Lesson Template:

1. Title of Lesson: Exploring the Tulsa Race Massacre through Guided Inquiry
2. Lesson description: Our team began the process of Guided Inquiry two years prior. However, we received in-depth, feet-on-the-ground training last year. That training made all the difference in our processing of how the method should work with our students. Dr. Leslie Maniotes spent 3 days going through the steps with representatives from each grade level. They were each paired (Teacher Collaboration) to develop a unit of study for students. During a whole class library visit earlier in the year, Mrs. Leach and I discussed books with historic basis that might catch interest and engage students. I recommended several that might, but early on Dreamland Burning seemed to be the one due to it being “local” to Oklahoma, being a newer release, the author living close, and the characters being relatable for our age students. Wanting to build from that book, Mrs. DeShazer and I struggled with what the bigger issue or theme would be that would hook students of this age. Was it prejudice? Was it racism? Was it more than that? Could we make those issues relatable for students? Could we handle the issues with integrity? (Authenticity) Once we came to the issue of assumptions being the heart of the problem, then the unit took on shape and meaning and felt easier to develop.

We used technology from the planning stages of this unit. Planning was done on shared Google documents.
https://proxy.qualtrics.com/proxy/?url=https%3A%2F%2Fdocs.google.com%2Fdocument%2Fd%2F1-wlty9yNdLNPDZe18R0gFOZwvYgHAY2EPd_EdKtbhk%2Fedit%3Fsusp%3Dsharing&token=ztWneuaL5rznCBeVz0HGkseiQKyyhmuMWLkJKr2nUOG%3D

Then, we curated resources for students in a Wakelet.
https://proxy.qualtrics.com/proxy/?url=https%3A%2F%2Fwww.ted.com%2Ftalks%2Fcameron_russell_looks_aren_t_everything_believe_me_i_m_a_model%3Freferrer%3Dplaylist-check_your_assumptions%23t-2166&token=k7yy5NXxwi9hk61Sd1cw7QNNdArpwLSNUv%2FJ41vCB3Y%3D

After we began the Wakelet, we moved into further developing the timeline and assigning which teacher would be responsible for each step of the project. (Teacher Collaboration) The biggest motivator for students to think about assumptions was a TedTalk by Cameron Russell on beauty and its meaning. (Inquiry & Discourse)
https://proxy.qualtrics.com/proxy/?url=https%3A%2F%2Fwww.ted.com%2Ftalks%2Fcameron_russell_looks_aren_t_everything_believe_me_i_m_a_model%3Freferrer%3Dplaylist-check_your_assumptions%23t-2166&token=k7yy5NXxwi9hk61Sd1cw7QNNdArpwLSNUv%2FJ41vCB3Y%3D

Students developed their questions in the Identify stage after moving through the Immerse and Explore phases. (Inquiry & Discourse) They engaged with podcasts of survivors’ stories, newspapers, arrest records, accounts given, photographs, and a set of display panels which we borrowed from the Tulsa Historical Society and Museum. In their English classes, they read the book, Dreamland Burning. As they read, they discussed how the fiction story aligned with the historical documents they viewed or heard online through Oklahoma Digital Prairie archives (arrest records, newspaper articles, podcasts of survivors telling their accounts).
Equally deep was viewing the documentary movie, *The Tulsa Lynching of 1921*. Students and teachers felt it was the best portrayal of actual events, but the events were so disturbing (and acknowledging the cover-up following) that there were points where the classes absolutely needed time to stop, decompress, discuss together. During this school year, we did not view the movie for several reasons: its length, not being able to have large groups gather, students needing time to process the gravity of the film (and not being able to do this in large groups made the teachers feel this was not the best practice for this year).

3. Grade level/subject: 8th grade students did this unit through their English and Literature classes.

4. Collaborative Planning Steps: PLC meetings and GID training were crucial to the process being successful last year. PLC meetings are now most important to modify as we deploy this year and modify for improvement and for implementation in different ways of teaching this year.

5. Instructional Roles for School Librarian: initial unit development, ongoing planning with team, teach lessons related to searching/sources/research, host the author visit, secure/host the traveling exhibit from the Tulsa Historical Society (pick up and return to Tulsa), create and contribute to the Wakelet: Assumptions in Society, (in 20-21) create video lessons of parts that were in-person last year (for teachers to use as needed and to share with virtual or quarantined students who could not be in the room), pivot other details that need to be different due to COVID (i.e., smaller groups rotate through the library through exhibit panels rather than whole classes, etc.)

6. Instructional Roles for Teacher: initial unit design, plan with team, lessons related to novel and student inquiry support, arrange and host the author visit (not in 20-21), present OPTIC lesson with students and the traveling exhibit from the Tulsa Historical Society, have students view TEDTalks and review podcasts related to the Tulsa Race Massacre, engage students in discussions, guide students in the product creation where needed, evaluate student work


8. AASL/State standards for Learners met:
   a. Inquire: I.A.1, I.B.1, I.B.2, I.B.3, I.C.4, I.D.2
   b. Include: II.C.2
   c. Collaborate: III.C.2, III.D.1
   d. Curate: IV.A.2, IV.A.3
   e. Explore: V.A.2, V.A.3, V.D.3
   f. Engage: VI.A.1, VI.A.2, VI.B.1, VI.D.1

9. Activities and Procedures for completion: Open with a picture book or view a painting (teacher preference) to begin the discussion of making assumptions. Then, students did a quick write of a time when someone made an assumption about them. While literature classes are reading the book, *Dreamland Burning*, other lessons are taking place. English classes are introducing assumptions, exploring ideas related to them, talking about
assumptions being the basis of most conflicts in the world throughout history and discussing why people make assumptions. Resources are curated for students to refer back to as they go on this Wakelet: https://wke.lt/w/s/8Nvfzi, students view the TEDTalk by Cameron Russell regarding assumptions surrounding beauty in the US, students begin to search and explore different areas of assumptions (keeping notes of their searches), students create a 2-minute documentary about the Tulsa Race Massacre, to begin finding their question students go through the inquiry protocol combing through their notes, students begin to focus on what their question is using graphic organizer to arrange and prioritize which question is most important to them, students review video in Canvas of plagiarism and story of Pelham and Revere, student begin more individual research and smaller group discussions based on their preferred questions, they talk with that group to instigate ideas among that same interest group, they share their decided upon research question with the teacher who helps them reflect if this is truly an assumption (some struggle with this part), as they gather more information they determine the best way to present the information and make a choice as to what their final product will be.

10. Resources: (please designate all books, videos, online resources, websites, etc. by title/name)


Canvas. [learning management system]

*The First Thanksgiving*. sheg.stanford.edu/history-assessments/first-thanksgiving [painting]

FlipGrid reflection prompts and responses. [app]

Google Drive Forms and Templates. GID Shawnee 10-2019, Two minute documentary script, Identify -Chart to Decide PROTOCOL.pdf, Cluster Chart p103 Fillable.pdf, 7.6 Chart to decide. p.106 Fillable.pdf, Pair-Share Organizer/, Plagiarism slides, Question/Source Outline, Research Proposal Form, Research Choice Board [learning management system]


Jamboard by Google for Education. [app]


Mastery Connect. [testing platform]


Opposing Viewpoints. Gale in Context. [research database]
Reconciliation Park Tour. John Hope Franklin Center for Reconciliation.
http://www.panowalks.com/embed/7izaQPRaovbF5jiZm8KtyrzkzD4/ [virtual tour]


Screencastify videos for lessons converted to online or asynchronous. GiD Keyword Searching.mp4, , Plagiarism GiD.mp4 [app]

Tulsa Historical Society.
https://www.tulsahistory.org/learn/programs-tours/greenwood-tulsa-race-massacre-traveling-exhibit/ The traveling exhibit from the Tulsa Historical Society has been invaluable. Students examine the panels closely. Then, they choose one photo on which to use the OPTIC strategy. It seems to be a pivotal moment for each student for different reasons. [display panels]


11. Evaluation methods used:
   a. For evaluating students’ comprehension: At several times, students were given checkpoints, quizzes, guides for reflection, discussions, made journal entries, used graphic organizers to show their process/progress. Final project is the ultimate evaluation for students as well as their personal reflection.
   b. For evaluating the unit: Culminating project and FlipGrid to evaluate the process
   c. For evaluating contributions by learning team members: PLC meetings were weekly. Modification of the Google Doc where dates, duties, and collaboration was noted was done as needed throughout the unit.

12. Reflection on any changes needed in unit or modification after unit was first taught: This second time through the unit (in 20-21), we are focusing more closely on assessment. We want to show and document the growth that we saw in students.
   a. How were goals met? Students created projects of their own choosing. They shared those projects at spring parent/teacher conferences. They then reflected on their process, project, and work. They definitely showed that they could apply the concept of assumptions to other areas of society and that they understood it causes conflicts in many cases both in the present and historically.
   b. How were goals modified? This year, things are different due to COVID and due to our reflections on last year. We’ve made assessment a bigger priority. We saw much growth in students and want to be able to document that to others. We added pretests to mark their starting points and posttests to show gains. We also had to shift some of the larger group interactions and move them to smaller settings. This forced us to leave off the author visit entirely, change how students viewed the portable exhibit, and made us be more creative in delivery of information (video of some lessons to allow students to work independently while others visited the museum exhibit).
c. How did goals exceed? Students created projects more elaborate and more in-depth than we might have assigned. Sure, there are those who did the minimum. However, given more freedom, we had some who literally had turned in NOTHING all year complete this project.

13. Follow-Up - an extension for future research, inquiry: This year, we are being more deliberate about pre/post assessments. We are planning which standards we can demonstrate with student work. There are many which students are using, but we are limited by what can be shown in the unit. The other piece that would make this unit most successful is the inclusion of history classes as well. For the moment, the history teachers have not been able to visualize their roles, and have been resistant to joining the unit.

14. Student Work
   a. Please submit no more than two examples of student work from this unit. Please remove last names prior to or to scanning or provide a link to view the examples.

**Student Sample HV:**
Project Synopsis:
https://docs.google.com/document/d/1zjS5ui0fh39Nvz6KgCJj8RjY3ip7G4xQyQHNbrhU2nA/edit?usp=sharing

HV reflection: https://drive.google.com/file/d/1bJoElx7T-h3MrT2gtsTixzktX99RSeJl/view?usp=sharing

**Student Sample DW:**
Project Synopsis:
https://drive.google.com/file/d/1JnHpIXW6R058Mbl9Texj3fUnYS3rWURd/view?usp=sharing

DW reflection:
https://drive.google.com/file/d/1t1wildFgnYnTgGEGBRJ0KCSjaNWjAIJ9/view?usp=sharing