Lesson 1: What Is Good Listening?

by Lisa Rathje and Paddy Bowman, with Teaching Tips and Graphic Organizer by Joe Rivers

We love that the piloting teacher used this activity to ask "Who are the Civil Rights leaders in our community?"

This lesson introduces and uses two tools of ethnographic documentation: listening and interviewing. Students will learn skills central to good listening to better understand and analyze primary sources that are primarily audio, like an oral history interview.

Teaching Statement: The activities and content of this lesson ask students to use their auditory senses in service to inquiry and analysis. The first activity requires no additional media or supplies as students use their own experience both as a narrator and a listener to engage the essential question for this lesson. The second activity uses an excerpt from an interview with Ruby Sales from the Civil Rights History Project as a shared learning text for students to analyze both an audio clip and a written transcript through a compare/contrast worksheet.

Finally, if the extension activity is used, students will analyze their own subject position, a term frequently used in qualitative research to name how an individual's identity and prior knowledge will impact their ability to make meaning of data or other inputs.

Course: Middle/High School Social Studies	**Lesson Title**: What Is Good Listening?
Time Requirement: Three 45-min. sessions	**Unit of Study**: Learning Through Listening
Central Focus (Purpose): This lesson introduces and uses two tools of ethnographic documentation: listening and interviewing. Students will learn skills central to good listening to better understand and analyze primary sources that are primarily audio, like an oral history interview. **Essential Question:** What role can identity play in decoding or understanding texts? **For the Teacher:** Students may assume that interviews are primarily about talking (the narrator/interviewee) and the questions. The two-minute interview activity and journal reflections provide scaffolding for building a deeper skill set that includes listening. NOTE: Bias about word usage, accents, and other auditory cues may be a new concept for students.	

Academic Standards:

Common Core State Standards

Learn more: https://www.loc.gov/programs/teachers/getting-started-with-primary-sources/primary-sources-and-standards

Primary sources from the Library of Congress' collections offer myriad examples of complex informational text from diverse sources, including letters, diaries, newspapers, and America's founding documents, as well as other formats such as maps, photographs, charts, and oral histories. Immersive explorations of these items support student learning and developing skills, including:

- Evaluating varied points of view,
- Analyzing how specific word choices shape meaning,
- Assessing the credibility of sources,
- Conducting research projects based on focused questions, and
- Gathering evidence from literary and informational texts to support a claim.

Suggested Primary Sources in this Lesson:

Choose one interview from the Civil Rights History Project or use Ruby Nell Sales https://www.loc.gov/item/2015669106

View 01:04:20-1:08.20 (transcript starts on p. 33, https://tile.loc.gov/storage-services/service/afc/afc2010039/afc2010039_crhp0007_sales_transcript/afc2010039_crhp0007_sales_transcript.pdf)

Other Resources:

Two Minute Interviews

https://jfepublications.org/wp-content/uploads/2019/09/CL-Connections-Pages-from-JFE-Vol-6-5.pdf

Common Misconceptions and How You Plan to Address Them:

Think about words, accents, or place names that may be unfamiliar to students. How can these be included without reinforcing stereotypes?

Learning Objective(s) Associated with Above Standards:

After completing this lesson, students will be able to:

- Cite specific evidence to support analysis of primary and secondary sources.
- Identify aspects of a text (audio or written) that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Academic Language/Terminology:

Fieldwork

Ethnography

Release Form

Differentiation and Other Modifications:
Use recorded materials that also include transcripts so students may also/instead read primary source materials.
Remove timed elements for students with time modifications on tests or assignments.

Teacher Materials and Preparation:
Test all links connected to classroom activities. Review and print needed worksheets.

If students will be interviewing school personnel or family members (extension), send a letter introducing the project.

Tapping Students' Prior Knowledge:
Interviews are intentional conversations that involve deep listening and thoughtful questioning. Ask students what they already know about interviews and where they have heard or seen an interview.

6E Instructional Model

Engagement: Two-Minute Interviews A key skill in interviewing is listening. Follow these instructions for Two-Minute Interviews carefully.	
Explore: Choose one interview from the Civil Rights History Project or use Ruby Nell Sales. View 01:04:20-1:08.20 (transcript starts on p 33). Journal Writing: What do you hear? Be specific. Think about what you heard in terms of not only content (the ideas) but also if there were words that surprised you, if you heard an accent, etc.	**Teaching Tips:** Contextualize the Ruby Sales interview by making links to local people who participated in the 1960s Civil Rights Movement. Identify a local figure and present their short biography. This is what we used: Biography of Jonathan Daniels (Keene, NH). **Extension Idea:** Have students compare and contrast various formats of sources, using the following sources and prompts (A graphic organizer for these prompts follows the lesson.): What do you learn from the various presentations? What are the main events, ideas, and impressions from the story? What are the strengths and weaknesses of the various presentation formats?

	• 2015 Brattleboro Historical Society podcast about Jonathan Daniels • Cheshire County Historical Society Jonathan Daniels page • 2011 Library of Congress interview with Ruby Sales (View 49:45 to 54:25) • Photo slideshow of Jonathan Daniels
Explain: Share your listening journal with another student. Compare what you heard that was similar and what was different.	**Teaching Tips:** Think about the content and information you learned and how you learned. Possible discussion questions: • How did Jonathan and Ruby stick up for themselves and others? • Discuss the medium used to convey the story. How did each work for you? • Discuss the types of information sharing. How do you usually learn new information in school? Where do you go when you want an answer to a question?
Extension/Elaboration: Apply: Practice interviewing a partner expanding on topics started in Two-Minute Interviews. Use That's a Good Question Worksheet and the first column of the Ethnography Rules Worksheet to prepare. Decide if you intend students to interview someone in the community or interview each other in the classroom. 1. Hand out the Insider / Outsider Worksheet. When doing any kind of ethnographic research, understanding whether you are a part of a community helps the researcher think about bias, cultural blinders, or special knowledge they may or may not have. Have students complete the worksheet thinking about their chosen topic or art form. Suggestions include children's songs or rhymes, lullabies, or songs sung at celebrations. Discuss.	**Teaching Tips:** To help relate the Civil Rights History material to students' life experience, have them think of a time when they stuck up for themselves or someone else. Have students interview the teacher about this topic, using the Two-Minute Interview exercise. Then have students pair up and conduct an interview on the same topic. At the end, discuss as a whole group the surprises and challenges of this exercise. Review and discuss the goals of the Two-minute worksheet (6th bullet point). Have students choose a topic that they could speak about with some confidence or expertise. For a student example, listen to Gilbert's interview with Hunter about skiing. Discuss the interview techniques you can observe here and from past interview clips. Then conduct two-minute interviews in pairs.

2. Hand out the Written Consent Form and discuss the importance of seeking permission and getting consent to use information the interviewee shares. Think aloud with students why this matters. Hand out and go over the Interview Checklist. Either complete interviews in class or assign them as homework. Give students at least a week (including a weekend) to complete interviews assigned as homework.	

Evaluate:

Formative Assessment(s): Journal, Ethnography Rules Worksheet, column one

Summative Assessment(s): Ethnography Rules Worksheet, completed

Lesson Closure:

Include face-to-face or individual digital reflection to guide students along their learning progression and set new goals (emojis, pair/share, Google Form, exit ticket, etc.). The reflection prompt may include: What do you know about interviewing after this lesson? List what questions you would ask yourself now before listening to an interview.

Ethnographic Archival Connections:

"On May 12, 2009, the U. S. Congress authorized a national initiative by passing The Civil Rights History Project Act of 2009 (Public Law 111-19). The law directed the Library of Congress (LOC) and the Smithsonian Institution's National Museum of African American History and Culture (NMAAHC) to conduct a national survey of existing oral history collections with relevance to the Civil Rights movement to obtain justice, freedom and equality for African Americans and to record and make widely accessible new interviews with people who participated in the struggle. The project was initiated in 2010 with the survey and with interviews beginning in 2011."
Read more: https://www.loc.gov/collections/civil-rights-history-project/about-this-collection.

What do you know about interviewing after this lesson? What questions do you have before listening to an interview?

Listen to an interview:
https://www.loc.gov/collections/civil-rights-history-project.

What surprised you?

What Is Good Listening Worksheets

Listening to Learn: Civil Rights Primary Source Comparison Organizer

Student name_____ Date_____

What do you learn from the various presentations?

A. What are the main events, ideas, and impressions from the story?
B. What are the strengths and weaknesses of the various presentation formats?

Slideshow
Audio BHS podcast

Article HS of Cheshire County
LOC Video Ruby Sales

Learning to Interview Through Practice: Two-Minute Interviews

Key skills in interviewing, the most challenging for inexperienced interviewers, are learning to listen carefully and make the interview feel like a conversation, even though the narrator is doing most of the talking. The activity below—the first one we use with students—helps develop those skills.

Procedure—Two-Minute Interviews

- Divide the class into pairs.
- Ask each pair to decide who will go first and second.
- Tell students that they're going to listen to each other talk for two minutes about a particular topic. Select a topic that relates to the lesson theme. For a music study, for example, you could ask students to describe their favorite music or song.
- Tell students that while one partner talks, the other only listens, without taking notes or asking questions. When two minutes are up, ask the pairs to reverse roles.
- Invite each pair to stand or come to the front of the class, one pair at a time. Ask one partner to introduce the other and describe what their partner talked about and when finished to ask the partner if there is anything they would like to add or correct. Then reverse roles.
- Discuss. What did it feel like to listen and not ask questions? Was it easier to listen or to talk? Did anything surprise you? What did you learn? What more would you like to know? What skills did you use in this activity? (i.e., close listening and remembering; demonstrating your listening through eye contact, nodding your head, and facial expressions that show interest; retelling someone's story in your own words; telling your own story; checking for accuracy).

Option: Follow this activity by asking pairs to turn to their partners again and ask three questions based on what their partners shared–a close-ended question, an open-ended question, and a follow-up question based on something they said.

Discuss. What more did you learn by asking questions? What was the main idea of the story your partner told? Give your story and your partner's story a title. Share why you chose your titles. How are your titles similar or different? What do the differences tell you about how you each interpreted the other's story?

That's a Good Question Worksheet

Write down a cultural topic or art form that interests you.

_____

What do you know about this topic right now?

_____

If you were to ask questions of someone about that topic, what would you want to find out? Write down at least three things below:

1. _____
2. _____
3. _____

Now write questions beginning with these words that ask for the information you want to know.

When _____

Who _____

What _____

Where _____

Why _____

Which _____

How _____

Good! You made a great start. Now write as many more questions as you can. Remember to begin your questions with "who," "what," "where," "when," "why," "how," and "which." Now you are ready to try interviewing.

Name of Interviewer: _____Date:_____

Name of Interviewee: _____Age:_____

Written Release Acquired? _____ Oral Release? _____

Insider / Outsider Worksheet

Before interviewing someone, you want to give some thought to how much of an **insider** or **outsider** you are in the situation. In the chart below, think about the person you plan to interview and list the ways in which you are an insider or outsider

My Name_____ I will interview_____

Ways in Which I Am an **Insider**	Ways in Which I Am an **Outsider**
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.

Adapted from: Louisiana Voices Folklife in Education Project
www.louisianavoices.org

Interview Checklist

BEFORE THE INTERVIEW

_____Decide on a topic and think how you can find out about it.

_____Research the topic to gain basic knowledge and create a project folder where you can keep all your work.

_____Choose a person to interview and make an appointment.

_____Prepare a list of questions to guide the interview.

_____Make sure release forms, interview questions, and notepaper are in your project folder.

_____Practice using the audio or video recorder and camera.

_____Decide if you are an insider or outsider at the interview. Use the **Insider/Outsider Worksheet** to make notes about things that may affect the interview.

DURING THE INTERVIEW

_____Locate a quiet place to set up and test the recorder.

_____Begin by recording biographical data. Explain to your Interviewee exactly what will be taking place and read the **Oral Consent form** into the recorder with their verbal acknowledgement or have Interviewee sign a **Written Release Form.**

_____Start with general, biographical information and narrow to specific questions.

_____Pause early in the interview to check your recorder sound levels.

_____Take pictures of the Interviewee.

AFTER THE INTERVIEW

_____Write notes about your impressions, ideas, and questions you still need to ask.

_____Label your audio, video, and photo files.

_____If transcribing, start as soon as possible.

_____Analyze your findings to identify the important points. Decide if any follow-up is needed.

_____Send your Interviewee a thank-you note.

Written Consent Form

Person Interviewed (print)_____

Address_____

_____

Phone ( )_____ Email_____

Place of Interview_____ Interview Date_____

Name of Interviewer (print)_____

Interviewer's School _____

I understand that this interview and any photographs and audio or video recording are part of an education project at the school named above. I give permission for these materials to be included in an educational, nonprofit presentation, publication, or website.

_____ _____
Signature of Interviewee Date

_____ _____
Signature of Parent or Guardian if Interviewee is a Minor Date

List any restrictions_____

Oral Consent Form

Record this statement at the beginning of an audio or video recording of an interview.
This is (Name of Interviewer) of (Name of School) in (Town and State) on (Date). I am interviewing and recording (Name of Interviewee).

Do you understand and give your consent that portions of this interview may be quoted or used in a presentation or publication for educational purposes? (Interviewee responds yes or no.) If no, recording needs to stop immediately.

Ethnography Rules

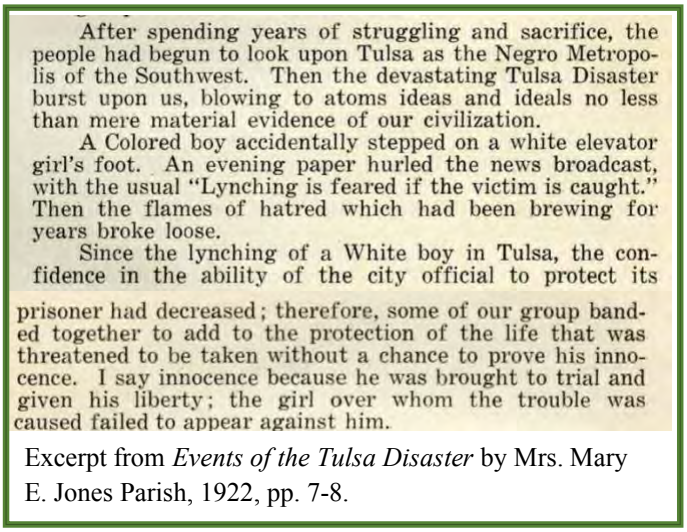
Name_____ Date_____

Before the Interview… *After the Interview…*

Rule	**What I think this means when I am doing ethnography.**	**A specific example of what I did to follow this rule.**
Be Safe.		
Be Responsible.		
Be Respectful.		
Be Observant.		
Listen Deeply.		
Be Curious.		
Have Fun.		

Lesson 2: Learning Through Listening: Rumor, Legend, and Conspiracy in Studying the 1921 Tulsa Race Massacre

by Sarah Milligan, with Teaching Tips by Angela DeLong, Piedmont Intermediate School; and Shanedra Nowell, Oklahoma State University



After spending years of struggling and sacrifice, the people had begun to look upon Tulsa as the Negro Metropolis of the Southwest. Then the devastating Tulsa Disaster burst upon us, blowing to atoms ideas and ideals no less than mere material evidence of our civilization.

A Colored boy accidentally stepped on a white elevator girl's foot. An evening paper hurled the news broadcast, with the usual "Lynching is feared if the victim is caught." Then the flames of hatred which had been brewing for years broke loose.

Since the lynching of a White boy in Tulsa, the confidence in the ability of the city official to protect its prisoner had decreased; therefore, some of our group banded together to add to the protection of the life that was threatened to be taken without a chance to prove his innocence. I say innocence because he was brought to trial and given his liberty; the girl over whom the trouble was caused failed to appear against him.

Excerpt from *Events of the Tulsa Disaster* by Mrs. Mary E. Jones Parish, 1922, pp. 7-8.

How can teachers use oral histories and written testimonies in the classroom to teach not only about historical events but also strengthen students' critical analysis skills? This lesson aims to help students develop close reading and listening skills and provide connections between historical narratives interrogating the concepts of rumor and conspiracy related to shaping the memory of the 1921 Tulsa Race Massacre. Students will hear survivors of the Race Massacre share accounts, juxtaposed with written reported accounts from journalists and residents of Greenwood, the African American neighborhood of Tulsa, writing down quotes and phrases that make an impression on them, then evaluating the function and role of rumor and conspiracy in public shaping of an event. By the end of the lesson, students will gain a deeper understanding of the 1921 Tulsa Race Massacre by listening to those who were there and practicing critical information evaluation skills, which are needed both inside and outside the classroom.

Teaching statement: This lesson is an excellent way to explore the initiating event of the Race Massacre and to discuss how historians and students of history analyze conflicting primary sources. Students are given multiple firsthand accounts of the "riot" and how it began, and discuss similarities, differences, and how rumor affected both the events then and how we see them now.

Lesson Title: Rumor and Conspiracy Studying the 1921 Tulsa Race Massacre	
Time Requirement: 50-60 min.	**Courses:** U.S. History (1878-Present), AP U.S. History, Oklahoma History, African American History
Central Focus: This lesson introduces rumor, legend, and conspiracy as ways folklorists study the past and seek to understand the present. Students will use oral history testimony and primary sources to investigate rumor, legend, or conspiracy related to the 1921 Tulsa Race Massacre and evaluate them as a source of information and for media literacy. **Essential Questions:** What functions do rumor or conspiracy play as a source of information outside the realm of truth or fiction? How are rumor, legend, or conspiracy recognized in everyday life?	

For the Teacher:

Folklorists study rumor, legend, and conspiracy, any of which according to the folklorists Gary Alan Fine and Patricia A. Turner (2004) is "a claim about the world not supported by 'authenticated information.' It involves 'unsecured,' 'unverified' information." When mainstream media, established political authorities, and dominant culture gatekeepers ignore, tolerate, and/or dismiss rumors and conspiracy theories as unimportant, a false narrative such as the "Lost Cause of the Confederacy" or that events of 1921 were instigated by the segregated Black neighborhood residents of Greenwood in a "riot" can become entrenched and embedded. This narrative lives not only in the dominant culture psyche, but also in civic life, institutions, and media.

> Even if the audience does not believe that the rumor is factually correct, it is presented as something that could be believed; it is a truth claim. Rumor is deliberate communication—often spread in face-to-face conversation, sometimes spread through written material, and now frequently spread through the mass media and other modern information technology... some rumors may be factually incorrect in the specifics of their claims (their superficial truth) yet reveal fundamental truths about the nature of the cultural order.
>
> Rumor is, from this perspective, a form of problem solving, permitting people to cope with life's uncertainties, surely a more hopeful image than that of immoral mischief….What happens when historic events and community narratives live only in community space not championed by the dominant culture gatekeepers.
> *(Whispers on the Color Line: Rumor and Race in America*, Gary Alan Fine and Patricia A. Turner. 2004. Oakland: University of California Press.)

For a more concise breakdown of the difference and function between rumor, legend, conspiracy, see the folklorist Andrea Kitta's (2020) video, "COVID-19 Gossip, Rumor, Legend, and Conspiracy Theories," https://youtu.be/-x6gKUG6DTE?t=99.

Academic Standards:

Social Studies Practices

- 2.A.6-8.2 Compare points of agreement from reliable information and interpretations associated with discipline-based compelling and supporting questions.
- 2.A.9-12.2 Compare points of agreement and disagreement from reliable information and expert interpretations associated with discipline-based compelling and supporting questions.
- 2.A.6-8.3 Develop deeper levels of understanding by questioning ideas and assumptions and identifying inconsistencies or errors in reasoning.
- 2.A.9-12.3 Reinforce critical thinking by evaluating and challenging ideas and assumptions; analyze and explain inconsistencies in reasoning.
- 3.A.6-8.1 Gather, compare, and analyze evidence from primary and secondary sources on the same topic, identifying possible bias and evaluating credibility.
- 3.A.9-12.1 Gather, organize, and analyze various kinds of primary and secondary source evidence on related topics, evaluating the credibility of sources.

- 3.A.6-8.3 Use multiple historical or contemporary primary sources to identify further areas of inquiry and additional relevant sources.
- 3.A.9-12.3 Develop questions about multiple historical and/or contemporary sources to pursue further inquiry and investigate additional sources.
- 3.A.6-8.7 Describe multiple factors that influence the perspectives of individuals and groups during historical eras or toward contemporary situations.
- 3.A.9-12.7 Analyze complex and interacting factors that influence multiple perspectives during different historical eras or contemporary events.
- 4.A.6-8.3 Acquire, determine the meaning, and appropriately use academic vocabulary and phrases used in social studies contexts.

Oklahoma History
- OKH.5.2. Examine multiple points of view regarding the evolution of race relations in Oklahoma, including:
  - A. growth of all-black towns (1865-1920)
  - B. passage of Senate Bill 1 establishing Jim Crow Laws
  - C. rise of the Ku Klux Klan
  - D. emergence of "Black Wall Street" in the Greenwood District
  - E. causes of the Tulsa Race Riot and its continued social and economic impact.
  - F. the role labels play in understanding historic events, for example "riot" versus "massacre".

United States History (1878 - Present)
- USH.4.1 Examine the economic, political, and social transformations between the World Wars.
  - B. Describe the rising racial tensions in American society including the resurgence of the Ku Klux Klan, increased lynchings, race riots as typified by the Tulsa Race Riot, the rise of Marcus Garvey and black nationalism, and the use of poll taxes and literacy tests to disenfranchise blacks.

Primary Sources in This Lesson:

The Broad Ax. Salt Lake City, Utah, 11 June 1921. *Chronicling America: Historic American Newspapers*. Library of Congress. "Charles E. Stump, Traveling correspondent for the *Broad Ax*, Visits Muskogee, Oklahoma, and Secures a Vivid Account of the Race Riots in Tulsa," https://chroniclingamerica.loc.gov/lccn/sn84024055/1921-06-11/ed-1/seq-3.

Kenny Booker and John Alexander interview for the National Visionary Leadership Project at the American Folklife Center, https://folksources.org/resources/items/show/59

Joe Burns, O.G. Clark, Mrs. G.E. Jackson for the National Visionary Leadership Project at the American Folklife Center, https://folksources.org/resources/items/show/60

Events of the Tulsa Disaster by Mrs. Mary E. Jones Parish, 1922, http://129.244.102.213/speccoll/collections/F704T92P37%201922_Events/Events1.pdf.

Manuscript by B.C. Franklin "The Tulsa Race Riot and Three of Its Victims." August 22, 1931. From the Collection of the Smithsonian National Museum of African American History and Culture, Gift from Tulsa Friends and John W. and Karen R. Franklin, https://nmaahc.si.edu/object/nmaahc_2015.176.1#:~:text=The%20unpublished%20manuscript%20consists%20of,being%20killed%20by%20the%20mob.

Common Misconceptions and How You Plan to Address Them:
One common misconception is that all rumors, legends, and conspiracies are "untrue" and therefore not narratives that need to be addressed in the classroom. This lesson addresses the function of rumor and conspiracy and how students can recognize these types of narrative when thinking critically about information they encounter.

NOTE: For students and teachers unfamiliar with the Tulsa Race Massacre, the story of Dick Rowland functions as an example of how rumor spread and then was published as fact in area newspapers, then widely credited as the impetus or spark that led to the Tulsa Race Massacre. This lesson asks students, regardless of what we understand as the truth today, what does the rumor tell us?

Learning Objectives:
After completing this lesson, students will be able to:

- Cite specific evidence to support analysis of primary sources and secondary sources.
- Identify aspects of a text (audio or written) that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Academic Language/Terminology:
Rumor: Information or a story that is passed from person to person but has not been proven to be true (Britannica Dictionary).

Conspiracy (Theory): An attempt to explain harmful or tragic events as the result of the actions of a small powerful group. Such explanations reject the accepted narrative surrounding those events (Britannica Dictionary).

Contemporary Legend: Contemporary legends (sometimes called urban legends or simply legends) are stories that spread primarily through informal channels. Legends differ from rumors; rumors are brief speculative statements usually confined to a specific location, whereas legends tend to be longer narratives and may be localized or spread more widely (Oxford Bibliographies).

Differentiation and Other Modifications:

This lesson uses recorded materials that include transcripts, so students with hearing impairments may read along as they review the primary source materials. Students with reading difficulties can listen to the recordings or use the transcripts to support their reading skills.

Teachers may remove timed elements for students with time accommodations on tests or assignments.

Teacher Materials and Preparation:

Test all links connected to classroom activities. Review and print needed worksheets.

Context: If a brief summary of the event and impact of the 1921 Tulsa Race Massacre is needed, see the Library of Congress "On this Day" summary for May 31, 2921, https://www.loc.gov/item/today-in-history/may-31.

You could also play for students the PBS series *BOSS: The Black Experience in Business* episode "Greenwood and the Tulsa Race Riots," https://youtu.be/-yceK9LHFSA.

For more on the difference between intentional misinformation, rumor, legend, and conspiracy, watch the folklorist Andrea Kitta's video, "COVID-19 Gossip, Rumor, Legend, and Conspiracy Theories," https://youtu.be/-x6gKUG6DTE?t=99.

For more on the function and identification of rumor and conspiracy, see Patricia Turner's "The Obamas' Lonely Walk on the High Road" on the podcast *Notes from America with Kai Wright*, October 3, 2022, https://www.wnycstudios.org/podcasts/anxiety/episodes/obamas-high-road.

5E Instructional Model	
Engage: Ask students if rumor and conspiracy are new phenomena. Where and how do they see them play out today?	**Teaching Tips:** Provide examples from current events or social media trends that students at their specific age/grade level would understand and connect with.
Explore: Have students read the May 27, 2021, Library of Congress Blog entry "Tulsa Race Massacre: Newspaper Complicity and Coverage" discussing the role of news providers in spreading, or working to counter, rumor and conspiracy in the events leading up to and following the 1921 Tulsa Race Massacre.	

Ask students to compare the historical accounts referenced in the blog post by analyzing written accounts or oral history interviews for similarities and differences in the accounts recorded in this "Traveling Correspondent" article from June 11, 2021, from the *Broad Ax* Utah-based newspaper? Students should take notes on what they notice that might indicate points of rumor or conspiracy, either clearly stated or through unclear information sourcing. Ask students: ● What would be possible motives for any rumors or conspiracies being spread? ● How did individuals represented here talk about these instances in the context of shaping public memory around the 1921 Tulsa Race Massacre? Sources: ● *The Broad Ax.* Salt Lake City, Utah, 11 June 1921. *Chronicling America: Historic American Newspapers*. Lib. of Congress. "Charles E. Stump, Traveling correspondent for the Broad Ax, Visits Muskogee, Oklahoma, and Secures a Vivid Account of the Race Riots in Tulsa." ● Excerpt from an interview with Kenny Booker and John Alexander for the National Visionary Leadership Project at the Library of Congress' American Folklife Center. ● Excerpt from an interview with Joe Burns, O.G. Clark, Mrs. G.E. Jackson for the National Visionary Leadership Project at the Library of Congress' American Folklife Center. ● Excerpt from *Events of the Tulsa Disaster* by Mrs. Mary E. Jones Parish, 1922, pp 7-8 and 47-48. (See worksheet with primary sources below.) ● An unpublished manuscript by B.C. Franklin "The Tulsa Race Riot and Three of Its Victims." August 22,1931, pp. 9-10.	**Teaching Tips:** Follow the reading with a discussion or writing response. Have students consider and compare ways Americans received news in 1921 versus today, or past and present ethical responsibilities in journalism. Incorporate some basic writing tasks to engage all learners and enhance conversation (tasks can be accessed here). Consider printing the written testimonies for students to annotate. The exercise helps students see the difficulties of searching for "what happened" in history and understand how rumor can both conceal truth and reveal it. Students may struggle with the racial terms used by the speakers. Explain to students that some terms are outdated (such as Negro), but not necessarily offensive for the time period.
Explain: Have students write independently or create discussion groups and respond to the following prompts: ● How do you think rumor and conspiracy contributed to the Tulsa Race Massacre, or the legacy of the event over the last 100 years? Why do you think they were effective as a catalyst?	**Teaching Tips:** Consider having students ponder the overall legacy of the 1921 Tulsa Race Massacre on U.S. history. Also have students make connections to other race riots related to Red Summer 1919 and consider

<table>
<tr><td>Regardless of truth, why do you think this rumor about Dick Rowland exists?
What function does rumor play? What makes it believable? Who might want to believe a rumor and why?</td><td>how rumor served as a catalyst within these events.</td></tr>
<tr><td>Extend:
In small groups have students brainstorm and identify another historical event affected by rumor or conspiracy. Have groups consider ways they can use primary sources to investigate these rumors and/or conspiracies and seek different perspectives around the events.</td><td>Teaching Tips:
An example may be the rumors surrounding the bombing of Pearl Harbor in 1941, such as what the American military knew before the bombing (and when) and how rumors about Japanese American spies caused paranoia and led to mass incarceration during WWII.</td></tr>
<tr><td colspan="2">Evaluate: Students will complete a Reflection Exit Ticket. Ask students to write three things they learned about the Tulsa Race Massacre or about identifying rumors in historical and current informational sources.</td></tr>
<tr><td colspan="2">Sources:
Some lesson language is adapted from “Respecting the Smears: Anti-Obama Folklore Anticipates Fake News,” by Patricia A. Turner, Journal of American Folklore, Vol. 131, no. 522, Fall 2018, pp. 421-25, https://muse.jhu.edu/article/707447.

Andrea Kitta’s video, “COVID-19 Gossip, Rumor, Legend, and Conspiracy Theories,” https://youtu.be/-x6gKUG6DTE?t=99.

For more on the function and identification of rumor and conspiracy, see Patricia Turner’s “The Obamas' Lonely Walk on the High Road” on the podcast Notes from America with Kai Wright, October 3, 2022, https://www.wnycstudios.org/podcasts/anxiety/episodes/obamas-high-road.

PBS series BOSS: The Black Experience in Business. Greenwood and the Tulsa Race Riots, https://youtu.be/-yceK9LHFSA.

Library of Congress “On this Day” summary for May 31, 1921, https://www.loc.gov/item/today-in-history/may-31 .</td></tr>
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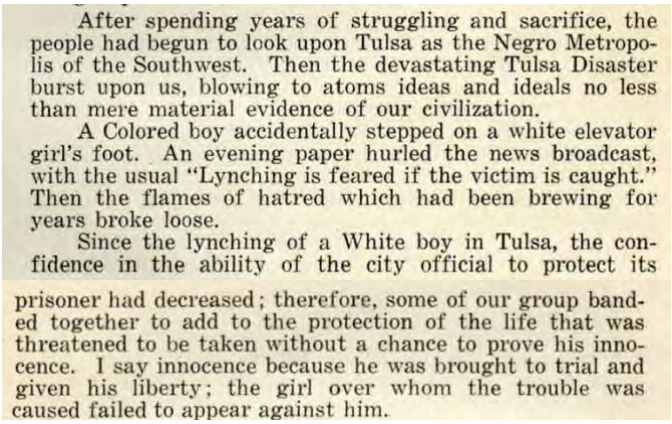
by Sarah Milligan, with Teaching Tips by Angela DeLong, Piedmont Intermediate School; and Shanedra Nowell, Oklahoma State University

Student Observations

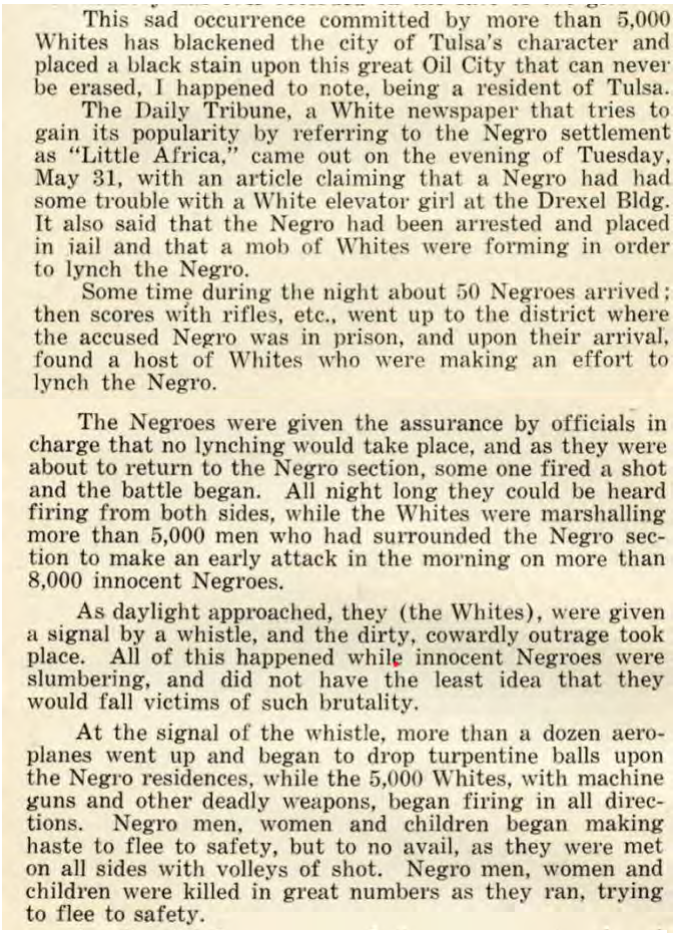


After spending years of struggling and sacrifice, the people had begun to look upon Tulsa as the Negro Metropolis of the Southwest. Then the devastating Tulsa Disaster burst upon us, blowing to atoms ideas and ideals no less than mere material evidence of our civilization.

A Colored boy accidentally stepped on a white elevator girl's foot. An evening paper hurled the news broadcast, with the usual "Lynching is feared if the victim is caught." Then the flames of hatred which had been brewing for years broke loose.

Since the lynching of a White boy in Tulsa, the confidence in the ability of the city official to protect its prisoner had decreased; therefore, some of our group banded together to add to the protection of the life that was threatened to be taken without a chance to prove his innocence. I say innocence because he was brought to trial and given his liberty; the girl over whom the trouble was caused failed to appear against him.

Excerpt from *Events of the Tulsa Disaster* by Mrs. Mary E. Jones Parish, 1922, pp. 7-8.



This sad occurrence committed by more than 5,000 Whites has blackened the city of Tulsa's character and placed a black stain upon this great Oil City that can never be erased, I happened to note, being a resident of Tulsa.

The Daily Tribune, a White newspaper that tries to gain its popularity by referring to the Negro settlement as "Little Africa," came out on the evening of Tuesday, May 31, with an article claiming that a Negro had had some trouble with a White elevator girl at the Drexel Bldg. It also said that the Negro had been arrested and placed in jail and that a mob of Whites were forming in order to lynch the Negro.

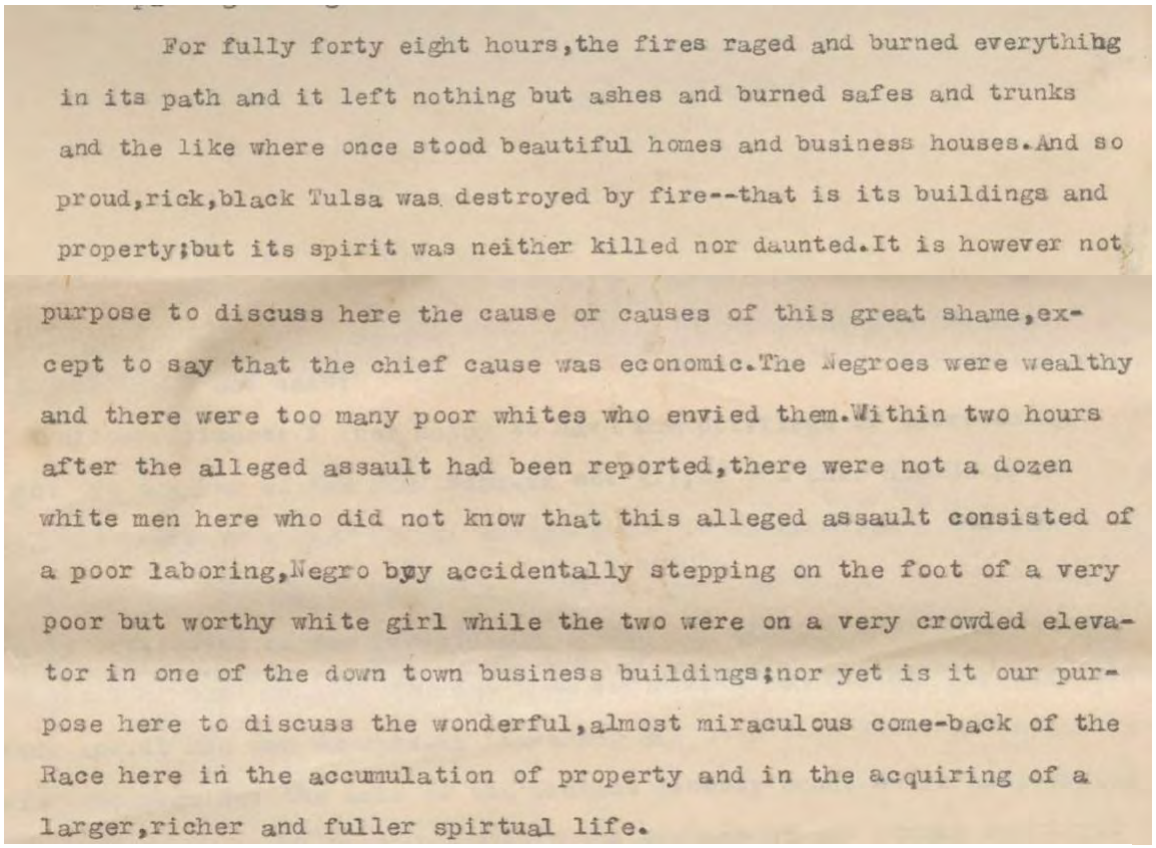
Some time during the night about 50 Negroes arrived; then scores with rifles, etc., went up to the district where the accused Negro was in prison, and upon their arrival, found a host of Whites who were making an effort to lynch the Negro.

The Negroes were given the assurance by officials in charge that no lynching would take place, and as they were about to return to the Negro section, some one fired a shot and the battle began. All night long they could be heard firing from both sides, while the Whites were marshalling more than 5,000 men who had surrounded the Negro section to make an early attack in the morning on more than 8,000 innocent Negroes.

As daylight approached, they (the Whites), were given a signal by a whistle, and the dirty, cowardly outrage took place. All of this happened while innocent Negroes were slumbering, and did not have the least idea that they would fall victims of such brutality.

At the signal of the whistle, more than a dozen aeroplanes went up and began to drop turpentine balls upon the Negro residences, while the 5,000 Whites, with machine guns and other deadly weapons, began firing in all directions. Negro men, women and children began making haste to flee to safety, but to no avail, as they were met on all sides with volleys of shot. Negro men, women and children were killed in great numbers as they ran, trying to flee to safety.

Excerpt from *Events of the Tulsa Disaster* by Mrs. Mary E. Jones Parish, 1922, pp. 47-48.



For fully forty eight hours,the fires raged and burned everythihg in its path and it left nothing but ashes and burned safes and trunks and the like where once stood beautiful homes and business houses.And so proud,rick,black Tulsa was destroyed by fire--that is its buildings and property;but its spirit was neither killed nor daunted.It is however not purpose to discuss here the cause or causes of this great shame,except to say that the chief cause was economic.The Negroes were wealthy and there were too many poor whites who envied them.Within two hours after the alleged assault had been reported,there were not a dozen white men here who did not know that this alleged assault consisted of a poor laboring,Negro boy accidentally stepping on the foot of a very poor but worthy white girl while the two were on a very crowded elevator in one of the down town business buildings;nor yet is it our purpose here to discuss the wonderful,almost miraculous come-back of the Race here in the accumulation of property and in the acquiring of a larger,richer and fuller spirtual life.

An unpublished manuscript by B.C. Franklin, "The Tulsa Race Riot and Three of Its Victims." August 22,1931, pp. 9-10.

Student Observations

Lesson 3: Learning Through Listening and Observation: Point of View in Reconstructing Events of the Tulsa Race Massacre

by Sarah Milligan, with Teaching Tips by Dee Maxey, Riverfield Country Day School; Brandy Perceful, Santa Fe South High School; and Shanedra Nowell

How can teachers use oral histories in the classroom to teach not only about historical events, but also strengthen students' listening skills? This lesson aims to help students develop close listening skills and seek connections between historical narratives using clips from five different oral histories related to the 1921 Tulsa Race Massacre. Students will hear survivors of the Race Massacre tell their stories, writing down quotes and phrases that make an impression on them, then make connections between the oral histories to better understand the concepts of point of view and differing perspectives. By the end of the lesson, students will gain a deeper understanding of the 1921 Tulsa Race Massacre by listening to those who were there and practicing close listening, a skill needed both inside and outside the classroom.

Teacher Statement: This lesson pushes students to look at situations from more than just one perspective. Relying on one point of view handicaps people's ability to see the complete picture. It is important to consider each available perspective and compare those with the available provable data and evidence. By digging through multiple perspectives of the same event, a kaleidoscope of facts will come together to create a cohesive picture of what happened. With the rise of social media escalating the dissemination of misinformation at an alarming rate, it is more important now than ever to do due diligence to investigate the details of a story to ensure a more accurate understanding of what is happening in our world.

<table>
<tr><td colspan="2">Lesson Title: Point of View in Reconstructing Events of the Tulsa Race Massacre</td></tr>
<tr><td>Time Requirement: 50-60 min.</td><td>Courses: U.S. History (1878-Present), AP U.S. History, Oklahoma History. African American History</td></tr>
<tr><td colspan="2">Central Focus (Purpose): This lesson explores primary sources related to the 1921 Tulsa Race Massacre, specifically oral history interviews. By listening to multiple points of view of the same day and time, students will engage in critical thinking, close listening, and media literacy skills.

Essential Questions: How does engaging the same event from multiple perspectives help us develop a complex understanding of history? What do counternarratives tell us about these events?

For the Teacher:
For deeper thinking about how "hidden history" lives inside communities, listen to Episode 7, Season 4 of Teaching Hard History to think through how the community reshaping of the Tulsa Race Massacre was reframed through the lens of the victims instead of perpetrators.

"The survivors and their descendants keep that history alive. They kept artifacts, they kept documents proving what had happened. They shared the stories with one another.</td></tr>
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They understood that there was some risk in doing so because Tulsa as a whole didn't want to acknowledge this, just wanted to move on, forget it had happened."

Oklahoma Academic Standards:

Social Studies Practices

- 2.A.6-8.2 Compare points of agreement from reliable information and interpretations associated with discipline-based compelling and supporting questions.
- 2.A.9-12.2 Compare points of agreement and disagreement from reliable information and expert interpretations associated with discipline-based compelling and supporting questions.
- 2.A.6-8.3 Develop deeper levels of understanding by questioning ideas and assumptions and identifying inconsistencies or errors in reasoning.
- 2.A.9-12.3 Reinforce critical thinking by evaluating and challenging ideas and assumptions; analyze and explain inconsistencies in reasoning.
- 3.A.6-8.1 Gather, compare, and analyze evidence from primary and secondary sources on the same topic, identifying possible bias and evaluating credibility.
- 3.A.9-12.1 Gather, organize, and analyze various kinds of primary and secondary source evidence on related topics, evaluating the credibility of sources.
- 3.A.6-8.3 Use multiple historical or contemporary primary sources to identify further areas of inquiry and additional relevant sources.
- 3.A.9-12.3 Develop questions about multiple historical and/or contemporary sources to pursue further inquiry and investigate additional sources.
- 3.A.6-8.7 Describe multiple factors that influence the perspectives of individuals and groups during historical eras or toward contemporary situations.
- 3.A.9-12.7 Analyze complex and interacting factors that influence multiple perspectives during different historical eras or contemporary events.
- 4.A.6-8.3 Acquire, determine the meaning, and appropriately use academic vocabulary and phrases used in social studies contexts.

Oklahoma History

- OKH.5.2. Examine multiple points of view regarding the evolution of race relations in Oklahoma, including:
  - A. growth of all-black towns (1865-1920)
  - B. passage of Senate Bill 1 establishing Jim Crow Laws
  - C. rise of the Ku Klux Klan
  - D. emergence of "Black Wall Street" in the Greenwood District
  - E. causes of the Tulsa Race Riot and its continued social and economic impact.
  - F. the role labels play in understanding historic events, for example "riot" versus "massacre".

United States History (1878 - Present)

- USH.4.1 Examine the economic, political, and social transformations between the World Wars.
  - B. Describe the rising racial tensions in American society including the resurgence of the Ku Klux Klan, increased lynchings, race riots as typified by the Tulsa Race Riot,

the rise of Marcus Garvey and black nationalism, and the use of poll taxes and literacy tests to disenfranchise blacks.

Primary Sources in This Lesson:

- Excerpt from interview with Fanny Misch from the Tulsa Historical Society collection, https://folksources.org/resources/items/show/61.
- Excerpt from recorded 1921 Tulsa Race Riot Commission depositions (1999) - Interview with Joe Burns (Tape 2; 46:30 - 53:28), https://folksources.org/resources/items/show/62.
- Excerpt from recorded 1921 Tulsa Race Riot Commission depositions (1999) - Interview with Eunice Jackson (Tape 4; 22:18 - 26:35), https://folksources.org/resources/items/show/63.
- Excerpt from interview with Lessie Randle, Oklahoma State University Library, https://folksources.org/resources/items/show/65.
- Excerpt from interview with Chloe Tidwell by Ruth Avery from the Tulsa Historical Society collection, https://folksources.org/resources/items/show/64.

Other Resources:
Teaching Hard History https://www.learningforjustice.org/podcasts/teaching-hard-history/jim-crow-era/premeditation-and-resilience-tulsa-red-summer-and-the-great-migration

Common Misconceptions and How You Plan to Address Them:
Understanding historical events does not come from one single truth or perspective. This lesson addresses the importance of investigating historical events from multiple perspectives to better understand a larger whole of a complicated event like the 1921 Tulsa Race Massacre. By investigating primary source accounts, such as oral history interviews, students exercise skills in critical thinking around media and information literacy.

NOTE: For students and teachers not familiar with the Tulsa Race Massacre, the events of the Tulsa Race Massacre on May 31 and June 1, 1921, were largely silenced or shaped in public opinion by the instigators of the violence, labeling the event a "riot" to shift blame to those inside the Greenwood neighborhood community, rather than an attack from outside the community. It was not until decades after the event, primarily with the appointment of a "Tulsa Race Riot Commission," that the truth of the events was publicly exposed through narrative accounts of Greenwood neighborhood residents who lived through the events.

Lesson Objectives:
After completing this lesson, students will be able to:

- Cite specific evidence to support analysis of primary sources.

- Identify aspects of a text (audio or written) that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Academic Language/Terminology:

Descriptive language: Use of adjectives and adverbs to give a reader/listener a more detailed feeling or understanding of a subject. Descriptive language often focuses on the five senses.

Differentiation and Other Modifications:

This lesson uses recorded materials that include transcripts so students with hearing impairments may read along as they review the primary source materials. Students with reading difficulties can listen to the recordings or use the transcripts to support their reading skills.

Teachers may remove timed elements for students with time accommodations on tests or assignments.

Teacher Materials and Preparation:

Test all links connected to classroom activities. Review and print needed worksheets.

Context: If a brief summary of the event and impact of the 1921 Tulsa Race Massacre is needed, see the Library of Congress "On this Day" summary https://www.loc.gov/item/today-in-history/may-31.

Teaching Tip: Introduce or frame the idea of perspective by reading through *The True Story of the 3 Little Pigs* (Scieszka and Smith, 1989), https://youtu.be/dIfBpZOQwls.

5E Instructional Model	
Engage: Ask students for examples of an event they hold in common, like a community or school gathering. Ask for volunteers to share their personal experience or a secondary experience from someone they know about the event. Have a discussion to compare what stories or experiences overlap and what areas diverge from how the event is described.	**Teaching Tips:** Consider using school events, such as homecoming, school dances, or ball games as examples. Discussion questions could include "What were some of the experiences you had in common while attending this event?" or "Why would people have different perspectives on the event?"

Explore: Define descriptive language and give students examples. Students will listen for descriptive vocabulary in oral history excerpts about the night of the 1921 Tulsa Race Massacre. Active Listening Activity: Students should take notes on details that help identify overlapping experiences, like physical reference points (street names, businesses, intersections), names, and time (of day, o'clock, related to an event). Students will listen for common and diverging experiences or memories. ● Excerpt from interview with Fanny Misch from the Tulsa Historical Society collection. ● Excerpt from recorded 1921 Tulsa Race Riot Commission depositions (1999) - Interview with Joe Burns (Tape 2; 46:30 - 53:28). ● Excerpt from recorded 1921 Tulsa Race Riot Commission depositions (1999) - Interview with Eunice Jackson (Tape 4; 22:18 - 26:35). ● Excerpt from interview with Lessie Randle, Oklahoma State University Library. ● Excerpt from interview with Chloe Tidwell by Ruth Avery from the Tulsa Historical Society collection.	**Teaching Tips:** You may need to play each clip twice for students to listen closely and hear the descriptive language the speakers use. Students may struggle with the racial terms used by the speakers. Explain to students that some terms are outdated (such as Negro) but not necessarily offensive for the time period. Have students use this Note Catcher to organize their thoughts as they listen to the oral history clips. Consider splitting the class into smaller groups to do this portion of the activity. A jigsaw strategy may work as well, where students listen to clips in expert groups, then share their notes and compare/contrast oral histories in teaching groups. Consider using maps from the Tulsa World or Tulsa Community College to help students visualize the locations speakers mention in the oral history clips. After listening to the oral history excerpt from Lessie Randle, they may be interested in the interactive StoryFile where they can talk to her about her experiences.
Explain: Create student discussion groups based on the notes students took during active listening. After students share their ideas in a whole class or small group discussion, ask students, "How do oral history interviews help us listen for counter points related to our own history?"	**Teaching Tips:** Have students return to their Note Catcher find and compare connecting and diverging stories from the oral history clips. If using the jigsaw strategy, this is where students would move from their expert groups into the teaching groups to compare/contrast oral histories.

Extend: Hang a large piece of butcher paper, poster-size sticky note, or a classroom whiteboard on the wall. Using individual words, quotations, questions, drawings, or symbols, have students share their feelings, responses, and questions related to the perspectives shared in the oral history interviews. Facilitate a class discussion based on the points shared on the wall.	**Teaching Tips:** Discussion questions could include How does descriptive language add credibility to the speaker? How does proximity to the event affect the speaker's point of view? Are there other characters or speakers who may alter their point of view? Include a writing activity in this lesson. Ask students to write a short reflection paper using the notes they took during each interview they listened to. Ask students to compare and contrast the details of events from the Tulsa Race Massacre as told by both sides of the racial divide as they were described during the interviews students listened to earlier in the lesson. How did the perspectives differ and how were they the same?
Evaluate: Students will complete a Reflection Exit Ticket. Ask students to write three things they learned about the Tulsa Race Massacre or about listening for different points of view.	
Sources: Library of Congress "On this Day" summary for May 31, 1921, https://www.loc.gov/item/today-in-history/may-31. Episode 7, Season 4 of *Teaching Hard History* podcast, Premeditation and Resilience: Tulsa, Red Summer and the Great Migration.	