

NATIONAL HISTORY DAY 2018

# CONFLICT

# &

# COMPROMISE

IN HISTORY



THE DAILY OKLAHOMAN  
The State Newspaper Since 1907

WEDNESDAY, JANUARY 29, 1986

OKLAHOMA CITY, OK

## NATION MOURNS SHUTTLE CREW

### NASA Seeks Cause Of Ship's Explosion

CAPE CANAVERAL, Fla. (AP) — A catastrophic explosion blew apart the space shuttle Challenger in seconds after liftoff Tuesday, sending schoolteacher Christa McAuliffe and six NASA astronauts to a fiery death in the sky eight miles east from Kennedy Space Center.

The accident defied quick explanations, though a slip-cast of the shuttle's external tank and boosters followed by the denouement of the shuttle's external tank.

The Challenger exploded high above the Atlantic while crew families and NASA officials watched in despair from the Cape.

Other observers noted that the boosters continued to fly crazily through the sky after the explosion, indicating that the explosion might have originated in the giant tank itself.

"We will not specu-

lating and explaining National Aeronautics and Space Administration officials are expected to announce an investigation board and more details will take a "careful review" of all data "before we can reach any conclusions."

NASA said its computers showed that communications with the shuttle broke off in seconds after launch, marking that as the moment of the explosion.

It was the first manned space mission disaster in 50 years.

The explosion followed an apparently flawless launch, delayed two hours as officials analyzed the danger from

See EXPLOSION, Page 1

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late as to the specific cause of the explosion, based on that footage," said Jesse Moore, NASA's top shuttle administrator.

Moore was referring to film footage of the

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## Nation Forgot Space Flight Still a Dangerous Business



NEWSPAPERS IN EDUCATION  
THE OKLAHOMAN

E.L. and Thelma Gaylord  
FOUNDATION



OKLAHOMA  
HISTORY  
CENTER

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Think Like a Historian, Be a History Detective  
While Researching Your National History Day:

# Conflict and Compromise in History Project



## What IS history?

The simple explanation, history is about people from and events that have happened in the past. Historians are people who study and sometimes write about the past, and are thought of as experts in their field of study. Historians are a lot like detectives, they search for clues to answer questions. They must conduct research, or gather and examine evidence. Historians must use evidence, or sources, from many places in order to find out the exact who, what, where, when, and why of a certain event. It is important that you are an informed history detective while researching your National History Day: "Conflict and Compromise in History" project. There are several types of evidence but historians break them into two categories; primary and secondary.

## What are primary sources?

Primary sources are documents or artifacts from the actual period a historian is studying. If one is studying Clara Luper for their National History Day: "Conflict and Compromise in History" project, one of the Clara Luper radio shows would be considered a primary source because it is a recording of her actually speaking. There are several types of primary documents. Let's take a look at a few examples.

## Written Documents:

Most of the research historians do is based on this type of evidence. One reason is that it is easiest to verify, or check if it is true and accurate. Examples of written documents are letters, diaries, and ledgers. When researching written documents for your National History Day: "Conflict and Compromise in History" project, make sure your documents are from reliable sources.



## Artifacts:

Artifacts are objects from the past. They can be anything such as eating utensils, pots and pans, weapons, or clothing. By examining how an object was made, what it was used for, where it was found, and who it belonged to, an artifact can tell us a lot about a person or a place. For example, if one is studying Dr. Nazih Zuhdi for their National History Day: "Conflict and Compromise in History" project, his bypass heart is an artifact that can be found on display at the Oklahoma History Center.



## Images:

Historians can also use photographs, paintings, and prints in their research. Sources can be newspapers, photographs, books, tapestries, paintings, or other kinds of art made during a specific time period.



## Oral Histories:

Oral histories are interviews that a historian conducts with a person who experienced an event in the past.



<https://www.defense.gov/News/Article/Article/959294/vietnam-vet-finds-resilience-via-faith-helping-others/>

These interviews can be recorded audio, video, or even written down. Oral histories are different from media interviews because they usually happen years after an event that is now considered an important historical event. While doing research for your National History Day: "Conflict and

Compromise in History" project, you can go to the OHS Research Library to find oral histories that have been recorded or written down for use as a primary source.

## What are secondary sources?

Secondary sources are sources made after the event happened. Secondary sources are based on the interpretation of primary sources and can be a great way to start your National History Day: "Conflict and Compromise in History" project. Secondary sources can lead your research by looking into some of their primary sources.

History books and encyclopedias are excellent starting points in research as secondary sources. They can help historians understand the time period they are researching, as well as provide primary sources. Documentaries are also valuable secondary sources. They can provide a broad picture in a small amount of time.





Think Like a Historian, Be a History Detective  
While Researching Your National History Day:

## Conflict and Compromise in History Project

### How do we know if the evidence is reliable?

Historians have to check their sources in order to make sure they are accurate. In order to prove accuracy, there are several steps and questions a historian must ask to prove the source is accurate.

The first step is to look at evidence objectively; that is, without judgement. The perspective of the historian may be different than what the evidence shows, but the historian needs to remain neutral in order to understand and interpret people and events of the time period they are studying. When you do research for your National History Day: “Conflict and Compromise in History” themed project, you will need to make sure that all of your sources for your project are objectively based so you do not present a biased project.

The next step is to make sure a source is solid. A historian must ask several questions in order to prove the authenticity of the source. If it is written, who wrote it? What is the author’s perspective? Why did they write it? When and where was it written? Is it a reliable source? Why or why not? What was happening in that time that may have persuaded the author to write what they did?

If the source is an artifact, similar questions must be asked. Who made it? What was it used for? Where and when was it made? What is the maker’s perspective (useful for images)? Is it similar to other items found from this time period? What may have been

happening in the world that prompted them to make this?

Historians have to determine if the evidence is bias, meaning it only comes from one side of the story. They also have to determine whether the evidence is based on fact or opinion. If it is considered an opinion, it is not a reliable source.

Historians then have to look at other artifacts from the time and compare them. Are there other documents or artifacts that share a similar story? Are there other documents or artifacts that disagree? If there are many, which ones are more reliable and why?

After the historian has verified the reliability of the source, they must look at it closely to determine the significance of the object or document.

Please use these research tips,  
as well as the many resources  
available to you on the Oklahoma  
National History Day website,  
[www.okhistory.org/historyday](http://www.okhistory.org/historyday)



# 2018 National History Day: Conflict and Compromise Thesis Statements

## Introduction

National History Day is a yearlong program engaging over 700,000 students in the research, writing, interpretation, and presentation of historical projects at a regional, state, and national level. Each year thousands of Oklahoma students become young historians through this program. Here is one activity that can help you be a historian too!

## Develop a Thesis

### Suggested Grades

6-12

### Overview

Not only do historians learn about the past, but they must also communicate what they know to others. When speaking and writing about history, they must develop a clear, concise thesis statement that makes a claim supported by their research and explains the significance of their findings.

### Objective

Students will learn how to construct a strong and clear thesis statement.

### Time Needed

Video and discussion:  
10 minutes  
Activity: 20 minutes  
Follow-up activity: 15 minutes

### Materials Needed

Access to internet

### Instructions

1. Watch video ([https://youtu.be/81lipC\\_7eYY](https://youtu.be/81lipC_7eYY)) as a class. Discuss what you learned about thesis statements.
  - a. A thesis should take a stand, present an opinion and clear, specific roadmap for your paper
  - b. A thesis is not a fact, a topic sentence, or vague
2. Have students come up with
3. Let several students share their thesis statements. Write them on the board. Work as a class to make the thesis better. Discuss how each statement can be improved or why it is lacking.
4. Follow-up activity: create a document with 5-10 sample thesis statements that need improvement. Have students work on their own to identify the flaws in each statement and then revise the theses, making them stronger.
5. See documents under the OKNHD Resources section on the Oklahoma History Day website for further discussion of thesis development.

sample thesis statements on a variety of topics. Examples could be video games, cloning, television, capital punishment, genetically modified foods, internet censorship, homework, privacy, favorite movies, and/or book

5. See documents under the OKNHD Resources section on the Oklahoma History Day website for further discussion of thesis development.

### Additional Information

To learn more about National History Day in Oklahoma, you can contact us at 405-522-0785 or visit [www.okhistory.org/historyday](http://www.okhistory.org/historyday).

## Tackling the Theme: “Conflict and Compromise” National History Day 2018

The 2018 theme, “Conflict & Compromise in History,” encompasses many topics and time periods from local, national, and world history. For History Day, and for all projects, you should pick a topic that interests you! You will put a lot of time and effort into this project and it will be easier if you have a passion for the subject. Think of this project as a debate. What do you need to win a debate? Pretend you are debating with your teacher, how many sources do you need to win that debate? What types of sources do you need? How do you prove your point about how your topic relates to conflict and compromise?

Begin by challenging your notions about what conflict or compromise means. Are there compromises that caused conflicts? Do compromises always last for a long time? If groups or

individuals fail to reach a compromise does it always lead to conflict? Use the 4Cs worksheet (the activity on the next page) to try out sample topics and see if they would make a good History Day project!

While large scale conflicts (wars, national protests) and compromises (UN Declaration for Human Rights, Treaty of Paris) immediately spring to mind, think outside the box and focus on illuminating a conflict or compromise that is not as well known to the public. Highlighting a lesser known topic or an Oklahoma history topic will make a more interesting, intriguing, and competitive entry! Many students are interested in Netflix, sports, sleeping and food. Those are all great places to start! They can lead to many discoveries of historic conflicts and compromises.

When thinking about your topic, start big! What time period or area interests you most? Focus on a specific conflict or compromise of the time period. Is there a specific incident that you have always wanted to learn more about? Narrow your topic further, is there a historical group or figure that was crucial to the conflict or compromise?

For example, say you are interested in women’s history, specifically women’s suffrage. Narrow your focus regionally or locally. Did your city or town have a suffragette or anti-suffrage group? What were the motivations of each group? Identify key figures and methods. Were there specific individuals who led the group and how did the group promote its message?

Once you’ve selected a topic, you need to create a thesis, or main idea for your project. Following our women’s suffrage example, a sample thesis statement would be: The Woman’s Christian Temperance Union of Oklahoma Territory fought for the right to vote in school elections in 1890, a conflict that led to the compromise of allowing women to vote.

Check out our website, [www.okhistory.org/historyday](http://www.okhistory.org/historyday), for more resources to help with your project!

# 2018 National History Day: Conflict and Compromise Theme Analysis

## Introduction

National History Day is a yearlong program engaging over 700,000 students in research, writing, interpretation, and the presentation of history based projects at a district, state, and national level. Each year thousands of Oklahoma students actively become young historians through the program. Here is one example of how you can participate!

## Theme Analysis

### Suggested Grades

6-12

### Objective

This activity will help students connect their topic to the theme, learn how to analyze a historical topic, narrow a research project.

### Time Needed

One to two class periods for examination and research.

### Materials Needed

Access to library/internet resources for research

### Instructions

1. Have students select a topic that interests them to research
2. Guide students to <http://www.okhistory.org/historycenter/oknhdresources> and find the additional resources link. There are eight pages of historical archives and databases.
3. Once students have gathered a few sources and have a better

understanding of their topic, have them complete the 4Cs worksheet to connect their topic to the theme.

4. Have students present about their topic and theme connection to the class
5. Students should be able to prove why their topic fits the theme.

### Additional Information

If you would like to find out more about National History Day in Oklahoma you can contact us at 405-522-0785 or visit [www.okhistory.org/historyday](http://www.okhistory.org/historyday).

## 2018 National History Day® Theme 4C's Graphic Organizer

Topic \_\_\_\_\_  
*Conflict and Compromise in History*

<p><b>Context</b> <b>Little c Context</b> <i>What historical events influenced the topic locally during time period?</i></p>	<p><b>Big C Context</b> <i>What historical events influenced the topic nationally or globally?</i></p>	<p><i>Describe a conflict in history. What impact did this conflict have?</i></p> <p style="text-align: right;"><b>Conflict</b></p>
<p><b>Compromise</b></p>	<p><i>Describe a compromise in history. What influence or impact did this compromise have?</i></p> <p><b>Long Term Change</b> <i>What immediate changes occurred?</i></p> <div data-bbox="1348 1576 1734 1797" style="border: 1px solid black; padding: 5px;"> <p><b>Short Term</b> <i>What changes occurred over time?</i></p> </div>	

## Conflict and Compromise:

# Vietnam War

Conflict broke out between Communist North Vietnam and South Vietnam in the fall of 1957 after the country was split during the Geneva Peace Accords, which ended France's occupation of the country. After the Soviet Union had accumulated atomic weapons, the United States started to support South Vietnam to hinder the spread of communism and by 1965 American military had ground troops in Vietnam. Many of the troops were involuntarily drafted into the conflict for a cause they did not believe in. The battles in Vietnam were horrific for both North and South Vietnam. North Vietnam quickly trained individuals for guerrilla warfare and would often use sneak attacks against the troops in the South. Traps set by the Viet Cong resulted in many deaths of American troops. The United States and South Vietnam relied on airplanes for the majority of their strategies, which involved using napalm, a mixture that caused firebombs to burn longer and inflicted more damage. Many innocent Vietnamese civilians lost their lives during the war.

In addition to the conflict in Vietnam, rising tension in America caused unrest between the American population and their government. Television reporters began to broadcast from Vietnam, exposing the American population to the horrors of war. More young men were being drafted, the American government continued to bomb villages in North Vietnam, and the death toll of American troops continued to rise. Antiwar protests were being held around the country, mostly at colleges and universities, with the help of Students for a Democratic Society. Many students were demonstrating their disdain for the war with public protests on their campuses, as well as marches through cities and towns. Protests also included veterans of the war. Many popular musicians of the era, including Bob Dylan and John Lennon, were also writing songs in protest of the war. In 1970 President Richard Nixon approved the invasion and bombing of Cambodia, which intensified the antiwar movement. Although the protests were created

to be peaceful, violence soon erupted within protests around the country. For example, at the University of Oklahoma, protesters firebombed the ROTC armory as well as the Selective Service office (the government agency in charge of the military draft). The most notorious violent protest occurred in 1970 at Kent State University in Ohio. After a couple of days of protest, violence broke out when demonstrators began to throw objects at police and buildings on campus. The National Guard was called to control the protest after the Governor declared a state of emergency, yet the situation did not dissipate. The National Guard fired shots into the crowd that injured many students and killed four. The opposition against the Vietnam War heightened when *The New York Times* published *The Pentagon Papers*, the Department of Defense's highly classified notes, accounts and statistics on the war. The documents included conflicting information given to the public over the bombing of North Vietnam and exposed the plan of assassinating the president of South Vietnam with help from the United States.

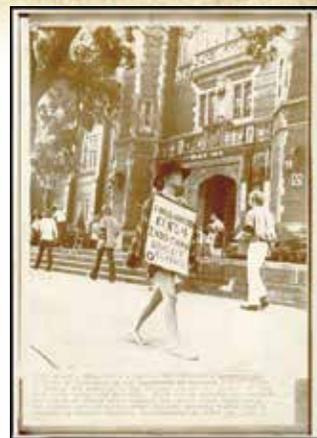
The American government was under extreme pressure to end the war in Vietnam. More American citizens began to oppose the war while protests grew around the country. President Nixon felt intense pressure and slowly began to pull troops out of Vietnam in 1969. After the publication of *The Pentagon Papers*, Nixon began to agree to peace talks with North Vietnam in 1973. In that same year, the last American troops were evacuated from Vietnam and returned home.

**For more information** on the antiwar protest in Oklahoma, visit: <http://www.okhistory.org/publications/enc/entry.php?entry=VI005>

### Cited:

"Vietnam War Protests" History.com. <http://www.history.com/topics/vietnam-war/vietnam-war-protests>

"The Pentagon Papers" History.com. <http://www.history.com/topics/vietnam-war/pentagon-papers>



[Photograph 2012.201.B0158.0486], photograph, Date Unknown; ([gateway.okhistory.org/ark:/67531/metadc327309/m1/1/?q=Vietnam%20War](http://gateway.okhistory.org/ark:/67531/metadc327309/m1/1/?q=Vietnam%20War); accessed November 1, 2017), The Gateway to Oklahoma History, [gateway.okhistory.org](http://gateway.okhistory.org); crediting Oklahoma Historical Society.



Associated Press. [Photograph 2012.201.B1054.0517], photograph, March 13, 1967; ([gateway.okhistory.org/ark:/67531/metadc553651/m1/1/?q=Vietnam%20War](http://gateway.okhistory.org/ark:/67531/metadc553651/m1/1/?q=Vietnam%20War); accessed November 1, 2017), The Gateway to Oklahoma History, [gateway.okhistory.org](http://gateway.okhistory.org); crediting Oklahoma Historical Society.



[Photograph 2012.201.B0235.0053], photograph, 1972; ([gateway.okhistory.org/ark:/67531/metadc362402/m1/1/?q=Vietnam%20War](http://gateway.okhistory.org/ark:/67531/metadc362402/m1/1/?q=Vietnam%20War); accessed November 1, 2017), The Gateway to Oklahoma History, [gateway.okhistory.org](http://gateway.okhistory.org); crediting Oklahoma Historical Society.

## Activity: Vietnam War Protest Song Analysis

### Suggested Grades

6-12

### Overview

Creativity was an important asset to protesting the Vietnam War. Many popular musicians of the 1960s and 1970s wrote and performed songs in order to express opposition to the violence in Vietnam. These songs are still played today, which serves as a reminder of the power of music.

## Objectives

Learn about the antiwar movement, discuss the reasons for opposing the war in Vietnam and reflect.

## Time needed

About thirty minutes: fifteen to discuss the antiwar movement, five minutes to listen to the song, and ten minutes for reflection and discussion.

## Materials needed

A computer with speakers  
Handouts of song lyrics  
A piece of paper

## Instructions

1. Give a summary of the antiwar movement to the students and be sure to include examples of why the individuals chose to protest.
2. Hand out a copy of the lyrics of the chosen Vietnam protest song.
3. Aloud, play the song for the students and give some time after the song is finished for the students to write a reflection of the song.
4. Together, have the class discuss the reason why the musician might have written the song as well as different examples and issues brought up in the antiwar movement that they heard in the song.

Examples:

*What's Going On* – Marvin Gaye  
*Give Peace a Chance* – John Lennon  
*Fortunate Son* – Creedence Clearwater Revival  
*Alice's Restaurant* - Arlo Guthrie (son of Woody Guthrie)

More examples: <https://www.thoughtco.com/anti-war-protest-songs-of-the-60s-and-70s-748278>

## Questions

1. What is the tone of the song?
2. What is the message the artist is trying to convey to the listener?
3. What lyrics stand out to you?
4. What images come to mind while listening to the song?
5. What aspects of the Vietnam War does the song mention?

## Conflict and Compromise: Oklahomans in Space

Oklahoma has an interesting relationship with the National Aeronautics and Space Administration or NASA. The United States space program began with conflicts between the United States and Russia (then known as the Soviet Union) on who would be the first country to make it into space. This Cold War conflict, known as the Space Race, started as a result of the nuclear arms race between the two nations. In 1955, the United States announced its intentions to launch a satellite into space. When Russia learned of this they made it a mission to beat the U.S. into space, and the “race” was on. Russia launched a satellite into space before the United States, and sent the first person into space. However, the United States was the first country to land a man on the moon, astronaut Neil Armstrong on the Apollo 11 mission in 1969. Eventually, the two countries decided to compromise and work together to explore space. The cooperation between the U.S. and Russia led to the end of the Cold War. By working together, further exploration into space was possible.

Oklahomans have been involved in almost every phase of space exploration since its founding. Many Oklahomans have become astronauts who have flown in space missions. There have also been scientists, engineers, and politicians from Oklahoma who have contributed to the United States space program. One Oklahoman, Wiley Post, is best known for setting a record for flying around the world in eight days. After setting that record, he wanted to experiment with high-altitude flying. Because his plane, the “Winnie Mae,” was not pressurized, he faced conflict on how to fly higher in the atmosphere because he could not breathe with less oxygen at higher altitudes. With assistance from the B.F. Goodrich Company, Post designed a pressure suit that would allow him to fly higher than ever before. With his pressure suit, he was able to fly as high as 50,000 feet into the atmosphere. Instead of pressurizing his plane, he was able to compromise on a solution by designing the pressure suit that allowed him to fly so high. Wiley Post’s invention of the

pressurized suit is what made it possible for astronauts to survive in space.

Oklahoma has had many firsts when it comes to the space program. Shannon Lucid, an astronaut from Bethany, Oklahoma, was one of the first female astronaut candidates. At one time she held the record for longest stay in space by an American, 188 days. Another astronaut from Oklahoma is John Herrington, born in Wetumka. Herrington is a member of the Chickasaw Nation and was the first American Indian to go to space. Jerry Elliott, from Oklahoma City, is a Cherokee and Osage Indian. He studied physics at the University of Oklahoma where he faced discrimination. Elliott was able to overcome the challenges he faced with help from other Americans Indian on campus and went on to become a physicist and engineer with NASA. He was a founding member of the American Indian Science and Engineering Society, which focuses on increasing the representation of American Indians, Alaska Natives, Native Hawaiians, Pacific Islanders, and other indigenous peoples of North America in science, technology, engineering and math (STEM) studies and careers. Facing conflicts and creating compromise helped these Oklahomans, and many others, to make the United States space program what it is today.

**For more information** on Oklahomans in Space, visit: <http://www.okhistory.org/kids/space1.php>

### Cited:

“Science: A Spiritual Journey of Discovery” Sciencemag.org <http://www.sciencemag.org/careers/2004/10/science-spiritual-journey-discovery>

“Wiley Hardeman Post” okhistory.org <http://www.okhistory.org/publications/enc/entry.php?entry=PO023>

“American Indian Science and Engineering Society” - <http://www.aises.org/>



“Wiley Post and his famous aircraft “Winnie Mae,” date unknown.”

[Photograph 2012.201.B1028.0523], photograph, Date Unknown; ([gateway.okhistory.org/ark:/67531/metadc567576/](http://gateway.okhistory.org/ark:/67531/metadc567576/)), The Gateway to Oklahoma History, [gateway.okhistory.org](http://gateway.okhistory.org/); crediting Oklahoma Historical Society.

“Dr. Shannon Wells Lucid, of Bethany, the first Oklahoma woman in space, flew as a scientist-pilot on the space shuttle, Discovery, June 17, 1985.”



Beckel, Jim. [Photograph 2012.201.B0366B.0233], photograph, March 11, 1982; ([gateway.okhistory.org/ark:/67531/metadc450139/](http://gateway.okhistory.org/ark:/67531/metadc450139/)), The Gateway to Oklahoma History, [gateway.okhistory.org](http://gateway.okhistory.org/); crediting Oklahoma Historical Society.

“Jerry Elliott, right, with “Iron Eyes” Cody”

Jerry Elliott with Iron Eyes Cody and the Apollo-Soyuz docking module. (22311.80.11.3.7, Jerry Elliott Collection, OHS) Photograph, date unknown, The Gateway to Oklahoma History, [gateway.okhistory.org](http://gateway.okhistory.org/); crediting Oklahoma Historical Society.



## Activity: Be a Journalist from the Past

### Suggested Grades

6-12

### Overview

Journalists play a key role in what information is made available to the public. They often have to decide what is news-worthy and what is not. Newspaper articles can serve as valuable primary sources for researchers studying about a particular topic.

### Objectives

Learn about Oklahomans in Space and the contributions they made to the various space programs, discuss what the objections were for certain missions, such as the Gemini Program or the Apollo Program.

### Materials needed:

Computer access  
Internet access to video sites such as youtube.com  
A piece of paper

### Instructions

1. Have students look at the Oklahomans in Space page at <http://www.okhistory.org/kids/space.php>.
2. Go to [youtube.com](http://youtube.com) or [nasa.gov](http://nasa.gov) or any other site you can find and watch a video of news coverage of a rocket, or shuttle, launch.
3. On [nasa.gov](http://nasa.gov), or the <http://www.okhistory.org/kids/space.php>, find a written description of the same mission or launch to help with the activity questions.
4. Together, discuss what it would be like to be a journalist during that time and what information would be relevant to include in a newspaper article.

Some video examples:

Gemini 6 launch, CBS, December 15, 1965 <https://www.youtube.com/watch?v=tRXSa8AadYU>  
Apollo 11 videos- [https://www.nasa.gov/multimedia/hd/apollo11\\_hdpage.html](https://www.nasa.gov/multimedia/hd/apollo11_hdpage.html)

### Activity Questions:

Imagine that you are a journalist in 1969 writing about the launch for your local newspaper. Write a newspaper article that covers:

- Who are the astronauts on the rocket?
- What is the name of the rocket?
- Where is the rocket headed?
- How did the launch happen, and was it successful?
- Why is the launch important?

## Conflict and Compromise: The Tulsa Race Riot

The Greenwood District, North Tulsa, or Black Wall Street, was a successful African American neighborhood. It was first settled by O.G. Gurley and his wife Emma in the early 1900s, then became a thriving community. There were many businesses, offices, schools, and stores. The Greenwood District had almost everything, and was economically prosperous even during an economic decline.

Sometimes, differences between cultures can lead to violence. Unfortunately, one of the worst acts of racial aggression in U.S. history took place in Tulsa, OK in 1921. The Tulsa Race Riot is an example of the extent to which some white citizens would go to suppress African Americans. Similar to other riots of the period,

the Tulsa Race Riots started for many reasons, but mainly because of rumor and racial fears.

The Tulsa Riot began when an African American man, Dick Rowland, was accused of making unwanted advances toward Sarah Page, a white woman, in an elevator. The truth is still unknown, but Rowland was found guilty by the public because he ran and he was arrested. Making matters worse, newspapers reported untrue stories, stating that Ms. Page's dress was torn by Mr. Rowland. A group of white men decided to lynch Rowland in jail, and a group of African American men went to protect him. The group of white men forced the African Americans back to Greenwood where the whites burned the entire area. This resulted in the destruction of all homes, businesses, and lives.

After the massacre, the people of the Greenwood District worked

to rebuild their lives. From the [Encyclopedia of Oklahoma History and Culture](#):

“The deep scars left by the tragedy remained visible for years. While Greenwood was eventually rebuilt, many families never truly recovered from the disaster. Moreover, for many years the riot became something of a taboo subject, particularly in Tulsa. A state commission was formed in 1997 to investigate the riot. The report recommended that reparations be paid to the remaining black survivors.

One of the great tragedies of Oklahoma history, the Tulsa Race Riot has lived on as a potent symbol of the ongoing struggle of black and white Oklahomans to forge a common destiny out of an often troubled past.”<sup>1</sup>

This area of Tulsa has been rebuilt and has gone on to be a neighborhood filled with prosperity and hope.

There was an obvious conflict between African Americans and the white citizens of Tulsa in 1921, but was there a compromise directly before or after this horrific incident?

**For more information visit**  
<http://www.okhistory.org/publications/enc/entry.php?entry=TU013>

Scott Ellsworth, “Tulsa Race Riot,”  
The Encyclopedia of Oklahoma History and Culture, [www.okhistory.org](http://www.okhistory.org)

## Introduction

National History Day is a yearlong program engaging over 700,000 students in research, writing, interpretation, and the presentation of history based projects at a district, state, and national level. Each year thousands of Oklahoma students actively become young historians through the program. Here is one example of how you can participate!

# Finding the Facts

### Suggested Grades 6-12

#### Overview

Historians use primary and secondary sources to interpret the past. Primary sources are items from the time of an event. This can be a letter, diary, newspaper article, photograph, piece of music, and more. Historians use as many sources as possible to create the best interpretation. Sometimes sources do not always see an event from the same perspective.

#### Objective

Through sources, historians have the chance to see what the past looked like using the words of people who witnessed events. This activity will help students compare different perspectives.

#### Time Needed

Time to read the short reports.  
Time for the student to answer the

questions and write a short description of the event.

#### Materials Needed

Access to library/internet resources for research

#### Instructions

Explore newspaper articles from June, 1921  
(Choose at least two from Oklahoma and at least one from the Library of Congress.)

From The Gateway to Oklahoma History <http://www.okhistory.org/research/newspapers>  
(Have students do an advanced search using the date range May 31, 1921-June 6, 1921)

From the Chronicling America: Library of Congress <https://www.loc.gov/rr/news/topics/tulsariots.html>

Source the articles, then answer the following:

Read the articles objectively, and answer the following questions in complete sentences.

1. What is different about the accounts in each paper?
2. Why do you think there are differences?
3. What are the similarities of the newspaper articles?
4. Based on your explorations, what do you think happened?

#### Additional Information

If you would like to find out more about National History Day in Oklahoma you can contact us at 405-522-0785 or visit [www.okhistory.org/historyday](http://www.okhistory.org/historyday).

