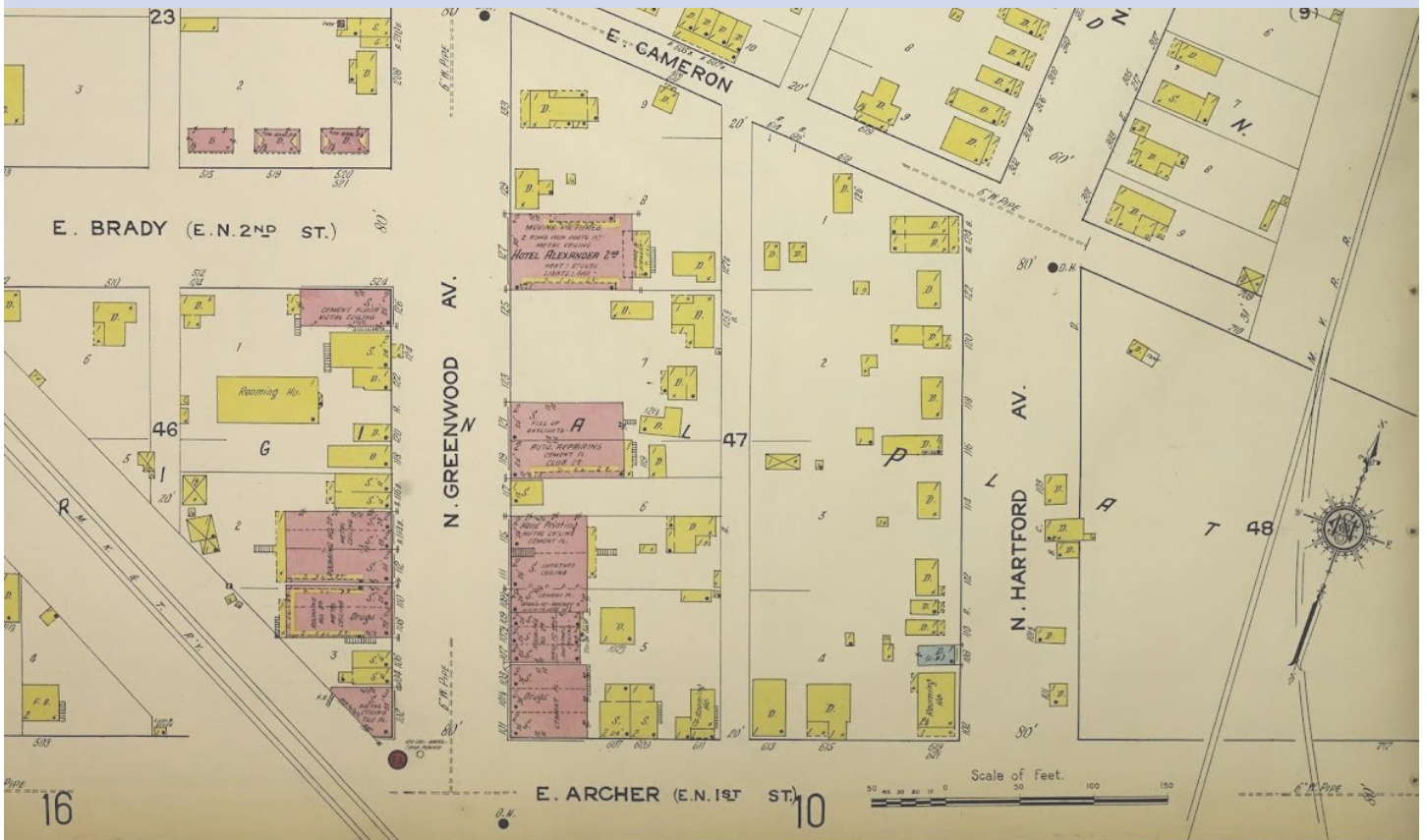




# GREENWOOD ARCHAEOLOGY CURRICULUM

## GRADES 11-12



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# 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 The lessons included in this work contain primary documents and historical references to trauma, violence, racism, racialized harm, sexual assault, and some harsh language that may not be suitable for students under the age of 16.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

<b>Key Ideas and Details</b>	<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>
<b>Craft and Structure</b>	<p><b>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.</b></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>
<b>Writing: Research to Build and Present Knowledge</b>	<p>9. Draw evidence from informational texts to support analysis, reflection, and research.</p>

### ELA 11-12

<b>Reading Standards for Informational Text</b>	<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>
<b>Comprehension and Collaboration</b>	<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
<b>Exoduster</b>	A term describing African Americans who migrated from southern states to Kansas following Reconstruction during The Exoduster Movement of 1879
<b>Freedmen's Colonies</b>	A municipality or community built by freedmen, formerly enslaved African Americans
<b>Boosters</b>	People who promoted the settlement of towns and cities
<b>Rhetoric</b>	The art of effective or persuasive speaking or writing, especially the use of figures of speech and other compositional techniques
<b>Persuasive Appeals</b>	The building blocks of argumentation that appeal to an audience's sense of logic, ethics, and emotion
<b>Rhetor</b>	Person presenting the argument
<b>Ethos</b>	The ethical appeal; convincing an audience through the rhetor's knowledge, character, good intent, and credibility
<b>Logos</b>	The logical appeal; convincing an audience using reason and evidence, such as facts, statistics, and claims
<b>Pathos</b>	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	
<b>Ethos</b>	
<b>Logos</b>	
<b>Pathos</b>	
TO THE PEOPLE OF CLEARVIEW AND VICINITY	
<b>Ethos</b>	
<b>Logos</b>	
<b>Pathos</b>	
THE NEGRO GOING NORTHWARD: WHAT HE MUST LEARN	
<b>Ethos</b>	
<b>Logos</b>	
<b>Pathos</b>	
YOUR ADVERTISEMENT	
<b>Ethos</b>	
<b>Logos</b>	
<b>Pathos</b>	



# **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.

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.

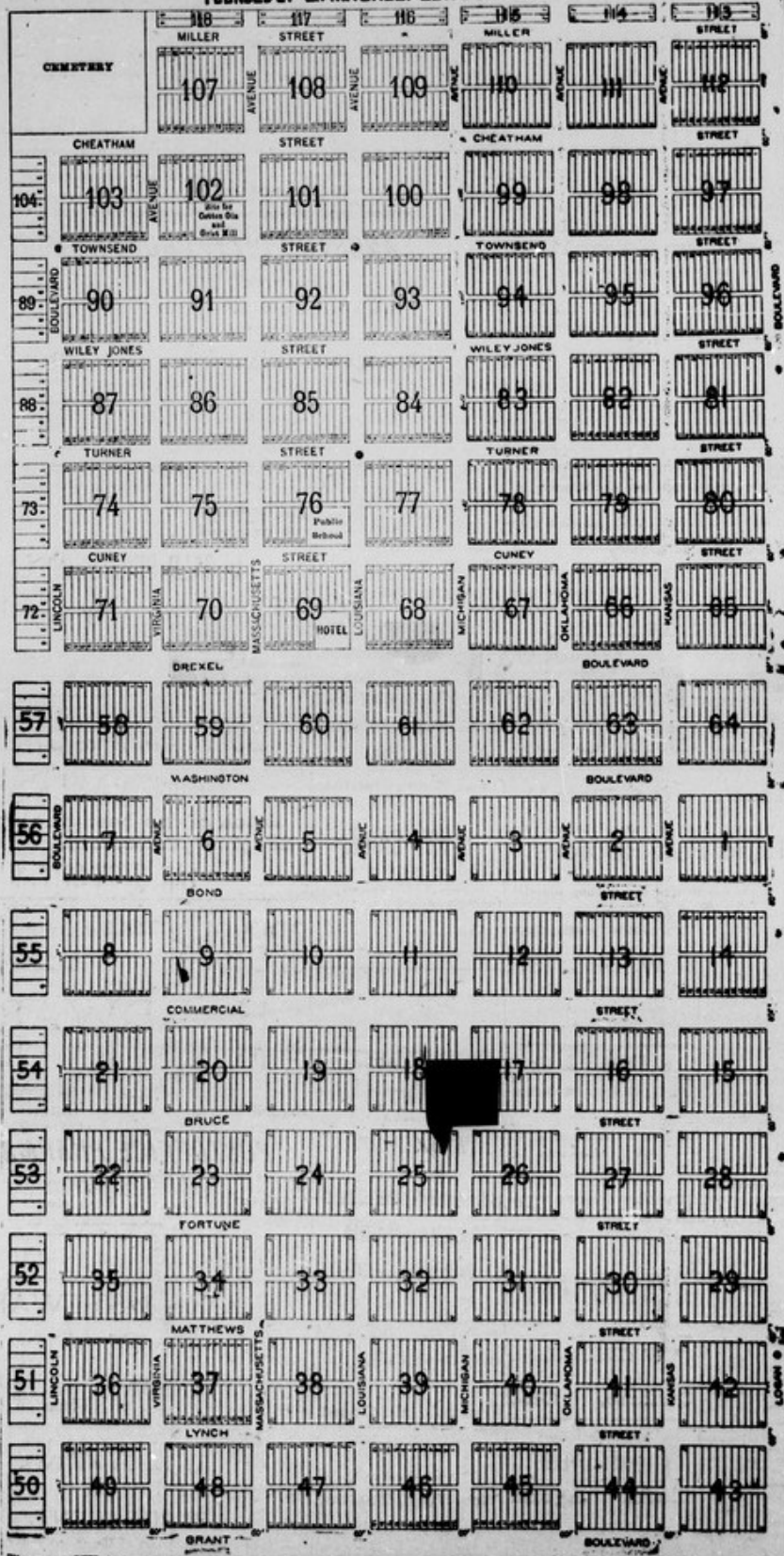
The politicians have in this case, as they did before the Rebellion, pushed matters a little too far, and the whole country is compelled to suffer from their folly. From present appearances, we are inclined to think that a vast majority of our people have forgotten for what the war was fought. And we 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, 1890.



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

## 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-seekers 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 Drexel 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 Drexel 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 16, as shown in the plat.

Before the first of February \$5,000 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.



# 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	.10

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 26th.

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 Texarkana. 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, broucho 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.

"Now see here Uncle Jesse,"  
A gentleman might say  
"You surely must be jesting  
"By speaking in that way,  
"You ought to be ashamed sir  
"To try to fool us so,  
"You know you'll find a white man  
"No matter where you go.  
"You know you couldn't stand it—  
"Why what a hartin' 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 hair 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 C. 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. Pinkett, 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 ingenious 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 quantity.

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. TER.

# 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 Negro's 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. **Th** **P** **Y** cano 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

<b>Key Ideas and Details</b>	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.
<b>Integration of Knowledge and Ideas</b>	<b>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.</b> 9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
<b>Writing: Text Types and Purposes</b>	2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
<b>Production and Distribution of Writing</b>	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>Writing: Research to Build and Present</b>	9. Draw evidence from informational texts to support analysis, reflection, and research.

# COMMON CORE ALIGNMENT

## ALL-BLACK TOWNS

### ELA 11-12

<b>Reading Standards for Informational Text</b>	<p>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.</p>
<b>Research to Build and Present Knowledge</b>	<p><b>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.</b></p> <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 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>
<b>Presentation of Knowledge and Ideas</b>	<p>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.</p>

# 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
<b>Freedman</b>	African-descended people who were formerly enslaved by the Five Tribes, often having mixed afro-indigenous ancestry
<b>Edward P. McCabe</b>	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
<b>All-Black Town Movement</b>	The movement of African Americans to towns established by or for predominantly African-American populace between 1965 and 1925
<b>Booker T. Washington</b>	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
<b>Industrial Education for the Negro</b>	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
<b>W. E. B. DuBois</b>	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
<b>Talented Tenth</b>	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
- Kendilton
- 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.

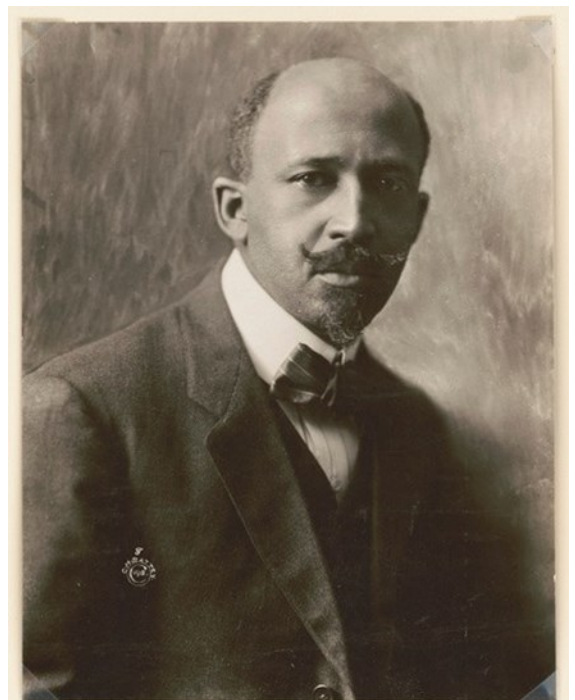
*We desire to get away from the associations that cluster about us in the Southern States. We wish to remove from the disgraceful surroundings that so degraded my people, and in the new territory in Oklahoma show the people of the United States and of the world that we are not only loyal citizens, but 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

<b>Source (Title, Author, Year)</b>	
<b>Primary or Secondary</b>	
<b>Source Description</b>	
<b>Business Information</b>	

# GREEN BOOK RESEARCH EXAMPLE

## ALL-BLACK TOWNS

<b>Source (Title, Author, Year)</b>	<i>Langston City Herald</i> , June 15, 1893
<b>Primary or Secondary</b>	Primary
<b>Source Description</b>	<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>
<b>Business Information</b>	<ul style="list-style-type: none"><li>• Saloon - Armstead and Stroud - Washington Blvd</li><li>• Drugstore - H. Gephart - Washington Blvd</li><li>• Physician and Surgeon - Dr. A.J. Alston - Washington Blvd</li><li>• The Clothiers - Hazelwood and Walker - "4 doors west of the Post Office"</li><li>• Blacksmith - C.B. Black - Washington Blvd</li><li>• Harness and Saddlery - Holden and McAdams - "2 doors east of Post Office"</li><li>• General Store - "Staple and Fancy Groceries" - Irvin Green- Washington Blvd</li></ul>



# 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

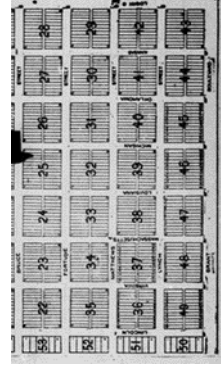
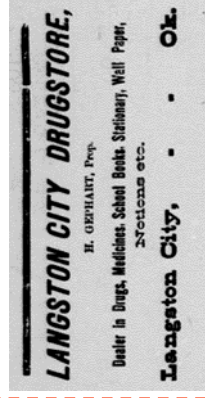
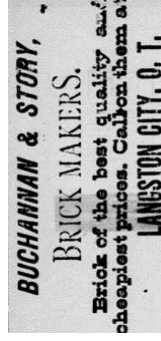
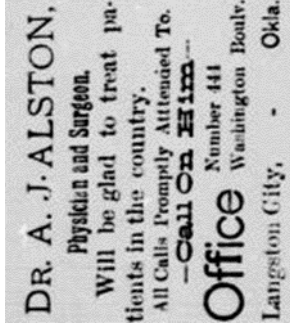
- The Leader Grocery - 1 door west of post office
- Robinson & Clark Grocery - Bond St. B12 No. 198
- Auther and Clark - 555 Washington Blvd.

## 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

<b>Key Ideas and Details</b>	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.
<b>Integration of Knowledge and Ideas</b>	<b>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.</b> <b>9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</b>
<b>Writing: Text Types and Purposes</b>	2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
<b>Production and Distribution of Writing</b>	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>Writing: Research to Build and Present</b>	9. Draw evidence from informational texts to support analysis, reflection, and research.

# COMMON CORE ALIGNMENT

## IMAGINING BLACK WALL STREET

### ELA 11-12

<b>Reading Standards for Informational Text</b>	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.
<b>Research to Build and Present Knowledge</b>	<p>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.</p> <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 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>
<b>Presentation of Knowledge and Ideas</b>	<b>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.</b>

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