

1900 - 1924

RACIAL TENSIONS

ACTIVITIES

	GRADE LEVEL	PAGE
Population Shifts: Discussion	4 th - 8 th	2
Unrest: Discussion	4 th - 8 th - 12 th	3
Political Machine: Discussion	4 th - 8 th	5
Mayor Dahlman: Photo Analysis	4 th - 8 th	6
Headlines: Written Document Analysis	12 th	7
The Army: Photo & Cartoon Analysis	12 th	8
Assessing Blame: Class Presentation of Grand Jury	12 th	9

LESSON PLAN

Omaha Race Riot of 1919	8 - 12 th	11
--------------------------------	----------------------	----

RESOURCES		19
------------------	--	----

*Created by Michael Young,
former History Department Chair, Omaha Burke High School*

Activity 1: Population Shifts

Activity Grade Level:
4th - 8th Grades

Activity: Discussion

Have students read the Racial Tensions section of the 1900-1924 timeline in Nebraska Studies:

http://nebraskastudies.org/0700/stories/0701_0130.html

The population of Nebraska in 1919 was approximately 1,300,000 people. Of that number, approximately 13,000 were African Americans.

- How many people living in the state of Nebraska were not African American?
- How many people lived in Nebraska in the year 2000?
- How many more people lived in Nebraska in 2000 than in 1919?
- Why do you think the population of Nebraska has not increased very much from 1919 to 2000?

The population of Omaha was approximately 191,000 in 1919. Of that number, approximately 10,315 were African American.

- How many people living in Omaha in 1919 were not African American?
- How many people living in Omaha in 2000 were African American and how many were not?
- What were living conditions like for African Americans in Nebraska in 1919 compared to today?

Nebraska State SOCIAL STUDIES Standards

Standard 4.1.1. By the end of fourth grade, students will compare communities and describe how United States and Nebraska communities changed physically and demographically over time.

Standard 4.1.2. By the end of fourth grade, students will describe the contributions from the cultural and ethnic groups that made up our national heritage: Native Americans, Hispanic Americans, African Americans, European Americans, and Asian Americans.

Standard 4.1.6. By the end of fourth grade, students will identify significant individuals, historical events and symbols in their community and in Nebraska and explain their importance.

Standard 8.1.6. By the end of eighth grade, students will identify and analyze causes, key events, and the effects of the Civil War and Reconstruction.

Standard 8.1.7. By the end of eighth grade, students will explain post Civil War changes in the United States, and the role of the United States in world affairs through World War I.

Standard 8.4.2. By the end of eighth grade, students will demonstrate skills for historical analysis.

Activity 2: Unrest

Activity Grade Level:

4th - 8th - 12th Grades

Activity: Discussion

Have students read the Racial Tensions section of the 1900-1924 timeline in Nebraska Studies: http://nebraskastudies.org/0700/stories/0701_0130.html

How did each of the following contribute to the social unrest in Omaha in 1919?

- Veterans returning to Omaha from World War I
- Race riots in St. Louis and Chicago
- Strikes in Omaha
- Conflicts over the issues of prohibition and woman suffrage
- Migration of blacks from the South to the North
- Yellow journalism

For older students, add these parameters to the discussion:

- End of the Reconstruction Period in the South
- Use of strikebreakers in the packing plants
- Yellow journalism
- The conclusion of World War I

Nebraska State SOCIAL STUDIES Standards

Standard 4.1.1. By the end of fourth grade, students will compare communities and describe how United States and Nebraska communities changed physically and demographically over time.

Standard 4.1.2. By the end of fourth grade, students will describe the contributions from the cultural and ethnic groups that made up our national heritage: Native Americans, Hispanic Americans, African Americans, European Americans, and Asian Americans.

Standard 4.1.6. By the end of fourth grade, students will identify significant individuals, historical events and symbols in their community and in Nebraska and explain their importance.

Standard 8.1.6. By the end of eighth grade, students will identify and analyze causes, key events, and the effects of the Civil War and Reconstruction.

Standard 8.1.7. By the end of eighth grade, students will explain post Civil War changes in the United States, and the role of the United States in world affairs through World War I.

Standard 8.4.2. By the end of eighth grade, students will demonstrate skills for historical analysis.

Standard 12.1.13. By the end of twelfth grade, students will develop skills for **historical analysis**.

Standard 12.1.14. By the end of twelfth grade, students will **demonstrate verbal and written skills** that focus on enduring issues, divergent viewpoints, and excerpts from famous speeches and documents in United States history.

Standard 12.2.10. By the end of twelfth grade, students will analyze major 20th century historical events.

Standard 12.3.5. By the end of twelfth grade, students will analyze the fundamental concepts and challenges to democracy by using writing, discussion, and debate skills.

Standard 12.4.6. By the end of twelfth grade, students will analyze the forces of conflict and cooperation.

Activity 2: Unrest (continued)**Nebraska State READING & WRITING Standards**

Standard 4.1.4. By the end of the fourth grade, students will identify the resource appropriate for a specific purpose, and use the resource to locate information.

Standard 4.2.4. By the end of the fourth grade, students will demonstrate the use of multiple forms to write for different audiences and purposes.

Standard 4.2.5. By the end of the fourth grade, students will demonstrate the use of self-generated questions, note taking, and summarizing while learning.

Standard 8.1.2. By the end of the eighth grade, students will identify, locate, and use multiple resources to access information on an assigned or self-selected topic.

Standard 8.2.4. By the end of the eighth grade, students will demonstrate the use of multiple forms to write for different audiences and purposes.

Standard 8.2.5. By the end of the eighth grade, students will demonstrate the ability to use self-generated questions, note taking, summarizing and outlining while learning.

Standard 12.1.1. By the end of the twelfth grade, students will identify the main idea and supporting details in what they have read.

Standard 12.1.6. By the end of the twelfth grade, students will identify and apply knowledge of the text structure and organizational elements to analyze non-fiction or informational text.

Standard 12.3.1 By the end of the twelfth grade, students will participate in student directed discussions by eliciting questions and responses.

Standard 12.3.2 By the end of the twelfth grade, students will make oral presentations that demonstrate consideration of audience, purpose, and information.

Activity 3: Political Machine

Activity Grade Level:4th - 8th Grades**Activity: Discussion**

Have students read the Racial Tensions section of the 1900-1924 timeline in Nebraska Studies:

http://nebraskastudies.org/0700/stories/0701_0130.html

- What is a political machine?
- Who were Tom Dennison and Edward P. Smith?
- Some critics of Dennison suggested he encouraged people in Omaha to engage in the race riot of 1919. Why would Dennison be likely to support the riot?

Nebraska State SOCIAL STUDIES Standards

Standard 4.1.1. By the end of fourth grade, students will compare communities and describe how United States and Nebraska communities changed physically and demographically over time.

Standard 4.1.2. By the end of fourth grade, students will describe the contributions from the cultural and ethnic groups that made up our national heritage: Native Americans, Hispanic Americans, African Americans, European Americans, and Asian Americans.

Standard 4.1.6. By the end of fourth grade, students will identify significant individuals, historical events and symbols in their community and in Nebraska and explain their importance.

Standard 8.1.6. By the end of eighth grade, students will identify and analyze causes, key events, and the effects of the Civil War and Reconstruction.

Standard 8.1.7. By the end of eighth grade, students will explain post Civil War changes in the United States, and the role of the United States in world affairs through World War I.

Standard 8.4.2. By the end of eighth grade, students will demonstrate skills for historical analysis.

Nebraska State READING & WRITING Standards

Standard 4.1.4. By the end of the fourth grade, students will identify the resource appropriate for a specific purpose, and use the resource to locate information.

Standard 4.2.4. By the end of the fourth grade, students will demonstrate the use of multiple forms to write for different audiences and purposes.

Standard 4.2.5. By the end of the fourth grade, students will demonstrate the use of self-generated questions, note taking, and summarizing while learning.

Standard 8.1.2. By the end of the eighth grade, students will identify, locate, and use multiple resources to access information on an assigned or self-selected topic.

Standard 8.2.4. By the end of the eighth grade, students will demonstrate the use of multiple forms to write for different audiences and purposes.

Standard 8.2.5. By the end of the eighth grade, students will demonstrate the ability to use self-generated questions, note taking, summarizing and outlining while learning.

Activity 4: Mayor Dahlman

Activity Grade Level:

4th - 8th Grades

Activity: Photograph Analysis

Have students analyze the photograph of Mayor James C. Dahlman holding the large key on the Dennison's Political Machine page of the Racial Tensions section of the 1900-1924 timeline in Nebraska Studies: http://nebraskastudies.org/0700/stories/0701_0132.html

Use the National Archives *Photograph Analysis* Worksheet in the Resources section at the end of this document to help answer the following questions:

- What is written on the key?
- What is written on the sidewalk and steps?
- Who were Tom Dennison and James C. Dahlman?
- What is Dahlman's relationship to Tom Dennison?
- What do you think the author is suggesting about Dahlman's character? Do you agree or disagree with the author's conclusion?

HINT: For a larger version of the photo, type "Dahlman" in the Search box in the top left corner of Nebraska Studies, and then click on Primary Source.

Nebraska State SOCIAL STUDIES Standards

Standard 4.1.1. By the end of fourth grade, students will compare communities and describe how United States and Nebraska communities changed physically and demographically over time.

Standard 4.1.2. By the end of fourth grade, students will describe the contributions from the cultural and ethnic groups that made up our national heritage: Native Americans, Hispanic Americans, African Americans, European Americans, and Asian Americans.

Standard 4.1.6. By the end of fourth grade, students will identify significant individuals, historical events and symbols in their community and in Nebraska and explain their importance.

Standard 4.1.7. By the end of fourth grade, student will use higher level thinking processes to evaluate and analyze primary sources and other resources.

Standard 8.1.6. By the end of eighth grade, students will identify and analyze causes, key events, and the effects of the Civil War and Reconstruction.

Standard 8.1.7. By the end of eighth grade, students will explain post Civil War changes in the United States, and the role of the United States in world affairs through World War I.

Standard 8.4.2. By the end of eighth grade, students will demonstrate skills for historical analysis.

Nebraska State READING & WRITING Standards

Standard 4.1.4. By the end of the fourth grade, students will identify the resource appropriate for a specific purpose, and use the resource to locate information.

Standard 4.2.4. By the end of the fourth grade, students will demonstrate the use of multiple forms to write for different audiences and purposes.

Standard 4.2.5. By the end of the fourth grade, students will demonstrate the use of self-generated questions, note taking, and summarizing while learning.

Standard 8.1.2. By the end of the eighth grade, students will identify, locate, and use multiple resources to access information on an assigned or self-selected topic.

Standard 8.2.4. By the end of the eighth grade, students will demonstrate the use of multiple forms to write for different audiences and purposes.

Standard 8.2.5. By the end of the eighth grade, students will demonstrate the ability to use self-generated questions, note taking, summarizing and outlining while learning.

Activity 5: Headlines

Activity Grade Level:

12th Grade

Activity: Written Document Analysis

Have students analyze the copy of the headlines of the Omaha World-Herald newspaper dated September 29, 1919 on the Who Was to Blame? page of the Racial Tensions section of the 1900-1924 timeline in Nebraska Studies;

http://nebraskastudies.org/0700/stories/0701_0136.html

Use the National Archives *Written Document Analysis* Worksheet in the Resources section at the end of this document to help answer the following questions:

- Is this an example of yellow journalism? Why or why not?
- What words listed in the headlines are examples of emotionalism?
- What can you infer about the author's feelings about the riot based on the terminology used? Explain.

HINT: For a larger version of the newspaper headlines, type “riot headlines” in the Search box in the top left corner of Nebraska Studies, and then click on Primary Source.

Nebraska State SOCIAL STUDIES Standards

Standard 12.1.13. By the end of twelfth grade, students will develop skills for historical analysis.

Standard 12.1.14. By the end of twelfth grade, students will demonstrate verbal and written skills that focus on enduring issues, divergent viewpoints, and excerpts from famous speeches and documents in United States history.

Standard 12.2.10. By the end of twelfth grade, students will analyze major 20th century historical events.

Standard 12.3.5. By the end of twelfth grade, students will analyze the fundamental concepts and challenges to democracy by using writing, discussion, and debate skills.

Standard 12.4.4. By the end of twelfth grade, students will analyze the patterns of urban development, such as site and situation; the function of towns and cities; and problems related to human mobility, social structure, and the environment.

Standard 12.4.6 By the end of twelfth grade, students will analyze the forces of conflict and cooperation.

Nebraska State READING & WRITING Standards

Standard 12.1.1. By the end of the twelfth grade, students will identify the main idea and supporting details in what they have read.

Standard 12.1.2. By the end of the twelfth grade, students will locate, evaluate, and use primary and secondary resources for research.

Standard 12.1.6. By the end of the twelfth grade, students will identify and apply knowledge of the text structure and organizational elements to analyze non-fiction or informational text.

Standard 12.3.1 By the end of the twelfth grade, students will participate in student directed discussions by eliciting questions and responses.

Activity 6: The Army

Activity Grade Level:

12th Grade

Activity: Photograph & Cartoon Analysis

Have students compare and contrast the photograph of the soldiers on guard at 24th and Lake Streets and the political cartoon titled "Real Protection" on the The Army Restores Order page of the Racial Tensions section of the 1900-1924 timeline in Nebraska Studies;

http://nebraskastudies.org/0700/stories/0701_0135.html

Use the National Archives *Photograph Analysis* and *Cartoon Analysis* or *Interpreting Political Cartoons* Worksheets in the Resources section at the end of this document to help answer the following questions:

- What are your first impressions after viewing the photograph of the soldiers? What was the purpose of bringing in troops after the riot was over?
- What view of the federal troops is the author of the cartoon titled "Real Protection" projecting? Do you agree or disagree with the cartoonist's assessment?
- Did federal troops provide any real protection for the citizens of Omaha? Explain.

HINT: For a larger version of the newspaper headlines, type "riot headlines" in the Search box in the top left corner of Nebraska Studies, and then click on Primary Source.

Nebraska State SOCIAL STUDIES Standards

Standard 12.1.13. By the end of twelfth grade, students will develop skills for historical analysis.

Standard 12.1.14. By the end of twelfth grade, students will demonstrate verbal and written skills that focus on enduring issues, divergent viewpoints, and excerpts from famous speeches and documents in United States history.

Standard 12.2.10. By the end of twelfth grade, students will analyze major 20th century historical events.

Standard 12.3.5. By the end of twelfth grade, students will analyze the fundamental concepts and challenges to democracy by using writing, discussion, and debate skills.

Standard 12.4.4. By the end of twelfth grade, students will analyze the patterns of urban development, such as site and situation; the function of towns and cities; and problems related to human mobility, social structure, and the environment.

Standard 12.4.6 By the end of twelfth grade, students will analyze the forces of conflict and cooperation.

Nebraska State READING & WRITING Standards

Standard 12.1.1. By the end of the twelfth grade, students will identify the main idea and supporting details in what they have read.

Standard 12.1.2. By the end of the twelfth grade, students will locate, evaluate, and use primary and secondary resources for research.

Standard 12.3.1 By the end of the twelfth grade, students will participate in student directed discussions by eliciting questions and responses.

Activity 7: Assessing Blame

Activity Grade Level:

12th Grade

Activity: Class Presentation of Grand Jury

1. Assign a different student to each of the following men in the Omaha race riot of 1919 to do background research on the role played them:
 - Edward Rosewater, publisher of the Omaha Bee
 - James C. Dahlman
 - Omaha Police Commissioner J. Dean Ringer
 - Mayor Edward P. Smith
 - Lt. Col. Jacob Wuest
 - Tom Dennison
 - Maj. Gen. Leonard Wood
 - Rev. Titus Lowe
 - William "Billy" Maher
 - The World-Herald editor who wrote the editorial "Law and the Jungle"
 - Henry Fonda
2. Students not assigned above will be assigned to serve on the Omaha Grand Jury convened after the riot to determine the cause(s) of the riot and which individuals (if any) were most responsible. Students serving on the Grand Jury are expected to do research on the riot.
3. Students who do research on a particular person will play that role and explain to the Grand Jury what they think caused the riot and which people, if any, were responsible.
4. Members of the Grand Jury will question the people appearing before them, and then vote to determine what they think were the key causes of the riot and which men, if any, should be held responsible for contributing to the riot. The Grand Jury may or may not assess fines and/or determine punishment for the offenders.
5. One or more students could be assigned to play the role of a reporter from Lincoln who writes an editorial on the testimonies given to the Grand Jury.

Nebraska State SOCIAL STUDIES Standards

Standard 12.1.13. By the end of twelfth grade, students will develop skills for historical analysis.

Standard 12.1.14. By the end of twelfth grade, students will demonstrate verbal and written skills that focus on enduring issues, divergent viewpoints, and excerpts from famous speeches and documents in United States history.

Standard 12.2.10. By the end of twelfth grade, students will analyze major 20th century historical events.

Standard 12.3.5. By the end of twelfth grade, students will analyze the fundamental concepts and challenges to democracy by using writing, discussion, and debate skills.

Standard 12.4.4. By the end of twelfth grade, students will analyze the patterns of urban development, such as site and situation; the function of towns and cities; and problems related to human mobility, social structure, and the environment.

Standard 12.4.6 By the end of twelfth grade, students will analyze the forces of conflict and cooperation.

Activity 7: Assessing Blame (continued)**Nebraska State READING & WRITING Standards**

Standard 12.1.1. By the end of the twelfth grade, students will identify the main idea and supporting details in what they have read.

Standard 12.1.2. By the end of the twelfth grade, students will locate, evaluate, and use primary and secondary resources for research.

Standard 12.1.6. By the end of the twelfth grade, students will identify and apply knowledge of the text structure and organizational elements to analyze non-fiction or informational text.

Standard 12.2.4. By the end of the twelfth grade, students will use multiple forms to write for different audiences and purposes.

Standard 12.3.1. By the end of the twelfth grade, students will participate in student directed discussions by eliciting questions and responses.

Standard 12.3.2. By the end of the twelfth grade, students will make oral presentations that demonstrate consideration of audience, purpose, and information.

Lesson Plan: Omaha Race Riot of 1919

Lesson Grade Level:
8th & 12th Grades

Lesson Objectives:

1. Students will develop skills to analyze primary documents and images.
2. Students will evaluate the causes and results of the Omaha race riot of 1919.
3. Students will identify and analyze the key personalities involved in the Omaha race riot of 1919.
4. Students will assess the important role played by "yellow journalism" in the Omaha race riot of 1919.

Nebraska State SOCIAL STUDIES Standards

- Standard 8.1.2.** By the end of the eighth grade, students will identify, locate, and use multiple resources to access information on an assigned or self-selected topic.
- Standard 8.1.6.** By the end of eighth grade, students will identify and analyze causes, key events, and the effects of the Civil War and Reconstruction.
- Standard 8.1.7.** By the end of eighth grade, students will explain post Civil War changes in the United States, and the role of the United States in world affairs through World War I.
- Standard 8.2.4.** By the end of the eighth grade, students will demonstrate the use of multiple forms to write for different audiences and purposes.
- Standard 8.2.5.** By the end of the eighth grade, students will demonstrate the ability to use self-generated questions, note taking, summarizing and outlining while learning.
- Standard 8.4.2.** By the end of eighth grade, students will demonstrate skills for historical analysis.
- Standard 8.4.4.** By the end of eighth grade, students will evaluate different assessments of the causes, costs, and benefits of major events in recent American history to develop discussion, debate, and persuasive writing skills.
- Standard 8.4.5.** By the end of eighth grade, students will interpret economic and political issues as expressed in various visuals.
- Standard 8.4.6.** By the end of eighth grade, students will improve their skills in historical research and geographical analysis.
- Standard 12.1.5.** By the end of twelfth grade, students will summarize causes and effects of the Industrial Revolution.
- Standard 12.1.12.** By the end of twelfth grade, students will explain and demonstrate relationships between the geographical and the historical development of the United States by using maps, pictures, and computer databases.
- Standard 12.1.13.** By the end of twelfth grade, students will develop skills for historical analysis.
- Standard 12.1.14.** By the end of twelfth grade, students will demonstrate verbal and written skills that focus on enduring issues, divergent viewpoints, and excerpts from famous speeches and documents in United States history.
- Standard 12.2.10.** By the end of twelfth grade, students will analyze major 20th century historical events.
- Standard 12.2.11.** By the end of twelfth grade, students will demonstrate historical research and geographical skills.
- Standard 12.3.5.** By the end of twelfth grade, students will analyze the fundamental concepts and challenges to democracy by using writing, discussion, and debate skills.

Standard 12.4.4. By the end of twelfth grade, students will analyze the patterns of urban development, such as site and situation; the function of towns and cities; and problems related to human mobility, social structure, and the environment.

Standard 12.4.6 By the end of twelfth grade, students will analyze the forces of conflict and cooperation.

Standard 12.4.7. By the end of twelfth grade, students will apply geography to interpret the past, understand the present, and plan the future.

Nebraska State READING & WRITING Standards

Standard 8.1.1. By the end of the eighth grade, students will identify the main idea and supporting details in what they have read.

Standard 8.1.2. By the end of the eighth grade, students will identify, locate, and use multiple resources to access information on an assigned or self-selected topic.

Standard 8.1.3. By the end of the eighth grade, students will identify and classify different types of text.

Standard 8.1.5. By the end of the eighth grade, students will identify and apply knowledge of the text structure and organizational elements to analyze nonfiction or informational text.

Standard 8.1.6. By the end of the eighth grade, students will identify similarities and differences across a variety of eighth grade reading selections.

Standard 8.1.7. By the end of the eighth grade, students will demonstrate the ability to analyze literary works, nonfiction, films, or media.

Standard 8.2.2. By the end of the eighth grade, students will write compositions with focus, related ideas, and supporting details.

Standard 8.2.3. By the end of the eighth grade, students will revise and edit descriptive compositions.

Standard 8.2.4. By the end of the eighth grade, students will demonstrate the use of multiple forms to write for different audiences and purposes.

Standard 8.2.5. By the end of the eighth grade, students will demonstrate the ability to use self-generated questions, note taking, summarizing and outlining while learning.

Standard 8.3.2. By the end of the eighth grade, students will use multiple presentation styles for specific audiences and purposes.

Standard 12.1.1. By the end of the twelfth grade, students will identify the main idea and supporting details in what they have read.

Standard 12.1.2. By the end of the twelfth grade, students will locate, evaluate, and use primary and secondary resources for research.

Standard 12.1.3. By the end of the twelfth grade, students will identify and use characteristics to classify different types of text.

Standard 12.1.6. By the end of the twelfth grade, students will identify and apply knowledge of the text structure and organizational elements to analyze non-fiction or informational text.

Standard 12.2.1. By the end of the twelfth grade, students will write using standard English (conventions) for sentence structure, usage, punctuation, capitalization, and spelling.

Standard 12.2.2. By the end of the twelfth grade, students will write compositions with focus, related ideas, and supporting details.

Standard 12.2.4. By the end of the twelfth grade, students will use multiple forms to write for different audiences and purposes.

Standard 12.2.5. By the end of twelfth grade, students will demonstrate the ability to use self-generated questions, note taking, summarizing, and outlining while learning.

Standard 12.3.2. By the end of the twelfth grade, students will make oral presentations that demonstrate consideration of audience, purpose, and information.

Introduction:

Introduce the lesson by writing the following quotes on the chalkboard, show them on an overhead projector, or make handouts from the students from the larger version in the Resources section at the end of this document:

"Black Beast First Sticks-up Couple. The most daring attack on a white woman ever perpetrated in Omaha occurred one block south of Bancroft street near Scenic avenue in Gibson [Omaha neighborhood] last night."

The Omaha Bee, September 1919

The pastor of the First Christian Church in Omaha, Reverend Charles E. Cobbey, is reported to have said from his pulpit that:

"... the yellow journalism of a certain Omaha newspaper' created the conditions for an outbreak of violence. . . .

"It is the belief of many that the entire responsibility for the outrage can be placed at the feet of a few men and one Omaha paper."

Engage students in a discussion of the quotations using the following questions/statements as possible discussion guides:

1. Ask students if they think these quotes are referring to a recent or earlier historical event and encourage students to give reasons for their conclusions.
2. Charles E. Cobbey mentioned the word "yellow journalism". What does "yellow journalism" mean?
3. Discuss the meaning of "yellow journalism" with the students. The following summary could be used as a point of reference.

"The term yellow journalism came from a popular New York World comic strip called *Hogan's Alley*, which featured a yellow-dressed character named 'the yellow kid.' Determined to compete with *Pulitzer's World* in every way, rival New York Journal owner William Randolph Hearst copied *Pulitzer's* sensationalist style and even hired *Hogan's Alley* artist R.F. Outcault away from the *World*. In response, *Pulitzer* commissioned another cartoonist to create a second yellow kid. Soon, the sensationalist press of the 1890s became a competition between the yellow kids, and the journalistic style was coined 'yellow journalism.'"

From the PBS website for Crucible of Empire:
The Spanish-American War, Yellow Journalism

<http://www.pbs.org/crucible/frames/journalism.html>

The Resources**Print:**

- Age, Arthur. *The Omaha Riot of 1919*. Unpublished. Master's Thesis, Creighton University, Omaha, Nebraska. 1964.
- Bitzes, John G. "Anti-Greek Riot of 1909-South Omaha." UNO MA Thesis. 1964.
- Bitzes, John G. "Anti-Greek Riot of 1900-South Omaha." **Nebraska History**. Vol. 51. Summer, 1970. Pp. 199-204.
- Cottrell, J. Barbara and Larsen, Lawrence H. **The Gate City: A History of Omaha**. Lincoln: University of Nebraska Press, 1997.
- Dales, David G. "North Platte Racial Incident: Black-White Confrontation 1919". **Nebraska History**. Vol. 60. No. 3. Fall 1979, Pp. 424-446

- Kennedy, Patrick. "Nemaha County's African American Community." **Nebraska History**. Vol. 82. No. 1. Spring 2001. Pp. 11-25.
- Laurie, Clayton D. "The U.S. Army and the Omaha Race Riot of 1919." **Nebraska History**. Vol. 72. No. 3 Fall 1991. Pp. 135-143.
- Lawson, Michael L. "A City in Ferment: Summer of 1919." **Nebraska History**. Vol. 58. Fall 1977. Pp. 395-418.
- Menard, Orville. "Tom Dennison, The Omaha Bee, and the 1919 Omaha Race Riot." **Nebraska History**. Vol. 68. No. 4. Winter 1987. Pp. 152-165.
- Naugle, Ronald C. and Olson, James. **History of Nebraska**. 3 rd edition. Lincoln: University of Nebraska Press, 1997.
- Omaha Newspapers—Bee, News, and World-Herald. 1919.

Internet Resources:

- A Horrible Lynching on The Black Holocaust Society website
<http://www.blackwallstreet.freesevers.com/omaha%20riot.htm>
- Graphic Organizers
<http://www.graphic.org/venbas.html>
<http://www.sdcoe.k12.ca.us/score/actbank/torganiz.htm>
- Glencoe. Graphic Organizer
http://teachingtoday.glencoe.com/userfiles/file/graphic_organizer_affective.pdf
- Nebraska Dept. of Education Academic Standards.
<http://www.nde.state.ne.us/ndestandards/AcademicStandards.htm>
- Nebraska Dept. of Education State Social Studies/History Standards.
<http://www.nde.state.ne.us/SS/DOCUMENTS/TheHistory-SocialStudiesStandardsPDF.pdf>
- Nebraska State Historical Society.
<http://nebraskahistory.org/oversite/research.htm>
- Nebraska State Historical Society: Nebraska History magazine
<http://nebraskahistory.org/publish/publicat/history/index.htm>
- Nebraska State Historical Society: Nebraska Trailblazer
<http://www.nebraskahistory.org/museum/teachers/material/trailist.htm>
- Nebraska Studies, 1900-1924 timeline, Racial Tensions section
http://nebraskastudies.org/0700/stories/0701_0130.html
- Rubrics General Rubric
<http://www.socialstudieshelp.com/rubric.htm>
- School Improvement in Maryland. Instruction. Social Studies Rubric.
http://www.mdk12.org/instruction/curriculum/hsa/critical_thinking/soc_stdts_rubric.html
- Starr, Larry. Nebraska State Dept. of Social Studies Education. Nebraska Social Studies Resource.
<http://www.nde.state.ne.us/SS/>
- The American Memory Collection. All Collections.
<http://memory.loc.gov/ammem/amtitle.html>
- The American Memory Collection. Library of Congress.
<http://memory.loc.gov/ammem/ammemhome.html>
- The Library of Congress Learning Page: The Historians' Sources: Analysis of Primary Sources. "Questions for Analyzing Primary Sources."
<http://memory.loc.gov/ammem/ndlpedu/lessons/psources/analyze.html>

The Process:

1. Instruct students to read accounts of racial issues after World War I in their history textbooks or related sources.

2. Direct students to access the Nebraska Studies Website at <http://nebraskastudies.org/> and click on the 1900-1924-time period. Then instruct students to click on the icon "Race Riot in Omaha in 1919" and read all the information about the Progressive movement.
3. Conduct an oral classroom discussion with students over the assigned reading material. Or the teacher may distribute copies to the students of selected topics listed under "Racial Tensions" and then conduct an oral discussion of specific topics. The following questions could be used as a guide for oral discussion:
 - What is the Ku Klux Klan? What role did it play in Nebraska?
 - Why did African Americans migrate from the South to the North in the first decade of the 20th century?
 - Why did African Americans specifically migrate from the South to Omaha? What problems did they encounter?
 - Define "yellow journalism" and the connection between it and Edward Rosewater and the Omaha Bee newspaper.
 - Who was Thomas Dennison? What is a political machine? What was the connection, if any, between Dennison and the Omaha race riot of 1919?
 - Discuss the events of the Omaha race riot and construct an outline of the key events.
 - What role did the U.S. Army play in the race riot and was it effective?
 - What were the causes and effects of the Omaha race riot?
4. Have students review the various Analysis Worksheets in the Resources section at the end of this document.
5. Instruct students to access the photograph of the Ku Klux Klan located on the Racial Tensions in Omaha after World War I page in the Racial Tensions section of the Nebraska Studies 1900-1924 timeline: http://nebraskastudies.org/0700/stories/0701_0130.html
Tell students to use the National Archives *Photo Analysis* Worksheet in the Resources section of this document as a guide for analyzing the photograph.
6. Instruct students to access the photo postcard of Mayor James "Cowboy Jim" Dahlman holding a key located on the Dennison's Political Machine page in the Racial Tensions section of the Nebraska Studies 1900-1924 timeline:
http://nebraskastudies.org/0700/stories/0701_0132.html
Have students use *Interpreting Political Cartoons* in the Resources section at the end of this document as a guide for analyzing the photo postcard.
7. Instruct students to listen to and view the video segment about the riot located in the page called "A Horrible Lynching." http://nebraskastudies.org/0700/stories/0701_0134.html
Then have students use the National Archives *Motion Picture Analysis* Worksheet *Cartoons* in the Resources section at the end of this document to analyze the video segment.
8. Ask students to view the photo titled "Real Protection" located on the page, "The Army Restores Order": http://nebraskastudies.org/0700/stories/0701_0135.html
Instruct students to use the National Archives *Cartoon Analysis* *Cartoons* in the Resources section at the end of this document as a guide for analyzing the political cartoon.
9. Students could also discuss their response to the graphic images of violence depicted throughout the Racial Tensions section of the 1900-1924 timeline on the Nebraska Studies website, comparing and contrasting news images presented in the media today with those of the early 1900s, and exploring the issue of the appropriateness of violent depictions in classroom-oriented materials.

Learning Advice:

- Have students identify and/or define the following terms after they have had the opportunity to read the information contained on the Nebraska Studies website concerning the Omaha race riot of 1919 http://nebraskastudies.org/0700/stories/0701_0130.html and related topics in their history textbooks or assigned readings:

Will Brown	Mayor Edward Smith	Monitor newspaper
Tom Dennison	Major Gen. Leonard Wood	Omaha Bee
“Millard” (Milton) Hoffman	Lt. Col. Jacob Wuest	newspaper
James C. "Cowboy Jim" Dahlman	1909 Greek riot in Omaha	political machine
Agnes Loebeck	1929 racial issues in North Platte	reform movement
Police Commissioner J. Dean Ringer	Ku Klux Klan	strike breakers
Edward Rosewater	"Law and the Jungle"	yellow journalism
 - Require all students to become familiar with the worksheets in the Resources section at the end of this document on how to analyze primary documents, political cartoons, sound recordings, and photographs. Have students view the video about black migration located in the Nebraska Studies page titled "African American Migration".
http://nebraskastudies.org/0700/stories/0701_0131.html
- Use the National Archives *Motion Picture Analysis* Worksheet for analysis.
- Discuss with students the causes and effects of the Omaha race riot of 1919, and compare and contrast those causes and effects with other race riots occurring in other U.S. major cities.
 - Briefly review the use of yellow journalism past and present by newspapers, television, etc. References could be made to:
 - the Spanish-American War,
 - the war on terrorism,
 - Joseph McCarthy, etc.

Conclusion:

Students will have learned the causes and effects of the Omaha race riot and the role yellow journalism played in the riot. They will realize that the Omaha riot was one of many riots that consumed the nation in the first decade of the 20th century and that all the racial issues that faced the nation and the state of Nebraska in 1919 have not been resolved. Students will develop a variety of skills, with the help of the National archives worksheets, etc., to analyze primary resources and historical events. They will also realize that racial issues of the early 20th century still exist today, and that discrimination and prejudice are not only directed at African Americans.

Assessment Activities:

One or both of the following activities could be used to assess student knowledge.

Activity Number 1: Analytical Essay

Instruct students to do a written analysis of a minimum of 500 words of the Omaha Race Riot of 1919. Include documentation, a bibliography, etc. Include a discussion of the following in the essay:

- a. Causes
- b. Effects
- c. Procedures/actions taken to ensure such an event does not happen again in Omaha or a designated Nebraska community
- d. Likelihood of a race riot taking place in your community. Note: racial problems do not have to be confined to African Americans or any particular ethnic, racial, or minority group.

Use a rubric to assess student knowledge. Teachers can create their own rubric or use one of the following rubrics:

School Improvement in Maryland. Instruction. Social Studies Rubric.

http://www.mdk12.org/instruction/curriculum/hsa/critical_thinking/soc_stds_rubric.html

General Scoring Rubric--Thematic Essay

http://www.socialstudieshelp.com/Thematic_Esaay_Rubric.htm

Activity Number 2: Multiple-Choice Assessment

Print out enough copies for each student of the *Racial Tensions Multiple Choice* worksheet in the Resources section of this document.

Answers to the Multiple Choice assessment activity:

1. B 2. B 3. D 4. C 5. A 6. C 7. A

Possible Extension Activities:

1. Instruct students to research the following racial incidents that occurred in Nebraska history:

- Omaha Greek Riot of 1909
- Omaha Race Riot of 1919
- North Platte Racial Incident of 1929.

Students could be instructed to do one of the following activities:

- a. A written report on the similarities and differences among the three incidents.
- b. An oral presentation to their classmates on the similarities and differences among the three incidents.
- c. Construction of an expanded Venn diagram that illustrates the similarities and differences among the three incidents. Students may use the Venn diagram in the Resources section at the end of this document, or may wish to create their own. One possible source for a discussion and illustration of an expanded Venn diagram is located at:

<http://www.graphic.org/venexp.html>.

2. Review with students *How to Conduct and Utilize Oral Interviews* in the Resources section at the end of this document. Instruct students to conduct an interview with a person who was a contemporary of the Omaha race riot in 1919 using that document as a guide. This activity would be most effective for students living in the Omaha area. However, students living in other areas of Nebraska could interview people in their areas to determine what the interviewee knew about the Omaha race riot and what their reactions were to the riot.

3. Share with students *Yellow Journalism Background* in the Resources section at the end of this document. Then have students access one of the following websites, and write a brief summary of its contents.

- "Yellow Press." <http://www.spartacus.schoolnet.co.uk/USAyellow.htm>
- "Yellow Journalism." <http://www.humboldt.edu/~jcb10/yellow.html>
- "How Yellow Is Today's Journalism?" 1996.
<http://www.toad.net/~andrews/yellow.html>

Conclude the activity by having students research local newspapers for recent articles about racial issues that might contain yellow journalism. Have students do written or oral reports citing examples of yellow journalism.

4. Teachers in the Omaha area might have their students research newspaper articles about racial issues (from the year 1919) from one of the following newspapers, and do a written or oral report citing examples of yellow journalism:

- *Morning Omaha World Herald*
- *Evening Omaha World Herald*
- *Omaha Bee*
- *Omaha Daily News*

The Douglas County Historical Society and the W. Dale Clark Main Library contain copies of early Omaha newspapers.

1900 - 1924

RACIAL TENSIONS

RESOURCES

	PAGE
Racial Tensions Quotations	20
Yellow Journalism Quotation	21
Yellow Journalism Background	22
Cartoon Analysis Worksheet	23
Interpreting Political Cartoons	24
Motion Picture Analysis Worksheet	26
Photograph Analysis Worksheet	28
Written Document Analysis Worksheet	29
Racial Tensions Multiple Choice Worksheet	30
Venn Diagram	31

Nebraska Department of Education Academic Standards

<http://www.nde.state.ne.us/ndestandards/AcademicStandards.htm>

Nebraska Department of Education Social Studies and History Standards

<http://www.nde.state.ne.us/SS/DOCUMENTS/TheHistory-SocialStudiesStandardsPDF.pdf>

National Archives

<http://www.archives.gov/index.html>

Library of Congress Learning Page Lesson Plans

<http://memory.loc.gov/ammem/ndlpedu/lessons/index.html>

Six Trait Writing: Ideas, Organization, Voice, Sentence Fluency, Word Choice, and Conventions.

<http://www.edina.k12.mn.us/concord/teacherlinks/sixtraits/sixtraits.html>

RESOURCES

Racial Tensions Quotations

"Black Beast First Sticks-up Couple:
The most daring attack on a white woman ever
perpetrated in Omaha occurred one block south
of Bancroft street near Scenic avenue in Gibson
(Omaha neighborhood) last night."
The Omaha Bee, September 1919

The pastor of the First Christian Church in
Omaha, Reverend Charles E. Cobbey, is reported
to have said from his pulpit that:

“. . . the yellow journalism of a certain
Omaha newspaper' created the conditions
for an outbreak of violence. . . .

“It is the belief of many that the entire
responsibility for the outrage can be
placed at the feet of a few men and one
Omaha paper.”

RESOURCES

Yellow Journalism Quotation

"The term yellow journalism came from a popular New York World comic strip called *Hogan's Alley*, which featured a yellow-dressed character named 'the yellow kid.' Determined to compete with *Pulitzer's World* in every way, rival New York Journal owner William Randolph Hearst copied *Pulitzer's* sensationalist style and even hired *Hogan's Alley* artist R.F. Outcault away from the *World*. In response, *Pulitzer* commissioned another cartoonist to create a second yellow kid. Soon, the sensationalist press of the 1890s became a competition between the yellow kids, and the journalistic style was coined 'yellow journalism.'"

From the PBS website for Crucible of Empire:
The Spanish-American War, Yellow Journalism

<http://www.pbs.org/crucible/frames/journalism.html>

RESOURCES

Yellow Journalism Background

Publishers Joseph Pulitzer and William Randolph Hearst developed a different type of journalism as newspapers began to compete more and more with one another to increase circulation and obtain more advertising revenue.

In the mid-1890s, Pulitzer (in the New York *World*) and Hearst (in the San Francisco *Examiner*) transformed newspapers with sensational and scandalous news coverage, the use of drawings and the inclusion of more features such as comic strips. The ensuing dispute between the two newspapers gave rise to the label "yellow journalism," synonymous with unprincipled journalism.

After Pulitzer began publishing color comic sections that included a strip entitled "The Yellow Kid" (right) in early 1896, this type of paper was labeled "yellow journalism." Drawn by R.F. Outcault, the popular (if now-unfunny) strip became a prize in the struggle between Pulitzer and Hearst in the New York newspaper wars.

The papers themselves trumpeted their concern for the "people." At the same time, yellow journalists choked up the news channels on which the common people depended with shrieking, gaudy, sensation-loving, devil-may-care kinds of journalism. This turned the high drama of life into a cheap melodrama and led to stories being twisted into the forms best suited for sales by the hollering newsboy. Among them was the Yellow Kid, who excelled at mocking upper-class customs and wore a characteristic yellow gown.

This comic strip happened to use a new special, non-smear yellow ink, and because of the significance of the comic strip, the term "yellow journalism" was coined by critics.

R. F. Outcault and the Yellow Kid demonstrated that the Sunday comics could sell newspapers and other forms of merchandise, and firmly established the comics as a permanent part of the American newspaper.

The Yellow Kid proved the first merchandising phenomenon of the comics. The character was portrayed in key chains and collector cards, appeared on stage and even had a short-lived magazine named after him.

Yellow journalism is biased opinion masquerading as objective fact. The practice of yellow journalism involved sensationalism, distorted stories, and misleading images for the sole purpose of boosting newspaper sales and exciting public opinion.

RESOURCES

National Archives Cartoon Analysis Worksheet

Visuals	Words (not all cartoons include words)
<p>Level One:</p> <p>1. List the objects or people you see in the cartoon.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>1. Identify the cartoon caption and/or title.</p> <p>_____</p> <p>2. Locate three words or phrases used by the cartoonist to identify objects or people within the cartoon.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>3. Record any important dates or numbers that appear in the cartoon.</p> <p>_____</p> <p>_____</p>
<p>Level Two:</p> <p>2. Which of the objects on your list are symbols?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>3. What do you think each symbol means?</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>4. Which words or phrases in the cartoon appear to be the most significant? Why do you think so?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>5. List adjectives that describe the emotions portrayed in the cartoon.</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Level Three:</p> <p>A. Describe the action taking place in the cartoon.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>B. Explain how the words in the cartoon clarify the symbols.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>C. Explain the message of the cartoon.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>D. What special interest groups would agree/disagree with the cartoon's message? Why?</p> <p>_____</p> <p>_____</p> <p>_____</p>	

Designed and developed by the Education Staff
National Archives and Records Administration, Washington, DC 20408
<http://www.archives.gov>

RESOURCES

Interpreting Political Cartoons

By Michael Young, former History Department Chair, Omaha Burke High School

Directions for Handout

Use the following questions as a guide when you analyze political cartoons. Answer each question that is pertinent to the political cartoons you are analyzing.

1. List the historical time period indicated:

2. State the issue or historical event that the cartoon addresses:

3. Caption:

4. Geographic location:

5. Label(s) indicated:

6. Use of symbolism, irony, caricatures, etc.

7. Inferences you can make with reference to the author's opinion (s):

8. Identify two or more historical, political, social, geographic and/or economic concepts that relate to the political cartoon and defend your choices:

Guideline for Using Political Cartoons to Teach Social Studies Concepts

The use of pictorial representations can be an effective way to teach social studies concepts. Pictorial representations include cartoons, pictures, and diagrams. Cartoons are the most symbolic of these pictorial representatives because they usually contain satire, exaggeration, and frequently humor. The editorial cartoonist can replicate life with a few strokes of the pen, with stark directness. The reader needs to have familiarity with basic social studies (economics, geography, history, political science, etc.) concepts in order to interpret the cartoons and understand the symbolic representations.

The goal of using cartoon interpretation activities is to provide students with practice in dealing with editorial cartoons in an analytical and critical way. Most social studies standards stress the importance of students developing the skills necessary to analyze documents and images.

The following four-step model is provided as a guide for introducing editorial cartoons to illustrate social studies concepts.

1. Provide background information for the social studies concept to be portrayed. For example, students will need a basic understanding of imperialism before a cartoon on this topic can be analyzed.

RESOURCES Interpreting Political Cartoons (continued)

2. Provide background information on editorial cartoons. Discuss the purpose of editorial cartoons. Make the students aware that such cartoons represent a specific viewpoint. Consequently, students should become familiar with the concept of bias. Students should, when possible, research the background of the political cartoonist.
3. Discuss the nature of editorial cartoons. Stress that such cartoons rely on oversimplification in order to clearly emphasize a particular point. Distortions of individuals and objects are frequently used to add dramatic or provocative qualities. Symbolism is used to represent reality as the cartoonist views it. Students should become familiar with symbols that are typically used in the various areas of social studies i.e. Uncle Sam and the eagle for the U.S., an empty bowl for scarcity, the donkey for the Democrat Party and the elephant for the Republican Party, etc.
4. Sequential guide for teaching how to analyze political cartoons:
 - a. Who is the author of the cartoon? Discuss the author's background.
 - b. What is the topic/issue of the cartoon?
 - c. What social studies concept is being presented?
 - d. What symbols are used?
 - e. What exaggerations or distortions exist?
 - f. What message is the cartoonist presenting? The teacher may want to introduce a variety of cartoons that deal with different issues as well as social studies disciplines. Students can then compare and contrast the various cartoon examples.
 - g. Encourage students to discuss their reactions with their classmates. Review the social studies concepts stressed in each political cartoon.

RESOURCES

National Archives Motion Picture Analysis Worksheet

Step 1: Pre-viewing

- A. Title of film: _____
Record Group source: _____
- B. What do you think you will see in this motion picture? List Three concepts or ideas that you might expect to see based on the title of the film. List some people you might expect to see based on the title of the film.
- | Concepts/Ideas | People |
|----------------|--------|
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |

Step 2: Viewing

- A. Type of motion picture (check where applicable)
- | | |
|-------------------------------------------|---------------------------------------------------|
| <input type="checkbox"/> Animated cartoon | <input type="checkbox"/> Theatrical short subject |
| <input type="checkbox"/> Documentary film | <input type="checkbox"/> Training film |
| <input type="checkbox"/> Newsreel | <input type="checkbox"/> Combat film |
| <input type="checkbox"/> Propaganda film | <input type="checkbox"/> Other |
- B. Physical qualities of the motion picture (check where applicable)
- | | |
|------------------------------------------|-------------------------------------------|
| <input type="checkbox"/> Music | <input type="checkbox"/> Live action |
| <input type="checkbox"/> Narration | <input type="checkbox"/> Background noise |
| <input type="checkbox"/> Special effects | <input type="checkbox"/> Animation |
| <input type="checkbox"/> Color | <input type="checkbox"/> Dramatizations |
- C. Note how camera angles, lighting, music, narration, and/or editing contribute to creating an atmosphere in this film. What is the mood or tone of the film?
- _____
- _____
- _____
- _____

Step 3: Post-viewing (or repeated viewing)

- Circle the things that you listed in the previewing activity that were validated by your viewing of the motion picture.
- A. What is the central message(s) of this motion picture?
- _____
- _____
- B. Consider the effectiveness of the film in communicating its message. As a tool of communication, what are its strengths and weaknesses?
- _____
- _____
- C. How do you think the filmmakers wanted the audience to respond?
- _____
- _____

RESOURCES Motion Picture Analysis Worksheet (continued)

D. Does this film appeal to the viewer's reason or emotion? How does it make you feel?

E. List two things this motion picture tells you about life in the United States at the time it was made:

1. _____
2. _____

F. Write a question to the filmmaker that is left unanswered by the motion picture.

G. What information do you gain about this event that would not be conveyed by a written source? Be specific.

RESOURCES

National Archives Photograph Analysis Worksheet

Step 1. Observation

A. Study the photograph for 2 minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible.

B. Use the chart below to list people, objects, and activities in the photograph.

PEOPLE

OBJECTS

ACTIVITIES

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Step 2. Inference

Based on what you have observed above, list three things you might infer from this photograph.

Step 3. Questions

A. What questions does this photograph raise in your mind?

B. Where could you find answers to them?

RESOURCES

National Archives Written Document Analysis Worksheet

1. TYPE OF DOCUMENT (Check one):

- | | | |
|-------------------------------------|----------------------------------------|-----------------------------------------------|
| <input type="checkbox"/> Newspaper | <input type="checkbox"/> Map | <input type="checkbox"/> Advertisement |
| <input type="checkbox"/> Letter | <input type="checkbox"/> Telegram | <input type="checkbox"/> Congressional record |
| <input type="checkbox"/> Patent | <input type="checkbox"/> Press release | <input type="checkbox"/> Census report |
| <input type="checkbox"/> Memorandum | <input type="checkbox"/> Report | <input type="checkbox"/> Other |

2. UNIQUE PHYSICAL QUALITIES OF THE DOCUMENT (Check one or more):

- | | |
|-------------------------------------------------|-------------------------------------------|
| <input type="checkbox"/> Interesting letterhead | <input type="checkbox"/> Notations |
| <input type="checkbox"/> Handwritten | <input type="checkbox"/> "RECEIVED" stamp |
| <input type="checkbox"/> Typed | <input type="checkbox"/> Other |
| <input type="checkbox"/> Seals | |

3. DATE(S) OF DOCUMENT: _____

4. AUTHOR (OR CREATOR) OF THE DOCUMENT: _____

POSITION (TITLE): _____

5. FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?

6. DOCUMENT INFORMATION (There are many possible ways to answer A-E.)

A. List three things the author said that you think are important:

1. _____
2. _____
3. _____

B. Why do you think this document was written?

C. What evidence in the document helps you know why it was written? Quote from the document.

D. List two things the document tells you about life in the United States at the time it was written:

E. Write a question to the author that is left unanswered by the document:

RESOURCES

Racial Tensions Multiple Choice Worksheet

Name: _____

Directions: Circle the best answer.

1. Who was publisher of the "Omaha Bee"?
 - A. James Dahlman
 - B. Edward Rosewater
 - C. Tom Dennison
 - D. Edward Smith

2. Who was accused of having a political machine in the city of Omaha?
 - A. James Dahlman
 - B. Tom Dennison
 - C. Edward Rosewater
 - D. Edward Smith

3. Who was killed as a result of the race riot in Omaha in 1919?
 - A. J. Dean Ringer
 - B. Agnes Loebeck
 - C. Millard Hoffman
 - D. Will Brown

4. "Black Beast First Stick-up Couple" is an example of:
 - A. a political machine
 - B. a description of a strike breaker
 - C. yellow journalism
 - D. the editorial statements made by Charles E. Cobbey

5. Which of the following is associated with a condemnation of the race riot in Omaha in 1919?
 - A. "Law and the Jungle"
 - B. "Pretty little Agnes Loebeck was assaulted"
 - C. "Omaha Bee" newspaper
 - D. Tom Dennison

6. Which of the following was a black Omaha newspaper in 1919?
 - A. Omaha Bee
 - B. Omaha World-Herald
 - C. Omaha Monitor
 - D. Omaha Gate City

7. Which of the following was *not* a reason African Americans were leaving the South and moving to the North?
 - A. Free farmland was available for African Americans.
 - B. World War I limited immigration from Europe.
 - C. Salaries were higher in the North.
 - D. There were a number of strikes in the Northern cities, and African Americans were willing to work as "replacement workers."

RESOURCES

Venn Diagram

This is a Venn Diagram. You can use it to write down factors that are unique to one item in sectors farthest from the center. Then look for factors that are present in all three and plot those in the middle. Finally, look for factors that cross over just two of the areas and plot those in the remaining overlapping sections.

The Venn Diagram is made up of two or more overlapping circles. It is often used in mathematics to show relationships between sets. In language arts instruction, Venn Diagrams are useful for examining similarities and differences in characters, stories, poems, etc. It is frequently used as a prewriting activity to enable students to organize thoughts or textual quotations prior to writing a compare/contrast essay. This activity enables students to organize similarities and differences visually.

