

## Mapping Greenwood: Comprehensive Overview

**Background:** At the end of May, 1921, Tulsa experienced our nation's worst race massacre in an area of downtown Tulsa now known as Greenwood. We'll be reading about the events that lead up to this terrible piece of our history in Randy Krehbiel's book *Tulsa 1921: Reporting a Massacre*.

As Greenwood has revitalized and we approach the centennial of the Tulsa Race Massacre in 2021, Tulsa has been seeing an increase in people, both tourists and locals who want to tour the Greenwood area. The visitors come for a variety of reasons: a sense of lost history, a desire for reconciliation, and a need to better our society to name a few.

**Need:** As cities develop and change, so does their terrain and cityscapes. Buildings are torn down and new ones are reconstructed. Parks are rezoned for commercial purposes. Highways cut through neighborhoods. It's one thing to read about these changes in textbooks. It's another to visualize them geographically through a web-based tour.

Taking a group tour is one way that individuals can experience the history of a city firsthand. The Greenwood Cultural Center represents a wealth of knowledge and is a fantastic resource for those who plan ahead enough to schedule a tour. But there are many who visit during times when the center is closed, who fail to plan ahead enough, who want to be able to process events in the privacy of their own mind and at their own pace.

The John Hope Franklin Center for Reconciliation has asked to partner with Tulsa Community College on the creation of a virtual, geo-tagged map of the Greenwood and surrounding areas that can be used for both virtual tours and for individually led walking tours.

**Project Description:** Several TCC service-learning courses will work together to produce a location-aware Story Tour Map of the Greenwood and surrounding area. The map will focus on prominent 1921 businesses in the Greenwood area as well as chart events that led up to the Tulsa Race Massacre. The project will be completed during the spring of 2021 and will be available to help commemorate the centennial of the Tulsa Race Massacre if needed.

### What other Service-Learning Courses will we be working with?

- College Success students will help identify important places in Greenwood and its surrounding areas that led up to the events of the Tulsa Race Massacre. This will align with the TCC common book program that is embedded into the course.
- Composition I students will write narratives about the sites that College Success students identified.
- Photography students will help provide photos of the sites – possibly even providing a then and now component for some sites
- Art students will provide artistic responses to each location.
- Sociology students will create knowledge cards on relevant data and statistics related to the sites.

- GIS students will geo-tag the sites and will link the data sent from the above courses.
- Psychology students will develop reflective questions for various age groups.

**Virtual Launch of the Map:** TCC will host an experiential and reflective event called “Mapping Greenwood” in April of 2021. The event will featuring the Story Tour Maps and individuals in attendance would have an opportunity to use the web-based map for tours. We would like for students to help lead this event, so if you are interested, please reach out to your professor.

Those in attendance will be given an opportunity to reflect on the walking tour and provide feedback on the experience. The Story Tour Map will then be available to the Greenwood Cultural Center/ John Hope Franklin Center for Reconciliation to utilize as they see fit in centennial commemoration events. Potential other uses include use in TCC courses, TPS courses,

**Target Audience for Event:** TCC faculty, students, Tulsa public, visitors to Tulsa

**Target Audience for Story Tours Map project:** visitors, both local and non, to the Greenwood area

**Project Goals:**

- To provide visitors with a tool to support self-guided walking tours of Greenwood
- To bring together multiple service-learning courses that will support individual course outcomes, the TCC common book program, and the community
- To give students an authentic audience for their college level work, and in so doing, help them realize that their voice can help create change in their communities.

**Timeline:**

Spring 2020 – service-learning courses will interview various Race Massacre scholars and will create a list of the most important sites to map.

Fall 2020 – service-learning courses will research identified sites. They will develop descriptions, reflection questions, and pictures.

Spring 2021 – GIS students develop Story Tour Map

Mid Spring 2021 – TCC event, either virtual or live

## Mapping Greenwood: Comp II Service-Learning requirements

**Our Course’s Contribution:** Each student will choose one location associated with the Greenwood district and the Tulsa Race Massacre. You will research that site using Tulsa 1921, the TCC library’s resource page, the TU Tulsa Race Riot collection, or another scholarly source available through the TCC library database system.

Your writing assignment (approx. 250-300 words) should include the following information about the site you selected:

- Address
- Relevance to the Greenwood community in 1921 or to the Tulsa Race Massacre
- What currently is located at the site?

### Reflection Journal Requirements

- What: Pre-Reflection on the John Hope Franklin Center and their mission
- So what: Complete this reflection while engaging in research on the Tulsa Race Massacre
- Now what: Complete this reflection after turning in your assignment
- You are encouraged to add other journal entries throughout the semester as well. These will all help you make the most of your service-learning experience and will help you write a more persuasive final essay.

### Other Writing Assignments connected to this Service-Learning project

- 1) Annotated bibliography
- 2) Write up of Greenwood location of your choosing (see list in Blackboard)
- 3) Final essay: Why does historical memory matter?

### Ways that this project supports course learning outcomes:

<b>Composition II Course Learning Outcome (CLO)</b>	<b>How This Assignment Helps You Practice the CLO</b>
Select appropriate and varied sources for college research	In your research you will choose sources from academic databases, library catalog, or web searches. The sources you choose must be credible and meet the criteria for a scholarly source (containing works cited information and peer reviewed).
Analyze and synthesize college-level readings	You will be reading Tulsa 1921 and several scholarly essays, summarizing them, and finding ways to synthesize the works in your write up about the Greenwood location that you select.
Evaluate the effectiveness of arguments by other scholars	You’ll be reading widely so that when it comes to this paper you are truly incorporating the best of the best sources, not just the first source you come across.

Construct academic arguments using sound claims and appropriate evidence	At the end of the semester, you'll be writing about why historical memory matters to our understanding of who we are in the present day. In other words, why does learning about and writing about The Tulsa Race Massacre matter? And why will this map matter in the larger Tulsa Community?
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**Ways that this project support TCC's institutional outcomes**

TCC Institutional Outcome	How this assignment helps students practice the ILO
Communication Skills	This assignment will help students learn to convey historical facts about their city through written expression.
Critical Thinking	This assignment will help students learn the process of critical thinking by asking them to find, read, and synthesize multiple research sources, making evaluations on which sources represent the most factual sources of knowledge and putting that information into their own words, utilizing the most objective voice they are able to.
Personal Responsibility	This assignment and its accompanying reflections will require students to learn about and utilize time management and ethical citation skills. It will also ask students what a personal role in racial reconciliation looks like in their lives.
Social Responsibility	This assignment will help students better understand their role as citizens in their communities. It will ask students to evaluate a diverse set of perspectives on what racial reconciliation looks like and will ask students to identify what racial reconciliation looks like in their own lives and community. Students will also be asked how their involvement in the Mapping Greenwood project helps with racial reconciliation in the Tulsa area.

**Course Readings that Support this service-learning project**

- **Randy Krehbiel's *Tulsa 1921: Reporting a Massacre***
- **"'But You Aren't White:' Racial Perceptions and Service-Learning"**
- **"Difficult Stories: Service-Learning, Race, Class, and Whiteness"**

**FAQ:**

**If TCC goes fully virtual, will the project be able to continue?**

Yes, this project will continue regardless of whether or not TCC courses are meeting in person or online. The project was originally developed as an in person walking tour and changed courses due to Covid to focus on providing a virtual tour. **Flexibility has been vital to the ongoing success of the project and will continue to be important moving forward.**

**How will this contribute to other TCC efforts to commemorate the Tulsa Race Massacre?**

In 1921, TCC will be hosting a series of events to help raise awareness of the Tulsa Race Massacre and to commemorate the 100<sup>th</sup> anniversary of the Tulsa Race Massacre. The geo-tagged map that will be produced as a result of your work and other service-learning course's work will be a part of those efforts. TCC doesn't want conversations about racial reconciliation to stop after the 100<sup>th</sup> year anniversary, however, which is why we are applying for grants to help us fund a series of dialogues with students and the Tulsa public about racial reconciliation.

**How will this map benefit the John Hope Franklin Center?**

The John Hope Franklin Center can accommodate tours for groups who schedule in advance, but it cannot accommodate tours for individuals and does not currently have a virtual tour available for more than the park. This map will allow the John Hope Franklin Center to have a broader audience for their tours. The virtual tour is especially relevant in the age of Covid, where people are not taking group tours and are working/learning online.

**How will it benefit the Tulsa public at large?**

**Once I submit my write up of the site I selected, will my work be altered?**

You will sign a consent form to have your work included in the project. Students who do not choose to sign the consent form will not be penalized. If you do not consent, however, you must find an alternative service project in order to complete the course.

As stated on the consent form, your work must meet a minimum set of criteria in order to be included. You also agree to have your work edited for historical accuracy as well as for style, grammar, and mechanics. There will be two layers of review. The first will be a peer review with other TCC students and the second will be a professional review with members of the TU archive and the John Hope Franklin Center.

Risk Management:

Training: [service-learning orientation](#)

**If I have ideas about this project, how can I submit them?**

Please email [Kristen.marangoni@tulsacc.edu](mailto:Kristen.marangoni@tulsacc.edu) with any ideas or concerns that you have.

**What will future students do after this course to continue to support the John Hope Franklin Center?**

**Mapping 200+ businesses that were vibrant in Greenwood in 1921**