dr. Parker VanValkenburgh chose two places in Greenwood to focus on for their research—Standpipe Hill and BS Robert’s Park. They selected the sites based on extensive historical research, collaborative community conversations, site assessments, and permissions of the landowners. In this lesson, students will review or watch for the first time the *Greenwood Past, Present, Future* documentary. The video features Greenwood residents recalling experiences growing up in Greenwood. Students will hear first-hand about key sites of memory and life. After watching, students will study maps of Tulsa, Oklahoma to examine changes over time. This is how archaeologists assess the archaeological potential at a site.

MATERIALS

- Vocabulary
- [Greenwood Past, Present, Future documentary video](#)
- [ArcGIS Greenwood Archaeology Curriculum Map](#)
- ArcGIS Tutorial
- Greenwood Sites of Memory instructions and site descriptions
- Archaeological Potential Assessment sheets

FOCUS QUESTIONS

How do archaeologists decide where to conduct archaeological research?

How do land disruptions impact site formation and inform archaeological research?

C3 FRAMEWORK ALIGNMENT

HISTORIC SITE ASSESSMENT

SOCIAL STUDIES GRADES 9-12

- D1.5.9-12. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.
- D2.Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.
- D2.Geo.2.9-12. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.
- **D2.Geo.5.9-12. Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.**
- D2.Geo.10.9-12. Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.
- D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
- **D2.His.7.9-12. Explain how the perspectives of people in the present shape interpretations of the past.**
- D2.His.8.9-12. Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.
- **D4.2.9-12. Construct explanations using sound reasoning, correct sequence (linear or nonlinear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).**

COMMON CORE ALIGNMENT

HISTORIC SITE ASSESSMENT

SOCIAL STUDIES GRADES 11-12

| | |
|---|---|
| Key Ideas and Details | <p>1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> |
| Integration of Knowledge and Ideas | <p>9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> |

WRITING STANDARDS GRADES 11-12

| | |
|--|---|
| Text Types and Purposes | <p>1. Write arguments focused on discipline-specific content.</p> <p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> |
| Research to Build and Present Knowledge | <p>8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> |

COMMON CORE ALIGNMENT

HISTORIC SITE ASSESSMENT

ELA 11-12

| | |
|--|--|
| Key Ideas and Details | 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |
| Craft and Structure | 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text. |
| Integration of Knowledge and Ideas | 7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. |
| Writing Standards Text Types and Purposes | 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection organization, and analysis of content. |
| Speaking and Listening: Comprehension and Collaboration | 2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. |
| Vocabulary Acquisition and Use | 6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

INSTRUCTIONAL SEQUENCE

HISTORIC SITE ASSESSMENT

TEACHER PREP

1. Watch or rewatch [Greenwood Past, Present, Future documentary video](#) in preparation.
2. Print Historic Greenwood Site Assessment Activity Packets (1 per student).

ICEBREAKER

Invite students to reflect on and share out places in their community that hold special meaning and memory for them.

ACTIVITY

1. Read through the Greenwood Sites of Memory instructions as a class.
2. Watch or rewatch [Greenwood Past, Present, Future documentary video](#) as a class, reminding students to record information about the sites in their assessment sheets as they view the film. The interviewees speak most about locations in Greenwood from timestamp 30:11-1:08:27.
3. Guide students through the tutorial on how to navigate the ArcGIS Greenwood Archaeology Curriculum map.

DEBRIEF AND DISCUSS

1. What factors influence archaeological research? Which of these are most important to adhere to? Are they all equally important?
2. What notable changes did students recognize to Greenwood's landscape over time? What sites did students think make the best candidates for archaeological research?
3. Communicate with students that the archaeologists Dr. Odewale and Dr. VanValkenburgh decided to focus archaeological research in Greenwood on two sites in particular—Standpipe Hill and BS Robert's Park aka King St. Park/Greenwood Park. They also conducted initial archaeological surveys at Vernon AME Church. Further discuss the reasoning for the selection of these sites as class.

VOCABULARY

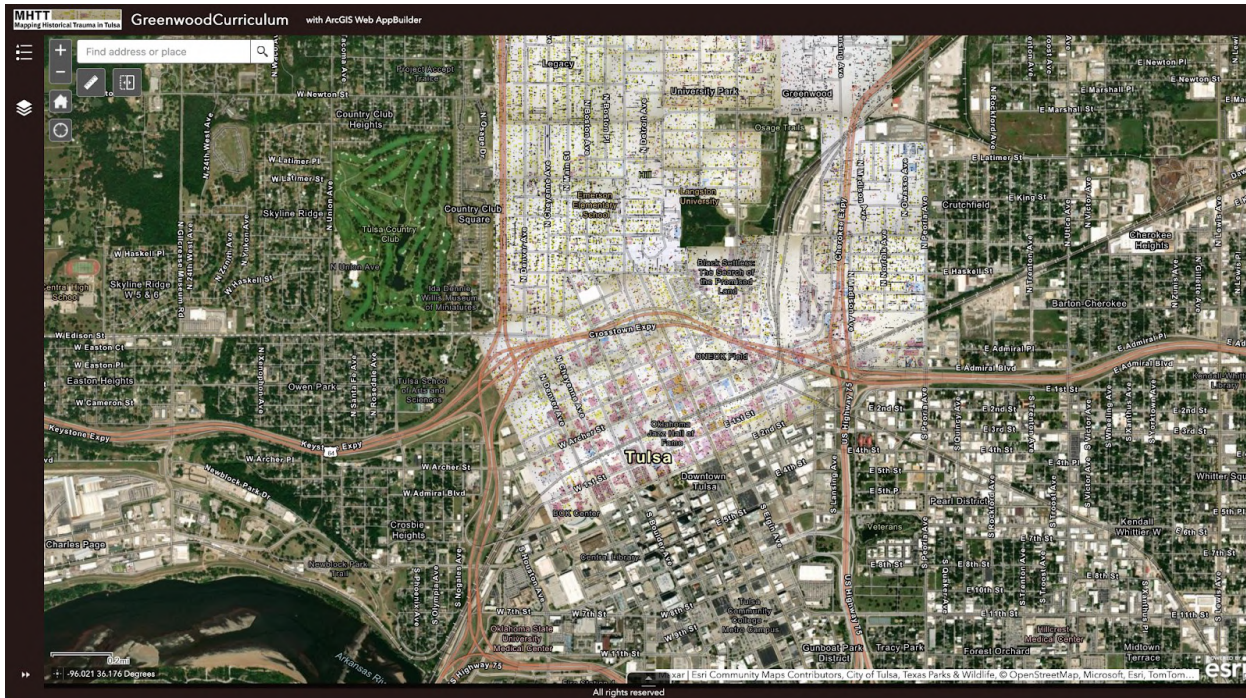
HISTORIC SITE ASSESSMENT

| TERM | DEFINITION |
|------------------------------------|---|
| ArcGIS | A cloud-based mapping and analysis solution used to make maps, analyze data, and share spatial information around the globe |
| Basemap | A modern reference map on which you overlay data from layers |
| Bioturbation | Soil disturbances caused by living organisms. Tree and plant roots in search of water stir up the soil and push previously buried artifacts and structural features up to the surface |
| Community Stakeholders | Local people, groups, organizations or businesses that have interest or concern in projects, programs, and policies that affect the community |
| Context | The relationship artifacts have to each other and their original surroundings which supports the interpretation of artifacts |
| Sanborn Fire Insurance Maps | Maps that depict the commercial, industrial, and residential sections of cities and towns in the United States, Canada, and Mexico in the 19th and 20th centuries |
| Site Formation Processes | The combination of human activity and natural transformations that change a site's footprint over time and ultimately dictating a site's integrity |

ARCGIS TUTORIAL

HISTORIC SITE ASSESSMENT

Go to the [ArcGIS Greenwood Archaeology Curriculum Map](#), which will look like this:

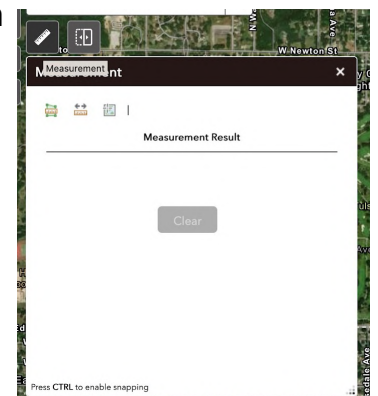
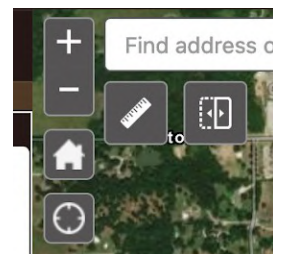


What you see on your screen is an ArcGIS mobile application—basically, an online map that consists of several different layers that you’re going to be using in the classroom.

NAVIGATING ON THE MAP

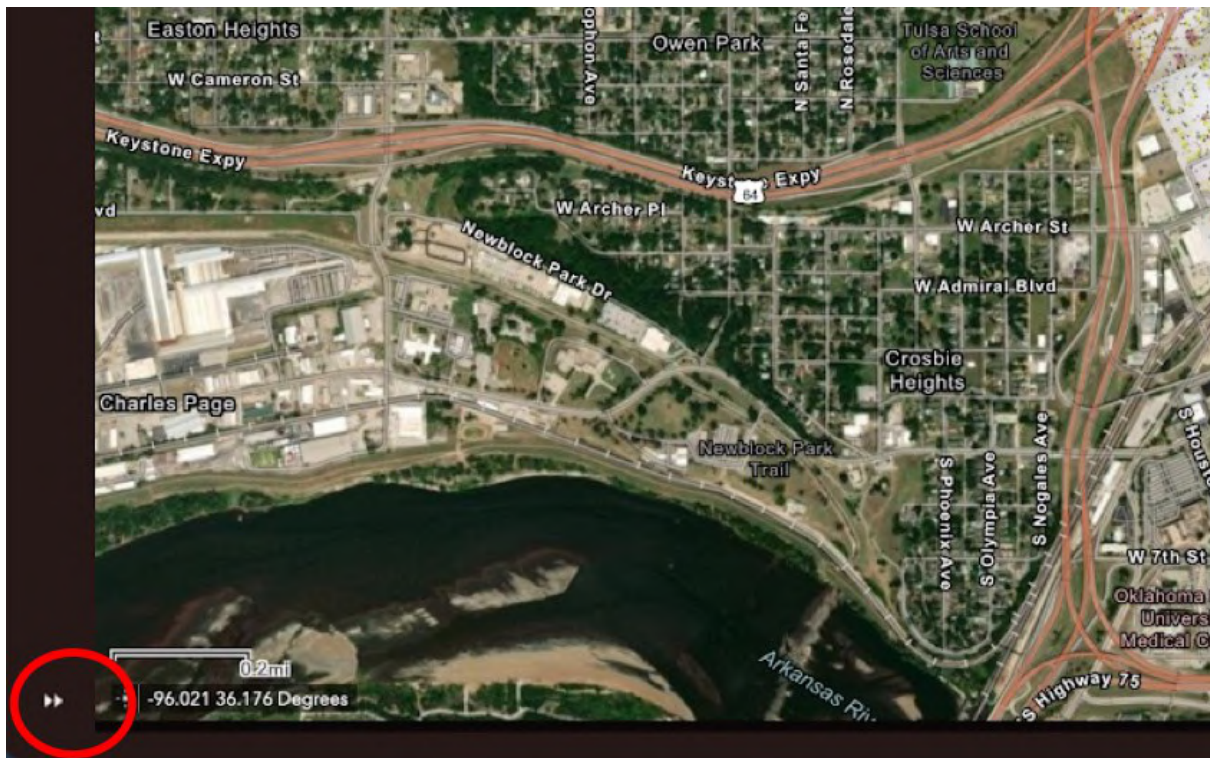
Like Google Maps or other maps you’re probably familiar with, you can click on the screen and drag the image back and forth to navigate. You can also zoom in and out using the “plus” and “minus” symbols you can see to the right. Using the “ruler” symbol, you can also click between points to measure distance. If you happen to be in Tulsa, you can click on the “target” symbol to locate yourself on the map. The “swipe” button will allow you to swipe between layers in the map.

To the right is the dialog box that will pop up if you select the ruler icon.

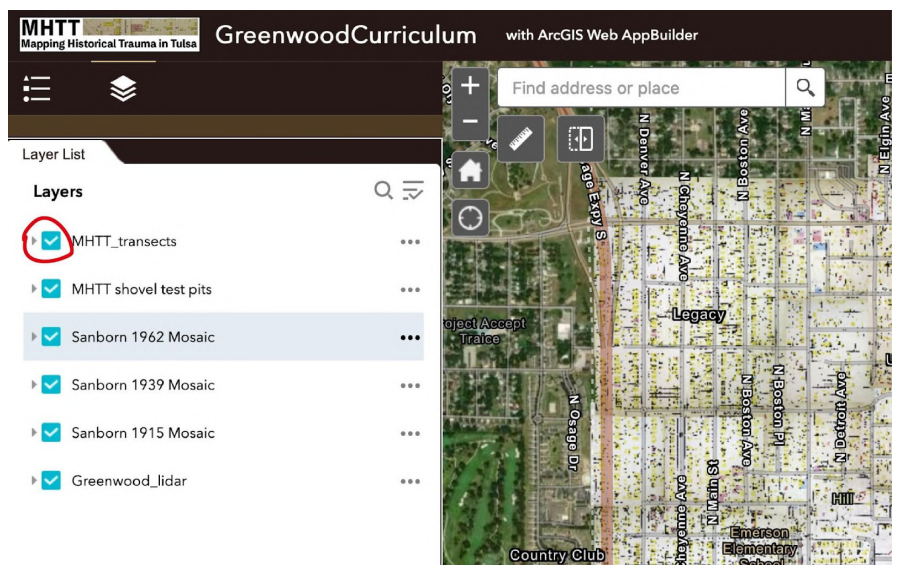


LAYERS

This web map consists of 6 different layers. To get a look at them, click on the arrows in the lower left hand corner of the screen, which are circled in the image below.



Clicking on the arrows will show you a list of layers that you can turn on and turn off. In addition to these layers, there is another one that you can't turn off – the **basemap**. In this image, the basemap layer is a satellite image with roads and street names embedded in it, which you can see just to the side of the layer list at right. It's what's called a tile layer, and like the satellite layers you see in Google Maps, Bing, and other

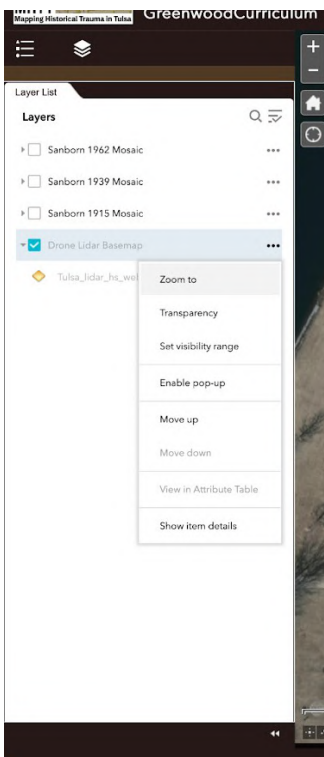


online maps, it contains high resolution, "top-down" shots of most of the surface of the world. It's also overlain with depictions of major roads and street names in modern cities, and so it provides us with a good sense of what the current landscape looks like in Tulsa. That said, these images aren't "real time" – that is, they're not like surveillance video. Instead, they are stitched together from thousands of individual satellite "pictures" taken at different times. The service that puts together this

particular basemap, ESRI, will update its images regularly, but because they're expensive, you'll definitely see some places on the map where the imagery is weeks, months, or even years old. That means that you should expect to see very recent changes to the landscape in the basemap.

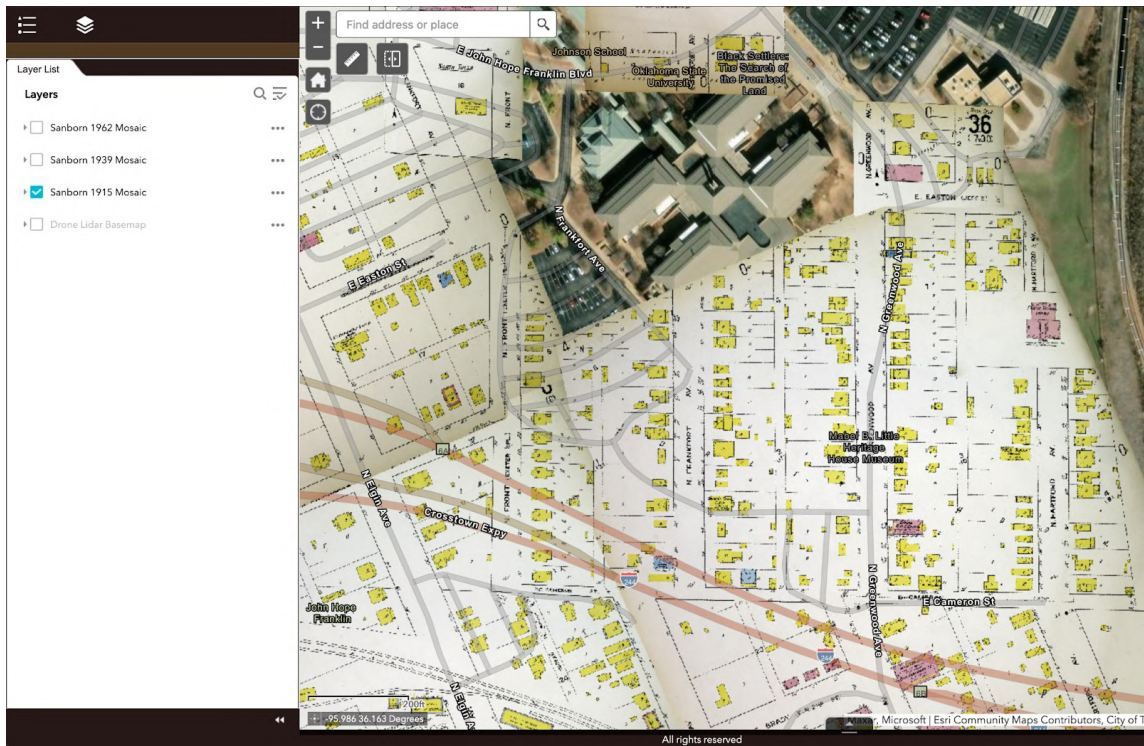
In addition to those layers, you'll also see six others (from the bottom up) – **Greenwood Lidar, Sanborn 1915 Mosaic, Sanborn 1939 Mosaic, Sanborn 1962 mosaic, MHTT shovel test pits, and MHTT transects.** If you'd like to zoom to any one of them, click on the three dots to the right of the layer and select "zoom to." You'll also see several other options here, such as "transparency" which you can use to make layers more transparent, "move up" which you can use to change the order of the layers and so on.

SANBORN MAPS



The **Sanborn 1915, 1939, and 1962** layers are compiled from a series of fire insurance maps made in 1915, 1939, and 1962 by the Sanborn Fire Insurance company, which created very detailed records of neighborhoods in US Cities, in order to calculate relative rates of fire risk and therefore how much to charge different customers. These maps of Greenwood and Tulsa provide an invaluable source of information about how housing and the urban landscape changed over time. That said, they are missing lots of important information. There are gaps in them where the Sanborn company did not record any information, including particularly in Greenwood. In addition, you will see some hand-drawn marks on the maps, which were present on the copies scanned by the Library of Congress that the MHTT project used to stitch together these map layers.

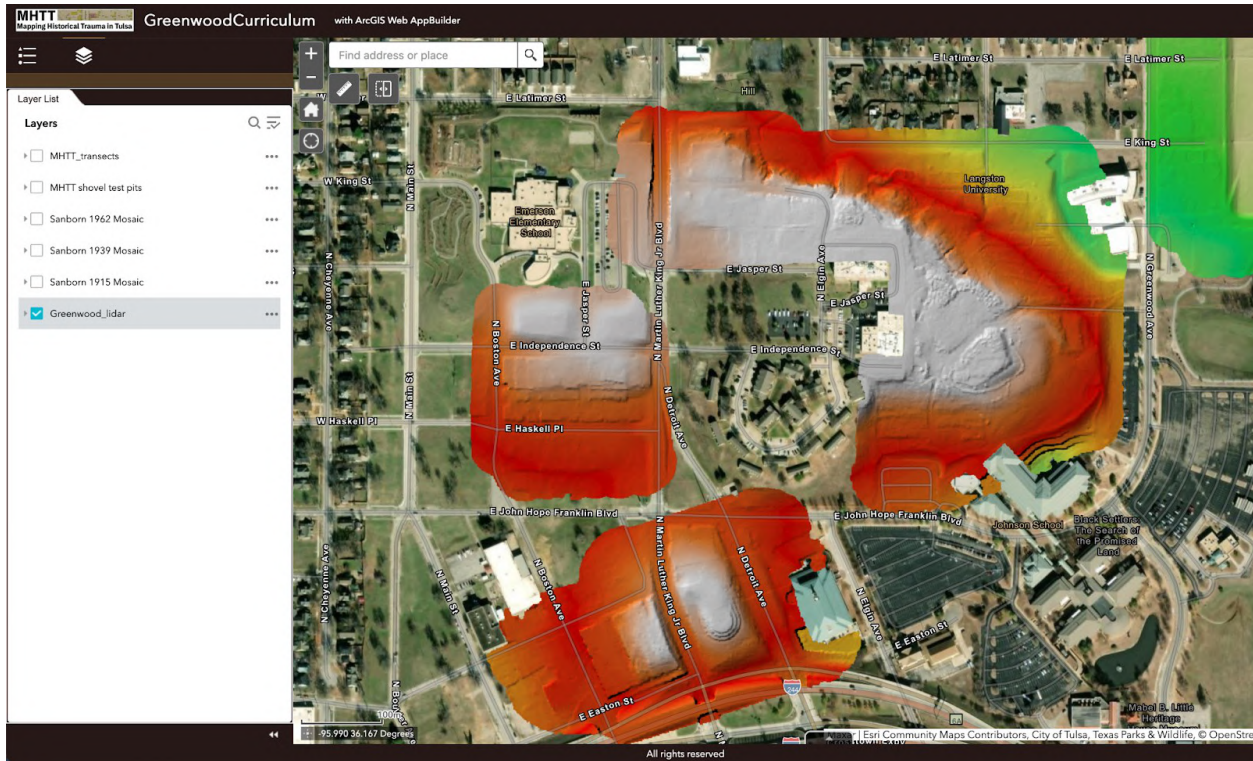
You can turn the layers on and off by clicking the checkbox to the left of each of them. If all of them are on, the layer listed at the top will block out those beneath it. The following three images show the same area with different Sanborn map layers turned on and off.



As you can see, it's not just the buildings themselves that change over time but also the streetscape and the maps' coverage. In the first part of this exercise, the students will be asked to turn on and turn off the Sanborn map layers and compare them to the basemap to "time travel" and examine how the landscape of Greenwood has changed during the last century.

GREENWOOD LIDAR LAYER

In addition to the Sanborn layers, you will also see three other layers in the webmap. The first of these is an additional image called **Greenwood lidar**. We created this layer using a tool called a LiDAR sensor, which is very useful for creating detailed topographic maps of the ground, even under tree cover. What you see here is what's called a "bare earth model" that attempts to show the ground surface, without buildings or vegetation. In it, light greens are the lowest areas and whites are the highest areas. You can also see some shading that's intended to show what the landscape looks like. If you click the layer on and off, you'll see many places that are currently covered by trees that overgrew portions of Greenwood after the urban renewal period in the 1960's.



VERNON LIDAR

This layer is what is called a “bare earth model” representing the ground surface in a number of areas around Greenwood. It was produced using a Lidar sensor.

MHTT_TRANSECTS AND MHTT SHOVEL TEST PITS

The top two layers in this map provide information about the locations of archaeological research conducted by the MHTT project in Greenwood. The layer **MHTT_transects** represents a series of transect lines that team members walked to collect some surface materials. Clicking on them will reveal their names. **MHTT shovel test pits** shows the locations and names of specific shovel test pits excavated by the MHTT project. Where they overlap, you will notice that most of the shovel test pits align with the transects.

GREENWOOD SITES OF MEMORY

HISTORIC SITE ASSESSMENT



While the Tulsa Race Massacre is an important part of Greenwood history, it isn't its only history. Archaeologists Dr. Alicia Odewale and Dr. Parker VanValkenburgh are working to shift narratives about the community away from historical trauma and toward memories of Black life. Since 2019, they have worked collaboratively with community stakeholders to guide their research questions and methods. Inquiries during community meetings called Greenwood's historical boundaries into question: exactly how big was Greenwood? How has the neighborhood's footprint shifted through time? In this next lesson, you will explore multiple lines of evidence to answer these questions yourselves, just like professional archaeologists.

WATCH the documentary film [Greenwood Past, Present, Future](#) featuring Greenwood residents and community stakeholders. The interviewees speak most about locations in Greenwood from timestamp 30:11-1:08:27.

RECORD notes of relevant information about each site of memory listed on your Archaeological Potential Assessment sheets as you watch.

CHOOSE 2 of the sites of memory and locate the sites by exploring the **ArcGIS** Greenwood Archaeology Curriculum Map. Go to "Layers" in the menu. Toggle through Sanborn Map layers from 1915, 1939, and 1962 and the modern **basemap** by clicking and re-clicking on the eye icon next to those maps. Note how the Greenwood District has changed through time, including its buildings and street names. Sanborn Fire Insurance Maps depict the commercial, industrial, and residential sections of cities and towns in the United States, Canada, and Mexico in the 19th and 20th centuries. This can help you understand how the site has changed over time and assess the site integrity.

ASSESS whether or not each site would make a good candidate for future archaeological research using the following criteria:

- **Historical Significance:** The site is associated with significant historical events, individuals, historic districts, or has the potential to convey important information about the past.
- **Community Stakeholder Interest:** The site is of considerable interest and importance to local people, groups, organizations, or businesses that have interest or concern in projects, programs, and policies that affect the community.
- **Site Integrity:** Undisturbed landscapes provide archaeologists with the clearest windows into the past, however such perfect conditions are uncommon. Human activities such as construction and looting, and natural events such as flooding,

erosion, and **bioturbation** can significantly disrupt archaeological contexts. At the same time, these site disruptions can be of service to archaeologists, exposing or unearthing previously hidden historic features and artifacts. These **site formation processes** ultimately dictate how intact and well preserved an archaeological site is.

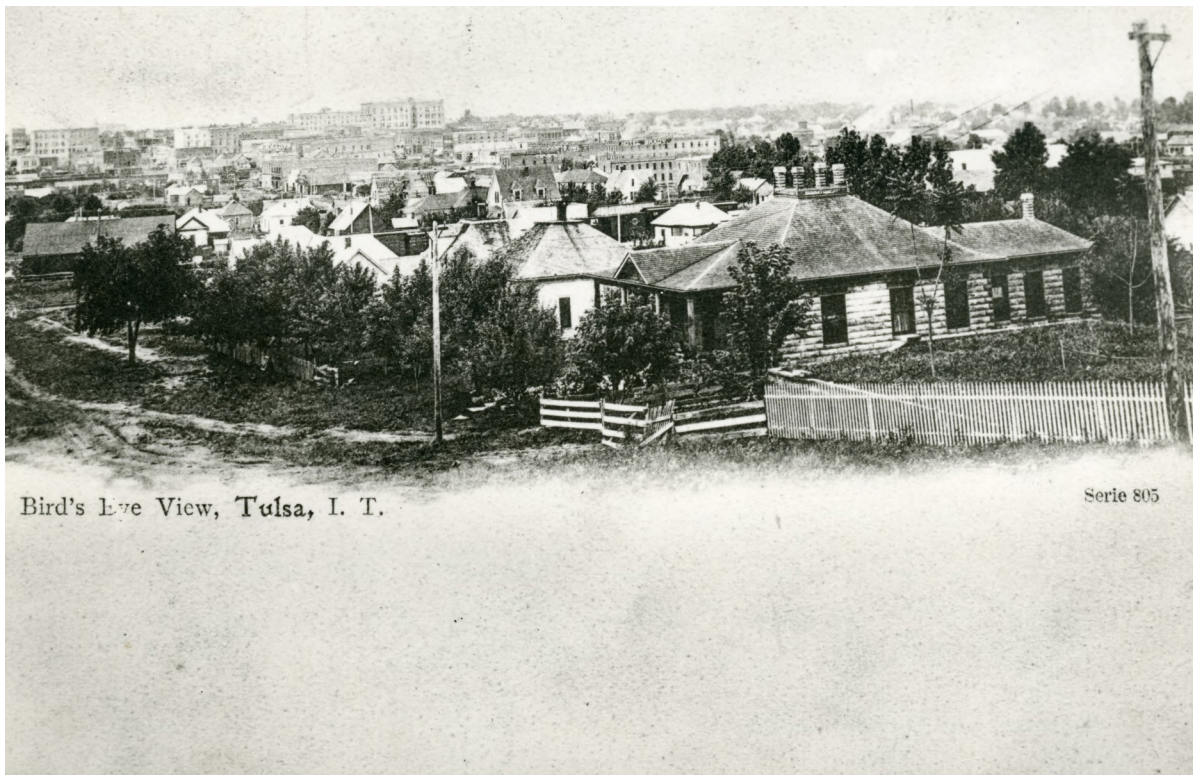
WRITE a paragraph assessment justification for each of your chosen 2 sites.

STANDPIPE HILL

Locate on the map: south of E. John Hope Franklin Blvd. and west of N. Detroit Ave.

Standpipe Hill is a multipurpose site with a complex history. Named for its reservoir that stored drinking water for Tulsa residents, the hill was once home to Greenwood's affluent Black elite, a school, brick manufacturer, and was a major site of violence during the Tulsa Race Massacre. According to historic Greenwood resident, G. A. Gregg:

Tulsa's colored citizens settled in the north end of the city, separating themselves at right angles to the Tulsa white. Standpipe Hill jutted out into the colored section like the state of Florida extends into the ocean. This hill is owned by a white man. From it one can get a fine panoramic view of Tulsa and the surrounding country. The white people would not buy it, and the colored could not, although they lived on three sides of it... Paradise Baptist Church was a cozy brick building situated on the northside of Standpipe Hill, while Mt. Zion was on the south side of it. (Coulter 2006, 297-298)



Bird's Eye View, Tulsa, I. T.

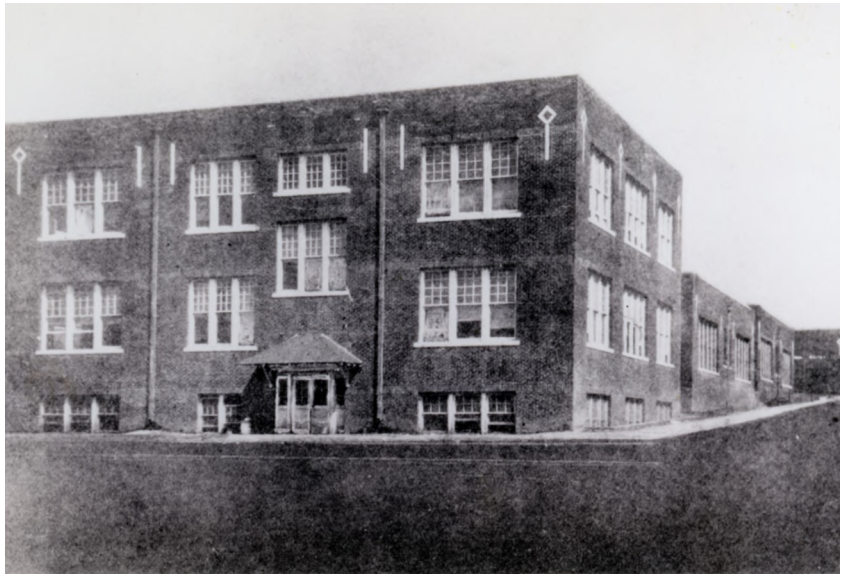
Serie 805

View looking southwest from Standpipe Hill, c. 1907. Courtesy of the Beryl Ford Collection, Rotary Club of Tulsa, Tulsa City-County Library, and Tulsa Historical Society & Museum.

BOOKER T. WASHINGTON HIGH SCHOOL

Locate on the map: E. John Hope Franklin Blvd. and N. Frankfort Ave.

Constructed in 1913, Booker T. Washington High School was one of few structures that survived the attack on Greenwood in 1921, solidifying its role as a fixture in the community for Greenwood residents, both literally and figuratively. Photos looking east from Standpipe Hill depict the school standing triumphantly among the smoke and rubble. In the aftermath of the massacre, Booker T. became the headquarters for the American Red Cross' relief efforts, converting the school to an emergency hospital, central first aid station, and supply dispensary to aid survivors. A new Booker T. Washington High School opened in 1958.



Booker T. Washington High School in 1918. Courtesy of the Tulsa Historical Society & Museum.

DUNBAR GRADE SCHOOL

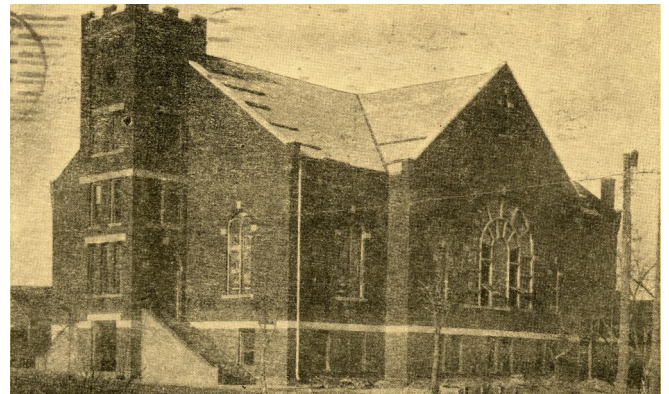
Locate on the map: east of N. Greenwood Ave. and north of E. Cameron St.—look for “Public School (Negro)”

Also established in 1913, Dunbar Grade School served the younger students in Greenwood. Both Dunbar Grade School and Booker T. Washington High School were built in response to the rapidly growing population of Black families in the area. The building was destroyed in the attack in 1921. The land was later occupied by the Tulsa Department of Public Works.

BLACK CHURCHES

Locate on the map:

- Mt. Zion Baptist Church: N. Elgin Ave. and E. Easton St.



Mt. Zion Baptist Church, 1921. Courtesy of Tulsa Historical Society & Museum.



Vernon African Methodist Episcopal Church, 1908. Courtesy of the Tulsa Historical Society & Museum.

- Paradise Baptist Church: N. Frankfort Ave. and E. King St.
- Vernon AME Church: N. Greenwood Ave. and E. Cameron St.

Tulsa's African American churches figure prominently in the development of the Greenwood community. Among its dozens of churches, residents share that 3 historic places of worship particularly show Greenwood's collective consciousness and spirit of resilience: Mt. Zion Baptist Church, Paradise Baptist Church, and Vernon AME Church.

GREENWOOD PARK

'GOOFY GOOP' CIRCUS

Negro Playgrounds Children to Present Program Tonight.

Wild animals, acrobats and clowns are the impersonations donned by nearly 150 Negro children who will present their "Goofy Goop," 14-act playground circus at 6 o'clock Thursday night at Greenwood park.

Two projects, Greenwood and Lincoln parks, are taking part in the Negro show, sponsored by the WPA recreation project program. Roy U. Lane, director of the projects, and Mary R. Titus, supervisor, assisted by Mrs. Dorothy Humphrey, are in charge of the circus.

Above and right: Tulsa Daily World, August 26, 1937.



GREENWOOD PARK ROYALTY—Palma Diane Jones, 4, daughter of Mr. and Mrs. Eason Jones of 2628 N. Yorktown Place, and Leon James Madden, 4, son of Mrs. Ruth Malone of 646 E. King St., are the winners of the Greenwood Park Mr. and Miss Wading Pool contest. They will compete in the citywide contest in Henthorne Park at 7:30 p.m. Aug. 11.

Court May Get Parks Dispute

The Greenwood chamber of commerce has threatened to go to court to force provision of better Tulsa parks for Negroes.

A resolution authorizing legal action against the city reportedly was adopted unanimously by the group.

A three-man committee was named by H. B. McMullan, chamber president, to "take the necessary steps." Committeemen are Primus Wade, attorney; J. T. A. West, retired school teacher, and Dr. Norvell Coots.

However, the chamber agreed to go into court only as a last resort.

The Greenwood chamber has led a campaign for better Negro parks. In a recent appearance before the city commission, J. L. Grier and L. H. Holderness, both Greenwood members, presented a long list of complaints against present facilities.

The men later appeared before the park board and repeated their grievances. They reported that in both instances their requests "had fallen on deaf ears."

The park board told them it lacked funds for any immediate improvements. However, the board agreed to install a new filtration plant at the Greenwood park swimming pool if the needed \$3,000 could be found.

The Greenwood group insists the city has "plenty" of money to spend on white area parks and charges discrimination.

Tulsa Daily World, June 8, 1950.



THE MERRY-GO-ROUND BROKE DOWN . . . but kids pretend

The Tulsa Tribune, July 1, 1963.

Beautiful, Busy City Parks Lure Thousands of Tulsans

Tulsa's 12 city parks drew an attendance of 17,762 visitors between June 17 and July 1 according to Lieb Richmond, park supervisor.

Showing the greatest attendance during the two-week period was Greenwood Negro park. This playground, which is supervised by Bob Armstrong, had an attendance of 3,556.

The activities of the various city parks include wading, tennis, croquet, softball, checkers, chinkershek, handcraft of all kinds, horse-shoes and pingpong.

In the near future, championship tournaments in all these sports will be held. One week will be devoted to

each. Champions in each sport in each park will be chosen and a city-wide contest, to determine the all-city champion, will be held, according to Richmond.

Several of the parks have special features which are being adopted by the others. Florence park has soap carving and clay modeling classes.

Tulsa Daily World, July 7, 1940.

Work Completed

Work at Greenwood Park, North King Street and Hartford Avenue, is completed, including the rehabilitation of the swimming pool, an outdoor gym, and picnic facilities.

Hunter said the dollar values, which totaled \$55,975 on the Rev. Hill's list, were tentative estimates. The work is done or will be done, but the dollar value may not add up to the same amount.

Tulsa Daily World, April 9, 1967.

Locate on the map: N. Greenwood Ave. and E. King Street

Greenwood Park, also called B.S. Roberts Park or fondly remembered as King St. Park, was a 2-acre park that housed a swimming pool and wading pool, outdoor gym, park shelter, and picnic area. It was an important place of recreation and leisure for Tulsa's Black residents as early as 1914 through the 1970s. According to reports printed in the Tulsa Daily World, Greenwood Park consistently demonstrated the greatest attendance of Tulsa's city parks during peak summer months. Yet, Black residents had to consistently fight to protect and maintain this community's recreational outdoor space.



Aerial view of Greenwood Playground, 1946, Courtesy of the City of Tulsa Department of Parks, Culture and Recreation.

THE REX THEATER

Locate on map: 1135 N. Greenwood Ave.

According to Tulsa Residents, the Rex Theater was the spot to hang out. The Rex Theater operated between 1917 and 1967. Once it closed, the building was leased to different community organizations for short periods of time. After sitting vacant for three years, the building was bulldozed by the City of Tulsa in 1974, in the name of Urban Renewal.

WILLIAMS DREAMLAND THEATRE

Locate on map: N. Greenwood Ave. and what is now I-244

Before the Rex, the Williams Dreamland Theatre, owned and operated by Greenwood pioneer Loula Williams, was the place to be. Dreamland opened in 1914 as the first African American theater in Tulsa, showing live musical and theatrical revues and piano accompanied silent films for Black residents in Deep Greenwood. At the onset of the 1921 Tulsa Race Massacre, the theater became a gathering place for community members to plan a course of action to protect D. Rowland before the mob destroyed the building. The Williams Dreamland Theatre was quickly rebuilt during the restoration period, but later fell on hard times and eventually closed in 1952.

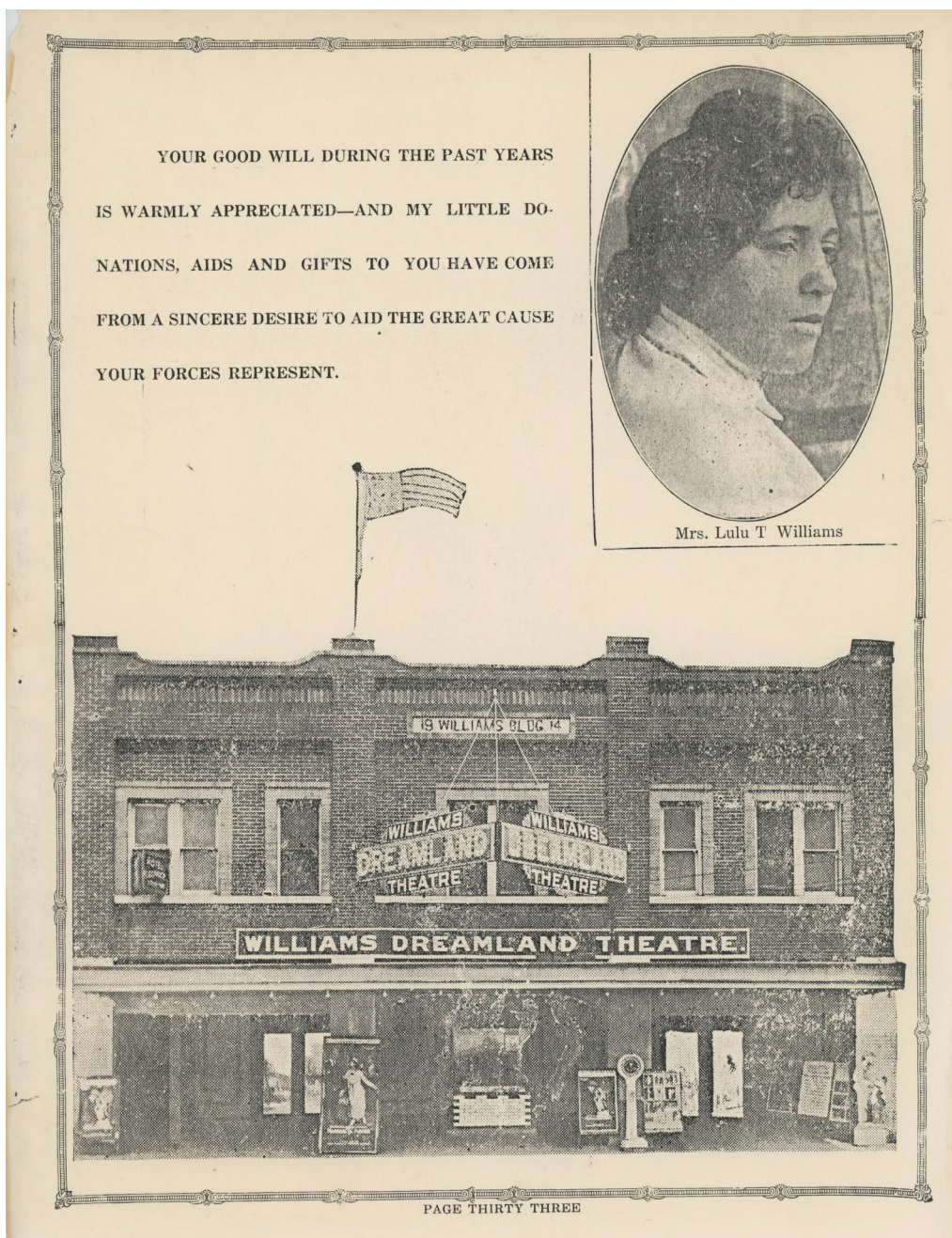


Photo of Williams Dreamland Theatre and co-owner Loula Thomas Cotton from the 1921 yearbook from Booker T. Washington High School. Courtesy of the Tulsa Historical Society & Museum.

ARCHAEOLOGICAL POTENTIAL ASSESSMENT

HISTORIC SITE ASSESSMENT

STANDPIPE HILL

| | |
|---------------------------------------|--|
| Historical Significance | |
| Community Stakeholder Interest | |
| Site Integrity | |

BOOKER T. WASHINGTON HIGH SCHOOL

| | |
|---------------------------------------|--|
| Historical Significance | |
| Community Stakeholder Interest | |
| Site Integrity | |

DUNBAR GRADE SCHOOL

| | |
|---------------------------------------|--|
| Historical Significance | |
| Community Stakeholder Interest | |
| Site Integrity | |

MT. ZION BAPTIST CHURCH

Historical Significance

Community Stakeholder Interest

Site Integrity

PARADISE BAPTIST CHURCH

Historical Significance

Community Stakeholder Interest

Site Integrity

VERNON AME CHURCH

Historical Significance

Community Stakeholder Interest

Site Integrity

GREENWOOD PARK/KING ST. PARK/B.S. ROBERTS PARK

Historical Significance

Community Stakeholder Interest

Site Integrity

THE REX THEATER

Historical Significance

Community Stakeholder Interest

Site Integrity

WILLIAMS DREAMLAND THEATER

Historical Significance

Community Stakeholder Interest

Site Integrity

YOUR CHOICE 1:

What is the archaeological potential for this site?

YOUR CHOICE 2:

What is the archaeological potential for this site?

ARCHAEOLOGICAL SURVEY

GREENWOOD ARCHAEOLOGY CURRICULUM



Time Suggestion: 90 min.

OVERVIEW AND OBJECTIVES

Archaeologists working in Tulsa have employed a variety of archaeological survey methods to begin recovering archaeological materials from the identified sites of memory— Standpipe Hill, BS Roberts Park, and East Greenwood. The Greenwood Archaeological Survey activity introduces students to the various types and functions of these survey methods. Given both real and fabricated site-specific scenarios, students will be asked to cross reference historical maps and testimonials to infer which survey methods archaeologists should use for a given site or site area.

MATERIALS

- Vocabulary
- *Archaeological Survey* reading
- Greenwood Archaeological Survey Scenarios
- [ArcGIS Greenwood Archaeology Curriculum Map](#)
- ArcGIS Tutorial (see Historic Site Assessment lesson)

FOCUS QUESTIONS

What survey methods do archaeologists use to recover the history of the Greenwood District?

How do limitations in budget and time impact the information that archaeologists can collect about an archaeological site?

C3 FRAMEWORK ALIGNMENT

ARCHAEOLOGICAL SURVEY

SOCIAL STUDIES GRADES 9-12

- D1.5.9-12. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.
- D2.Geo.3.9-12. Use geographic data to analyze variations in the spatial patterns of cultural and environmental characteristics at multiple scales.
- **D2.Geo.2.9-12. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.**
- D2.Geo.5.9-12. Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.
- D2.His.10.9-12. Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.
- **D4.2.9-12. Construct explanations using sound reasoning, correct sequence (linear or nonlinear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).**

COMMON CORE ALIGNMENT

ARCHAEOLOGICAL SURVEY

SOCIAL STUDIES GRADES 11-12

| | |
|---|---|
| Key Ideas and Details | <p>1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> |
| Integration of Knowledge and Ideas | <p>7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> |

SCIENCE AND TECHNICAL SUBJECTS 11-12

| | |
|---|---|
| Key Ideas and Details | <p>3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p> |
| Craft and Structure | <p>4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–</p> |
| Integration of Knowledge and Ideas | <p>7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p>9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> |

COMMON CORE ALIGNMENT

ARCHAEOLOGICAL SURVEY

ELA 11-12

| | |
|---|--|
| Integration of Knowledge and Ideas | 7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. |
| Vocabulary Acquisition and Use | 6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

INSTRUCTIONAL SEQUENCE

ARCHAEOLOGICAL SURVEY

TEACHER PREP

1. Optional: Assign students a vocabulary review in advance of this lesson
2. Print *Archaeological Survey* reading for students (1 per student)

ICEBREAKER

When you or your family loses something important, what steps do you take to find it again? What different ways of searching are there?

ACTIVITY

1. Read the *Archaeological Survey* introduction as a class.
2. Guide students through a tutorial on how to navigate the ArcGIS Greenwood Archaeology Curriculum map.
3. Read each survey scenario to students, instructing them to select the best survey area and survey method to locate the provided historic features and/or artifacts.

DEBRIEF AND DISCUSS

1. What survey methods seem the most effective?
2. Based on their experience with the activity, how do students think land disruptions impact site formation and inform archaeological research?
3. How was their experience attempting to manage accuracy, time, and money? Which of these do they think are most important for archaeological research? Had they previously considered these as part of the job of archaeologists?
4. What do students deem the pros and cons of each survey method?
5. How should archaeologists balance the use of invasive and noninvasive archaeological surveys?

VOCABULARY

ARCHAEOLOGICAL SURVEY

| TERM | DEFINITION |
|--|---|
| Archaeological Surveys | A type of field research where archaeologists collect data about the location, distribution and organization of material culture found in the designated survey area to guide inform future research and excavation |
| Anomalies | Something that deviates from the standard. In archaeology, anomalies describe changes in soil composition that may indicate the presence of subsurface features |
| ArcGIS | A cloud-based mapping and analysis solution. Use it to make maps, to analyze data, and to share and collaborate. Get access to workflow-specific apps, maps and data from around the globe, and tools for being mobile in the field |
| Collection Areas | Survey areas with a high concentration of cultural material exposed. In collection areas archaeologists will document the artifact concentration, assign GPS coordinates for the area outline, then collect an artifact sample |
| Gradiometry | A remote sensing method that measures changes in subterranean magnetic fields |
| Ground Penetrating Radar (GPR) | A geophysical survey method that uses radar pulses to detect underground features |
| Light Detection and Ranging (LIDAR) | An aerial remote sensing survey method that uses laser technology to create high resolution elevation and depression maps of large geographic areas |
| Pedestrian Survey | A survey method where people walk across a survey area in evenly spaced parallel lines called transects, marking artifacts and features of archaeological significance that are visible on the ground surface |
| Sanborn Fire Insurance Map | Maps that depict the commercial, industrial, and residential sections of cities and towns in the United States, Canada, and Mexico in the 19th and 20th centuries |
| Bioturbation | Soil disturbances caused by living organisms. Tree and plant roots in search of water stir up the soil and push previously buried artifacts and structural features up to the surface |

ARCHAEOLOGICAL SURVEY



Landscapes can provide archaeologists with glimpses into the past. But both human activity and natural processes change the physical and cultural landscape over time. This can often disturb and destroy archaeological sites. To find archaeological sites so that we can learn more about the past, archaeologists compare historic maps with modern maps to study changes over time. Their research can help them locate historic structures and boundaries. Once they select a site for future exploration, they can use a variety of archaeological survey methods. These are ways to collect information about the location and distribution of what remains of structures and artifacts.

Pedestrian Surveys: This method involves walking across the survey area, carefully recording surface artifacts and visible architectural remains. The data collected are then used to create maps that show the distribution and concentration of cultural materials, indicating potential buried structures. Areas with high concentrations of artifacts are designated as "collection areas" and marked with GPS coordinates. Collected artifact samples are taken to a lab where they are sorted by type, counted, cleaned, and then re-bagged. Pedestrian surveys are especially useful where plants, animals, and humans have stirred up the soil (bioturbation), pushing buried artifacts to the surface.

Ground-Penetrating Radar (GPR): GPR uses radio waves to penetrate the ground, detecting buried features by analyzing the reflected signals. While GPR can reveal the shape and location of features, it doesn't always identify the specific nature of the object. These unidentified features are referred to as "anomalies." This technology is useful for identifying structures under the ground where the landscape has changed significantly. The GPR instrument looks something like a push lawn mower going across the ground. It requires a relatively flat surface to safely and accurately operate.

Gradiometry: This technique measures changes in magnetic fields, revealing the presence of metal objects. Strong magnetic readings, represented as "dipoles," indicate the presence of metal objects.

Light Detection and Ranging (LiDAR): LiDAR uses laser technology to create detailed elevation maps of large areas, highlighting landscape features from various perspectives. Drones, planes, and satellites can collect LiDAR information from high above the ground. LiDAR is especially useful in forested areas because the lasers can penetrate through vegetation to map out the ground.

Each of these noninvasive survey methods (not digging into the ground) help archaeologists narrow their search and define their collection area. Once archaeologists decide where to focus their research, they can conduct a series of shovel tests.

Shovel Test Pits (STPs): These small excavations are dug until sterile soil, devoid of human activity, is reached. Archaeologists excavate soil from shovel test pits and sift it through a screen to recover artifacts. They collect the artifacts for study and put the sifted soil back into the hole. They note the concentrations and types of artifacts and site boundaries. Sites with the most relevant artifacts are then considered for full-scale excavations.

Keep the information in this introduction on hand. In this lesson you will choose from these methods to conduct surveys in the Greenwood District.

OBJECTIVE: Conduct archaeological surveys to locate the most archaeological features and artifacts related to Historic Greenwood.

READ the provided Greenwood Survey scenarios.

SELECT the survey area and survey method that is best for locating historic features and artifacts in each scenario. Use the ArcGIS GAC Map layers and information you gathered from the previous Restoring the Dream activities to help you. Archaeological surveys can be both time-consuming and costly, so you must determine the most efficient and accurate survey methods to capture optimal data. Spend your time and resources wisely to locate the most sites on time and under budget. There is a \$100,000 survey budget for this project. The length of the field season is 6 weeks, or 42 days. Refer to the table on the next page for survey criteria and allowances.

ADDITIONAL CONSIDERATIONS

1. You can use a maximum of 2 survey methods for each given scenario.
2. Once you have surveyed an area, you have the data for that site.
3. Once you run out of money, you can no longer conduct any more surveys.
4. Once you've used 42 days, you can no longer conduct any more surveys.
5. Once you've done the maximum allowed number of a particular survey method, you can no longer conduct that type of survey.
6. You can choose not to conduct any survey for a given scenario, but should provide reasoning for your choice.
7. If you are taking any days off (weekends, etc.), count them toward your total days. Consider how effectively the archaeologists will be able to work if they don't have any rest days for 6 weeks.

SURVEY METHOD OPTIONS

ARCHAEOLOGICAL SURVEY

| Survey Method | Max # Allowed | 1 Survey Area = | Days | Cost |
|--------------------------|----------------------|------------------------|-------------|-------------|
| Pedestrian Survey | 10 | 8,000 square meters | 5 days | \$2,500 |
| GPR | 2 | 4,000 square meters | 1 day | \$10,000 |
| Gradiometry | 4 | 2,000 square meters | 1 day | \$5,000 |
| LiDAR | 1 | 100,000 square meters | 3 days | \$30,000 |
| Shovel Tests | 4 | 500 square meters | 5 days | \$1,500 |

GREENWOOD SURVEY SCENARIOS

ARCHAEOLOGICAL SURVEY

DETROIT AVE. SCENARIO

At the time of the Tulsa Race Massacre, Greenwood's Black elite lived on Detroit Ave., along the eastern slope of Standpipe Hill. After their homes were destroyed, they rebuilt them in red brick ensuring that they could never burn again. Today, the Oklahoma State University-Tulsa stands in their place. Archaeologists want to know if the foundations of the homes survived the construction of OSU-Tulsa.

IDENTIFY a survey area.

SELECT a survey method/s to locate the presence of the foundations of these historic brick structures.

BRICKYARD SCENARIO

According to Tulsa Race Massacre survivors, historic maps, and current Greenwood residents, at least 2 brick manufacturers used to exist in North Tulsa to the north and northeast of Standpipe hill. Survivor A.J. Newman recalls being marched to a brickyard hill during the 1921 attack on Greenwood. Former Charles S. Johnson elementary students recall climbing over the brickyard hill that is "no longer there." Today the brick manufacturing area is obscured by trees.

IDENTIFY a survey area.

SELECT a survey method to locate exposed structures related to the brick manufacturer.

STAIRS TO NOWHERE SCENARIO

The "Stairs to Nowhere" are a series of concrete steps along Haskell Pl. and Independence Ave. that lead to homes that are no longer in existence—at least not on the surface. Uncertainties about Black Tulsa's northern boundary at the time of the Tulsa Race Massacre have led to questions about whether or not these homes are remains from the massacre.

According to survivor Dr. S. P. Thompson, the national guard started setting fires at Boston and Greenwood and continued to march northward on Boston, setting homes ablaze in their wake. Might they have reached as far as Independence Ave.?

IDENTIFY a survey area.

SELECT a survey method/s to locate these historic building foundations and assess the

visible evidence of burning.

HIGHWAY SCENARIO

The construction of the 1-244 highway through the heart of Deep Greenwood in the 1960s and 70s destroyed the once thriving business district. Greenwood residents and shop owners were forced to sell their homes and businesses, relocate, and watch as their community was bulldozed and demolished. Community members and archaeologists alike want to know what remains of the famed Black Wall Street.

IDENTIFY a survey area.

SELECT a survey method/s to locate historic foundations in Deep Greenwood.

DUNBAR SCHOOL SCENARIO

The original Dunbar Grade School located on Hartford Ave. was destroyed in the 1921 Tulsa Race Massacre. Nearby, the site was later occupied by the Tulsa Department of Public Works, a large brick building with steel trusses and a concrete floor. Today, the land is empty on the surface, though owned and managed by the Tulsa Development Authority. Archaeologists want to know if they can identify any subsurface structures related to the original Dunbar school.

VERNON AME CHURCH SCENARIO

IDENTIFY a survey area.

SELECT a survey method/s to locate the foundations of the original Dunbar School.

The historic Vernon AME Church is located on the corner of N. Greenwood and E. Cameron St. It is one of three churches that existed during Greenwood's beginnings that still exists today, and in its original location. After its destruction in 1921, the church was rebuilt and later extended. Archaeologists want to do a survey to learn if any historic structures still exist below the surface of the church's property, a metal fenced area north and south of the building.

IDENTIFY a survey area.

SELECT a survey method/s to locate any historic architectural features.

B.S. ROBERTS PARK SCENARIO

The northern extension of B.S. Roberts Park is slated for future development to revitalize the Greenwood community. Before construction begins, archaeologists want to noninvasively document the presence of historic homes and businesses in the area.

IDENTIFY a survey area.

SELECT a survey method/s to record the historic homes and businesses in the B.S. Roberts Park northern extension.

GREENWOOD PLAYGROUND SCENARIO

Archaeologists want to explore Greenwood Playground—at B.S. Roberts Park or King Street Park—to learn more about children’s lives and experiences in Greenwood. The swimming pool was the 2-acre park’s main attraction where children could cool off on a hot day and wade in the water. A 1970 Tulsa Daily World article reports that free swimming classes would start at the pool located at 629 E. King Street.

IDENTIFY a survey area.

SELECT a survey method/s to locate the pool and artifacts from the nearby playground.

CHURCH OF GOD SCENARIO

The Church of God once stood on the corner of N. Greenwood Ave. and E. Latimer St. When the church opened in the mid-1920s, the congregation buried a steel time capsule deep in the church’s backyard to be reopened 100 years later. However, the future generations of the congregation forgot about the time capsule and built on top of it when they expanded their church. The church has since moved its location.

IDENTIFY a survey area.

SELECT a survey method/s to locate and recover the time capsule.

GREENWOOD SURVEY ORGANIZER

ARCHAEOLOGICAL SURVEY

| Scenario | Survey Type | Days | Cost |
|----------------------|-------------|------|------|
| Detroit Ave. | | | |
| Brickyard | | | |
| Stairs to Nowhere | | | |
| Highway | | | |
| Dunbar School | | | |
| Vernon AME Church | | | |
| B.S. Roberts Park | | | |
| Greenwood Playground | | | |
| Church of God | | | |
| Days Off | | | |
| Totals | | | |

GREENWOOD SURVEY EXAMPLE

ARCHAEOLOGICAL SURVEY

| Scenario | Survey Type | Days | Cost |
|-----------------------------|-------------------|-----------|-----------------|
| Detroit Ave. | Gradiometry | 1 | \$5,000 |
| Brickyard | LiDAR | 3 | \$30,000 |
| Stairs to Nowhere | Pedestrian Survey | 5 | \$2,500 |
| | GPR | 2 | \$10,000 |
| Highway | Gradiometry | 1 | \$5,000 |
| Dunbar School | Gradiometry | 1 | \$5,000 |
| | Pedestrian Survey | 5 | \$2,500 |
| Vernon AME Church | Pedestrian Survey | 5 | \$2,500 |
| B.S. Roberts Park | GPR | 1 | \$10,000 |
| Greenwood Playground | Shovel Test | 5 | \$1,500 |
| Church of God | Gradiometry | 1 | \$5,000 |
| Days Off | - | 12 | - |
| Totals | | 42 | \$79,000 |

SURVEY ANALYSIS

GREENWOOD ARCHAEOLOGY CURRICULUM



Time Suggestion: 45 min.

OVERVIEW AND OBJECTIVES

After conducting archaeological surveys, archaeologists must analyze and interpret the collected data to learn more about the archaeological material in a given survey area and ultimately, to inform where to conduct full scale unit excavations. Each survey method produces a unique dataset requiring a trained eye to decipher. In this lesson, students will learn how to read and interpret data from pedestrian surveys at two sites in the Greenwood District.

MATERIALS

- Vocabulary
- Pedestrian survey datasets
- [ArcGIS Greenwood Archaeology Curriculum Map](#)
- ArcGIS Tutorial (see Historic Site Assessment lesson)

FOCUS QUESTIONS

How do archaeologists analyze survey data to decide where to excavate?

C3 FRAMEWORK ALIGNMENT

SURVEY ANALYSIS

SOCIAL STUDIES GRADES 9-12

- D1.2.9-12. Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.
- D2.Geo.3.9-12. Use geographic data to analyze variations in the spatial patterns of cultural and environmental characteristics at multiple scales.
- **D2.Geo.2.9-12. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.**
- D2.His.7.9-12. Explain how the perspectives of people in the present shape interpretations of the past.
- D2.His.8.9-12. Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.
- D2.His.10.9-12. Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.
- D2.His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.
- D3.3.9-12. Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.
- **D4.1.9-12. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.**
- D4.2.9-12. Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).

COMMON CORE ALIGNMENT

SURVEY ANALYSIS

ELA 11-12

| | |
|--|--|
| Key Ideas and Details | 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |
| Craft and Structure | 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text. |
| Integration of Knowledge and Ideas | 7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. |
| Writing Standards Text Types and Purposes | 2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection organization, and analysis of content. |
| Production and Distribution of Writing | 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| Vocabulary Acquisition and Use | 6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

COMMON CORE ALIGNMENT

SURVEY ANALYSIS

SOCIAL STUDIES 11-12

| | |
|---|---|
| Key Ideas and Details | <ol style="list-style-type: none">1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. |
| Integration of Knowledge and Ideas | <ol style="list-style-type: none">7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. |

SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12

| | |
|---|---|
| Craft and Structure | <ol style="list-style-type: none">4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. |
| Integration of Knowledge and Ideas | <ol style="list-style-type: none">7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. |
| Text Types and Purposes | <ol style="list-style-type: none">1. Write arguments focused on discipline-specific content.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. |

INSTRUCTIONAL SEQUENCE

SURVEY ANALYSIS

TEACHER PREP

1. Print *The Results Are In* reading and survey datasets (1 per student).

ACTIVITY

1. Read *The Results Are In* reading as a class.
2. Read and work through the two pedestrian survey datasets as a class.
3. Instruct students to answer the survey analysis questions based on the provided survey data collected from MHTT field surveys and make recommendations for further excavations.

DEBRIEF AND DISCUSS

1. At which sites and collection areas do students recommend further excavations? Why?
2. What were students' experiences working with and reading the survey data?

VOCABULARY

SURVEY ANALYSIS

| TERM | DEFINITION |
|-----------------------------------|---|
| Artifact Distribution Maps | Maps showing the recorded locations of all identified field specimens in a given survey area |
| Bioturbation | Soil disturbances caused by living organisms. Tree and plant roots in search of water stir up the soil and push previously buried artifacts and structural features up to the surface |
| Collection Areas | Survey areas with high concentrations of cultural material exposed. Collections areas are assigned GPS coordinates for the area outline and where artifact samples are collected |
| Density Map | Map showing the relative concentration of artifacts spread across a given survey area. Darker areas indicate higher concentrations of artifacts, lighter areas indicate lower concentrations of artifacts |
| Sterile Soil | Soil that does not yield any cultural material. It is just soil, without any evidence of human occupation |
| Transect Map | Map showing the location and code for each transect (line) walked during a pedestrian survey |

THE RESULTS ARE IN



Since 2019, archaeologists have been exploring the history of North Tulsa, searching for remnants of the Historic Greenwood District. Their work has taken them to various locations, including the area near Vernon AME Church and the original Dunbar Grade School, Standpipe Hill, and B.S. Roberts Park. Each summer, their investigations reveal new insights into the rich history of the Greenwood community. But the archaeological process extended far beyond the fieldwork conducted during the summer months.

Before digging into the earth, archaeologists carefully analyze the data collected during their surveys to determine the most promising areas for excavation. Throughout the year, archaeologists, students, and volunteers collaborate to interpret the data, draw conclusions, and prepare for potential excavations.

Archaeologists use several methods to map the landscape and identify potential archaeological sites, including:

Pedestrian Surveys: This method involves walking across the survey area, carefully recording surface artifacts and visible architectural remains. The data collected are then used to create maps that show the distribution and concentration of cultural materials, indicating potential buried structures. Areas with high concentrations of artifacts are designated as "collection areas" and marked with GPS coordinates. Collected artifact samples are taken to a lab where they are sorted by type, counted, cleaned, and then re-bagged.

Ground-Penetrating Radar (GPR): GPR uses radio waves to penetrate the ground, detecting buried features by analyzing the reflected signals. While GPR can reveal the shape and location of features, it doesn't always identify the specific nature of the object. These unidentified features are referred to as "anomalies."

Gradiometry: This technique measures changes in magnetic fields, revealing the presence of metal objects. Strong magnetic readings, represented as "dipoles," indicate the presence of metal objects.

Light Detection and Ranging (LiDAR): LiDAR uses laser technology to create detailed elevation maps of large areas, highlighting landscape features from various perspectives.

Shovel Test Pits (STPs): These small excavations are dug until sterile soil, devoid of human activity, is reached. Artifacts are carefully collected from each level and analyzed to determine the potential significance of the site. Sites with the most relevant artifacts are then considered for full-scale excavations.

PEDESTRIAN SURVEY DATASET 1: STANDPIPE HILL

Standpipe Hill holds immense historical significance, representing Black wealth, Tulsa's educational legacy, natural resource management, resource manufacture, racial conflict, and refuge.

Due to the challenging terrain, archaeologists opted for a non-invasive pedestrian survey, meaning one that would not dig into the ground. They surveyed an area bounded by N. Martin Luther King, Jr. Boulevard, N. Detroit Avenue, E. John Hope Franklin Boulevard, and the I-244 access road. The survey area was divided into 50 one-meter-long transects spaced five meters apart. In 2021, archaeologists, students, and volunteers walked 77 transects, recovering 179 artifacts and documenting the foundations of two historic structures.



Figure 1: Modern aerial photo of Standpipe Hill.



Figure 2: Standpipe Hill transect map.



Figure 3: Standpipe Hill structure map.



Figure 4: Standpipe Hill artifact distribution map.



Figure 5: Standpipe Hill artifact density map.

PEDESTRIAN SURVEY DATASET 2: B.S. ROBERTS PARK

B.S. Roberts Park, the oldest park designated for African Americans in the Greenwood District, has a rich and complex history. Originally constructed as a playground in 1914, it predates the 1921 attack on Greenwood. To understand the daily lives of Greenwood's residents, archaeologists conducted a pedestrian survey of the park, recording surface artifacts and architectural features. The survey area, bounded by N. Greenwood Avenue, the Osage Prairie Trail, E. Latimer Place, and E. Jasper St., was divided into 50 one-meter-long transects spaced five meters apart. In 2022, 93 transects were surveyed, resulting in the recovery of 45 surface artifacts, the identification of 57 collection areas, and the documentation of the partial foundations of 29 historic structures.

| Artifacts Organized by Class | Artifact Counts |
|------------------------------|-----------------|
| Architectural Material | 38 |
| Glass | 1,179 |
| Ceramics | 383 |
| Metal | 258 |
| Fauna/shell | 44 |
| Charcoal | 7 |
| Other | 15 |
| TOTAL | 1,924 |

Table 1: B.S. Roberts Park artifact recovery table.



Figure 6: Overhead map of B.S. Roberts Park survey area. Pink shapes indicate areas of high artifact concentration. Red points indicate individual artifact finds.

ANALYSIS QUESTIONS

SURVEY ANALYSIS

Using the information collected from these two survey datasets, you will now analyze the potential for further excavation at both Standpipe Hill and B.S. Roberts Park. Consider the distribution of artifacts, the presence of architectural features, and the historical significance of each site when making your recommendations.

Analyze the artifact distribution and density maps in Figures 4 and 5. What 3 areas of the collection area had the highest concentrations of artifacts? What geographic or environmental conditions may have contributed to artifact distribution?

Compare the survey maps to the modern aerial photograph of Standpipe Hill in Figure 1. Based on what you've learned about site formation, what most likely brought artifacts to the surface? What is this process called?

Compare the locations of STR-0001 and STR-0002 in Figure 2 with structures found on the 1915, 1939, and 1962 Sanborn maps in the ArcGIS Greenwood Archaeology Curriculum Map. What historic structures are most likely related to these 2 historic finds?

Would you recommend further excavations on Standpipe Hill? If so, where would you dig? Explain your answer.

Read the B.S. Roberts Park artifact recovery table in Table 1. What 3 classes of artifacts had the greatest counts?

There were exposed foundations in the northern section (highlighted in yellow) of the collection area in Figure 6 that correspond to the location of structures represented in the Sanborn Map. What structures were in this area over time?

Would you recommend further excavations on B.S. Roberts? If so, where would you dig? Explain your answer.

LEARN MORE RESOURCES

GREENWOOD ARCHAEOLOGY CURRICULUM



CITATIONS

Coulter, Charles Edward. *Take Up the Black Man's Burden: Kansas City's African American Communities, 1865-1939*. University of Missouri Press, 2006.

Eulinberg, Jerrolyn S. *A Lynched Black Wall Street: A Womanist Perspective on Terrorism, Religion, and Black Resilience in the 1921 Tulsa Race Massacre*. Wipf and Stock Publishers, 2021.

Johnson, Hannibal B. *Acres of Aspiration: The All-Black Towns in Oklahoma*. Eakin Press, 2002.

MAPPING HISTORICAL TRAUMA IN TULSA (MHTT) PROJECT RESOURCES

Explore more digital resources created by MHTT leaders to advance knowledge of the Historic Greenwood District

[ArcGIS Greenwood Archaeology Map](#)

This webapp provides a digital representation of the Mapping Historical Trauma in Tulsa Project providing layers that visualize the location of archaeological research sites, placement of shovel testing, the placement of transects, features, and collection areas, Lidar output, featured sites in the Historic Greenwood District, and Sanborn maps as a base layer to indicate how the district has changed through time.

[Greenwood Centennial Resource Collection](#) (GCRC)

MHTT STUDENT RESEARCH

Explore the power of storytelling through digital maps curated by our MHTT archaeological field school students highlighting the resilience of the Historic Greenwood District using artifacts, structures, oral histories, photographs, archival documents, and cultural landscapes.

- [Standpipe Hill: The place to be during the time of Black Wall Street](#)
- [The Great Equalizer: Mapping Education and the Childhood Experience in Greenwood](#)
- [Mapping Greenwood: Learning History Through Mapping Important Spaces](#)
- [Dunbar Grade School: A Micro History](#)
- [Objects of Resilience: From the Aftermath of the Massacre to Greenwood's Golden Age](#)
- [The Unyielding Spirit of Greenwood: Survivance and Community Resilience](#)

TALKS/CONFERENCES

Odewale, Alicia D., Parker VanValkenburgh, Nkem Ike, Amber Vinson. "[A Black Space Elevated on a Hill: An Archaeology of Hate and Racial Violence in Black Wall Street's Most Affluent Neighborhood](#)." Society for Historical Archaeology Conference, Lisbon, Portugal, Jan. 2023.

Odewale, Alicia, and Parker VanValkenburgh. "[Mapping Historical Trauma in Tulsa, 1921-2021](#)." Radical Cartography Conference, organized by the John Nicholas Brown Center for Public Humanities & Cultural Heritage at Brown University, Nov. 2019.

[The Digital Humanities and Restorative Justice Archaeology](#): An Interview with Dr. Alicia Odewale. Digital Humanities Initiative Speaker Series, Oklahoma State University, Nov. 2020.

[Hult Center Podcast: Dr. Alicia Odewale](#). June 2023.

[National Geographic ExFest Talk](#). June 2023.

RESEARCH PAPERS/PUBLICATIONS

Acebo, Nathan P., Wade Campbell, Edward González-Tennant, Alicia Odewale, Emily Van Alst, William A. White, Stephen A. Mrozowski, Lindsay M. Montgomery, Craig N. Cipolla, and Anna S. Agbe-Davies. "Questions Worth Asking: Undisciplining Archaeology, Reclaiming SubPasts for Better Futures." *American Antiquity*, anticipated online publication, Mar. 2025.

Montgomery, Lindsay M., Anna S. Agbe-Davies, Craig Cipolla, Stephen Mrozowski, Nate Acebo, Stacey Camp, Wade Campbell, Edward Gonzalez Tennant, Alexandra Jones, Carol McDavid, Alicia Odewale, Emily Van Alst, William A. White. "[Advocating for Archaeology's New Purpose](#)." *Sapiens*, Op-Ed Standpoints, 15 Mar. 2023.

Odewale, Alicia. "[New Efforts in Restorative Justice Archaeology: Tulsa, OK](#)." *Society of Black Archaeologists Newsletter*, vol. 2, no. 1, 13 Jan. 2020, pp. 12-13.

Odewale, Alicia. [Review of Tulsa, 1921: Reporting a Massacre, by Randy Krehbiel](#). *Journal of American Ethnic History*, vol. 40, no. 3, 2021, pp. 130-132.

Odewale, Alicia D., Parker VanValkenburgh, Nkem Ike, Amber Vinson. "[A Black Space Elevated on a Hill: An Archaeology of Hate and Racial Violence in Black Wall Street's Most Affluent Neighborhood](#)." Society for Historical Archaeology Conference, Lisbon, Portugal, Jan. 2023.

TECHNICAL ARCHAEOLOGICAL REPORTS

Geophysical Survey Report. Mapping Historical Trauma in Tulsa 1921-2021. Historic Vernon AME Church. October 19-23, 2020. Report Prepared by Alicia Odewale and Scott Hammerstedt.

Report to Tulsa Development Authority: Geophysical Survey Conducted by the Mapping Historical Trauma in Tulsa, 1921-2021 project in October 2020. Report Prepared by Parker VanValkenburgh, Alicia Odewale, and Scott Hammerstedt.

Year 2 Project Report. Mapping Historical Trauma In Tulsa 1921-2021. October 2020. Report prepared by Parker VanValkenburgh and Alicia Odewale for the 1921-2021 Tulsa Race Massacre Centennial Commission.

Report to OSU-Tulsa: Archaeological Survey Conducted by the Mapping Historical Trauma in Tulsa, 1921-2021 Project. June 2021. Report Prepared by Parker VanValkenburgh, Alicia Odewale, and Scott Hammerstedt.

Report to Historic Greenwood Mainstreet: Archaeological Survey Conducted by the Mapping Historical Trauma in Tulsa, 1921-2021 Project. Part 1: B.S. Roberts Park. June 2022. Report prepared by Alicia Odewale and Parker VanValkenburgh.

Year 1 Report to National Geographic Society. August 2023. Project Number NGS-94600R-22-AZI. Archaeology of Greenwood: Bearing Witness to a Century of Resilience. Report prepared by Alicia Odewale

OTHER CURRICULA ON GREENWOOD

- [TulsaSyllabus](#)
- [1921-2021 Tulsa Race Massacre Centennial Commission Resource Guide](#)
- [Tulsa City-County Library African American Resource Center: Tulsa Race Massacre](#)
- [Tulsa City-County Library Research Center: Tulsa and Oklahoma History Resources Guide](#)
- [John Hope Franklin Center for Reconciliation Curriculum Resource Guide](#)

RELATED PROJECTS

- [Black History Saturdays](#)
- [All-Black Towns of Oklahoma Storymap](#)
- [The Women of Black Wall Street](#)
- [From Tullahassee to Tulsa](#). ArcGIS StoryMap created for 2892 Miles to Go: Geographic Walk for Justice
- [National Geographic Edulab Mapping Innovation](#)
- [National Geographic Explorer Classroom](#)
- [Oklahoma Public Archaeology Network](#)

OTHER DIGITAL COUNTER MAPPING PROJECTS

These projects use geospatial tools to bear witness to Black/Indigenous heritage, injustice and erasure.

- [Mapping Historical Trauma in Tulsa 1921-2021](#)
- [The 1921 Historic Black Wall Street Online Business Directory](#)
- [TCC ArcGIS Story Map Mapping Greenwood](#)
- [New York Times 3D Map of Greenwood](#)
- [Rosewood Heritage and VR Project](#)
- [Texas Freedom Colonies Project](#)
- [Mapping Segregation in Washington, DC](#)
- [The African American Trail Project at Tufts](#)
- [The Antioch Colony](#)
- [Chicago's Million Dollar Blocks](#)
- [Mapping Anti-Mexican Violence in Texas](#)

- [Map of Racial Terror Lynchings, Equal Justice Initiative](#)
- [Mapping San Jose: Reclaiming Memories](#)
- [Mapping Black Ecologies](#)

MHTT TRAUMA-INFORMED STANDARDS

Sources for trauma-informed learning in connection to historical and racialized trauma in educational settings

Agbe-Davies, Anna. "'Race Women' in the 'White City': Race, Space, Gender, and Chicago's Red Summer of 1919." *Springer Link*, 2024, <https://link.springer.com/article/10.1007/s41636-024-00511-w>.

Brown, Keffrelyn D. "The Limits of Justice-Informed Research and Teaching in the Presence of Anti-Blackness and Black Suffering: Surplus of Transformation or (Un)Just Traumatic Returns?" *Qualitative Inquiry*, vol. 27, no. 10, 2021, pp. 1169-1181, <https://doi.org/10.1177/10778004211026903>.

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Chikkatur, Anita. "Teaching and Learning African American History in a Multiracial Classroom." *Theory & Research in Social Education*, vol. 41, no. 4, 2013, pp. 514-534.

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Dubois, Page. "Teaching the Uncomfortable Subject of Slavery." *From Abortion to Pederasty: Addressing Difficult Topics in the Classics Classroom*, 2014, pp. 187-198.

Dumas, Michael J. "Beginning and Ending with Black Suffering: A Meditation on and Against Racial Justice in Education." *Toward What Justice?*, edited by David J. Flinders and Stephen J. Thornton, Routledge, 2018, pp. 29-45.

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Hanford, Connesia, and Ariel Marrero. *Racial Trauma in the School System: Naming the Archaeology in the Community*

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"Jim Crow and Segregation." *Library of Congress*, <https://www.loc.gov/classroom-materials/jim-crow-segregation/>.

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Kinouani, Guilaine. *Living While Black: Using Joy, Beauty, and Connection to Heal Racial Trauma*. Beacon Press, 2022.

Lewis-Giggetts, Tracey Michae'l. *Black Joy: Stories of Resistance, Resilience, and Restoration*. Gallery Books, 2022.

Liasidou, Anastasia. "Decolonizing Inclusive Education Through Trauma-Informed Theories." *Scandinavian Journal of Disability Research*, vol. 24, no. 1, 2022, pp. 277-288.

Love, Bettina. *We Want to Do More Than Survive: Abolitionist Teaching and the Pursuit of Educational Freedom*. Beacon Press, 2019.

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ARCHIVAL RESOURCES CONNECTED TO HISTORIC GREENWOOD

- [TulsaSyllabus](#)
- [Greenwood Cultural Center](#)
- [The University of Tulsa McFarlin Library Special Collections: Tulsa Race Massacre Collection LibGuide](#)
- [The University of Tulsa McFarlin Library Special Collections: Digital Photo Collection on Tulsa Race Relations](#)
- [Tulsa Historical Society and Museum: Tulsa Race Massacre Exhibit](#)
- [National Museum of African American History & Culture: Power of Place Exhibition, Tulsa Collection](#)
- [Tulsa Community College: 1921 Tulsa Race Massacre Resources](#)
- [Digital Archives of the OSU-Tulsa Library: Ruth Sigler Avery Collection](#)
- [OK State Library Collection](#)
- [Tulsa Historical Society and Museum](#)
- [Oklahoma Historical Society - Gateway to Oklahoma History](#)
- [Ancestry.com](#)
- [Familysearch.com](#)

- [Tulsa City-County Library - Digital Collections related to Tulsa](#)
- [Oklahoma Digital Prairie - Oklahoma Libraries](#)
- [Tulsa Preservation Commission](#)
- [Newspapers.com](#)
- [Voices of Oklahoma](#)
- [Sister Project in Greenwood - Mapping Greenwood \(TCC Students\)](#)
- [USGS - TopoView](#)
- [David Rumsey Map Collection](#)
- [Library of Congress - Map Collections](#)
- [Library of Congress - Sanborn Fire Insurance Maps](#)
- [Tulsa City-County Library - Map Collection](#)
- [Tulsa County Assessor Interactive Map](#)
- [National Register of Historic Places](#)
- [Tulsa City Planning - Interactive Maps](#)
- [Greenwood Master List - Data Behind Sidewalk Plaques](#)
- [Tulsa Preservation Commission](#)
- [Forestry Services Interactive Map - Search for Local Trees](#)
- [Green Book Sites - Tulsa Green Book Sites](#)
- [Photos of Sidewalk Plaques](#)