

Reign of Terror: The Osage Murders

The Osage Nation

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Grade Level	9th – 12th Grade	**Time Frame**	105-115 minutes
Subject	Social Studies	**Duration**	2-3 Class Periods
Course	Oklahoma History		

Essential Question

How have native people been exploited throughout America's history? How does the discovery of natural resources impact people?

Summary

After the discovery of oil on their land, members of the Osage Nation became millionaires overnight. This made them a target for fortune hunters. In this lesson, students will investigate the events of the "Reign of Terror" that occurred during the 1920s in Osage County. Students will think critically about why laws allowed mismanagement and corruption to thrive. By the end of the lesson, they will be able to explain how the Osage people managed to survive and continue on.

Snapshot

Engage

Students identify what they already know and what they will learn as they engage in a "What Do You Think?" activity.

Explore

Students analyze the relationships between information by participating in a Honeycomb Harvest activity.

Explain

Students investigate the events from the Reign of Terror using an interactive e-learning activity.

Extend

Students conduct a True for Who? analysis to understand the perspectives of the people profiled in this lesson better.

Evaluate

Students choose three videos about Osage culture today which they will view as part of a Choice Board activity.

Standards

Oklahoma Academic Standards (Social Studies: Oklahoma History (9th through 12th grade))

OKH.5.1D: exploitation of American Indian resources, lands, trust accounts,head rights, and guardianship as required by the Bureau of Indian Affairs.

Attachments

- Choice Board—Reign of Terror_ The Osage Murders - Spanish.docx
- Choice Board—Reign of Terror_ The Osage Murders - Spanish.pdf
- Choice Board—Reign of Terror_ The Osage Murders.docx
- Choice Board—Reign of Terror_ The Osage Murders.pdf
- Explain Honeycomb Harvest—Reign of Terror_ The Osage Murders - Spanish.docx
- Explain Honeycomb Harvest—Reign of Terror_ The Osage Murders - Spanish.pdf
- Explain Honeycomb Harvest—Reign of Terror_ The Osage Murders.docx
- Explain Honeycomb Harvest—Reign of Terror_ The Osage Murders.pdf
- Explore Honeycomb Harvest—Reign of Terror_ The Osage Murders - Spanish.docx
- Explore Honeycomb Harvest—Reign of Terror_ The Osage Murders - Spanish.pdf
- Explore Honeycomb Harvest—Reign of Terror_ The Osage Murders.docx
- Explore Honeycomb Harvest—Reign of Terror_ The Osage Murders.pdf
- Legislative Acts—Reign of Terror_ The Osage Murders - Spanish.docx
- Legislative Acts—Reign of Terror_ The Osage Murders - Spanish.pdf
- Legislative Acts—Reign of Terror_ The Osage Murders.docx
- Legislative Acts—Reign of Terror_ The Osage Murders.pdf
- Lesson Slides—Reign of Terror_ The Osage Murders.pptx
- True for Who—Reign of Terror_ The Osage Murders - Spanish.docx
- True for Who—Reign of Terror_ The Osage Murders - Spanish.pdf
- True for Who—Reign of Terror_ The Osage Murders.docx
- True for Who—Reign of Terror_ The Osage Murders.pdf

Materials

- Lesson Slides (attached)
- Explore Honeycomb Harvest handout (attached; one per group)
- Explain Honeycomb Harvest handout (attached; one per group)
- Legislative Acts handout (attached; one per student)
- True for Who? Google Slides (linked)
- True for Who? handout (attached; one per group)
- Choice Board (optional; attached, one per student)
- Computers with internet access
- Pens or pencils
- Sticky notes
- Scrap paper (optional)

15 minutes

Engage

Teacher's Note: Lesson Preparation

To prepare for this lesson, cut out the honeycomb cards in the attached **Explore Honeycomb Harvest** and **Explain Honeycomb Harvest** handouts. Cut out as many sets as you need for each group of 3-5 students.

Use the attached **Lesson Slides** to guide the lesson. Display **slides 1-4** to introduce the lesson, essential questions, and learning objectives.

Display **slide 5** and ask students: *Do the man and woman in this photo seem like a married couple? Why or why not?* Ask students to find an Elbow Partner and discuss the questions. After 2-3 minutes, ask a few students to share their thoughts with the whole class.

Continue this process for **slides 6-9**.

1. Ask students to discuss the questions on each slide with an elbow partner.
2. Give students a few minutes to discuss.
3. Have a few students share their thoughts with the whole class.

Possible Student Responses

Students are not expected to know the correct answer to any of the questions in this activity. The purpose of this activity is to engage students, elicit prior knowledge about the Osage or other Native Americans, and to help students focus on key pieces of information in an upcoming reading.

10 minutes

Explore

Display **slide 10**. Divide the class into groups of 3-5 students and give each small group a set of the attached Honeycomb Harvest cards. Ask students to think about how the information in one card might be related to information in another card. Have them organize the cards so that the sides of related hexagons are touching. Encourage students to connect all the honeycomb cards in a way that makes sense to them. Display **slide 11** to show an example of how a Honeycomb Harvest might look.

Give the small groups 10 minutes to complete their Honeycomb Harvest. Let students know they are not expected to understand the relationship between all honeycombs. Encourage them to make inferences and let them know it's okay to guess a little as long as they can justify their answer.

Ask a few small groups to share their honeycombs and explain their take on the relationship between the cards.

Teacher's Note: Scaffolding

The Reign of Terror involved a complex network of people, concepts, laws, and events. The purpose of this activity is to help scaffold some of the concepts and vocabulary so when they complete the reading in the Explain, the students can better understand how the Reign of Terror came to pass.

30 minutes

Explain

Display **slide 12**. Have students scan the QR code or use the provided URL to access the reading, Reign of Terror: The Osage Murders. Display **slide 13** and inform students they can select any text highlighted in orange for more information about that person, word, or phrase. To navigate through the reading, they need to select the Next button at the bottom of the screen. Students should read independently but remain seated with their groups.

After they finish reading, display **slide 14** and tell students they will complete another Honeycomb Harvest as a group, but with different cards from the first round. For this Honeycomb Harvest, students will have the information they need to determine several relationships among cards. Allow students to refer to the reading as they complete the activity. Provide students at least 15 minutes to complete their honeycomb. When all groups have completed their honeycomb, ask each group to share what they have learned and explain why they decided to place the cards in that configuration.

Possible Student Responses

Due to the complex nature of the Reign of Terror, all Honeycomb Harvests may look very different.

Keep students in their small groups and display **slide 15**. Pass out Three Sticky Notes, or have students use scrap paper. On their first sticky note, ask students to write **one word** that summarizes the reading. On their second sticky note, ask them to write **a phrase** that summarizes the reading. On their third sticky note, ask them to write **a sentence** that summarizes the reading. Have students compare each of the three summaries within their group.

Extend

Keep students in their small groups or mix them up into new groups of 3-5. Display **slide 16** and pass out a copy of the **Legislative Acts** handout, one per group. Give students 5-10 minutes to read through the handout.

There are two options to continue. You can choose to use Google Slides or the paper handout.

Optional Technology

Share the True for Who? Google Slides link with each group. Have each student use their own device or have each student group use one. Instruct the students to follow the directions on the left-hand side of the first slide. Students will discuss the claim in the group for whom this statement is true, maybe true for, and is not true for. The group must reach a consensus and place the sticky note under the appropriate column header (true, not true, or maybe). Repeat these steps for each of the claim slides.

If you prefer the paper handout, distribute a copy of the attached **True for Who?** handout to each group. Display **slide 17** and instruct students to read and follow the directions for the True for Who? strategy on the top of the page. Students need to:

1. Discuss the claim.
    1. What were the circumstances that shaped the claim?
    2. Who made it or would make it?
    3. What were people's intentions and goals?
    4. What was at stake?
2. View the claim from each perspective.
    1. Would the people who hold this perspective think this statement is true? False?
    2. Uncertain?
    3. Why?
3. Reach a consensus about where each perspective would fall for the claim.
    1. Circle the perspective for which the statement would be true.
    2. Cross out the perspective for which the statement would be false.
    3. Underline the perspective for which the statement would maybe be true or false.
4. Write down any notes from the discussion that you feel are important and you want to remember.

Evaluate

For this Choice Board activity, students work individually. Display **slide 18** and provide either a printed copy of the attached **Choice Board** handout or a link to the digital version. Tell students to choose one square from each column. They need to watch the video or explore the site linked. While they watch each video or explore each site, have them ask themselves, *What does the video tell me about the Osage Nation? How might the videos be a response to the reign of terror?*

Once they've selected and watched three videos, display **slide 19** and introduce students to the How I Know It strategy. Tell students that they will be drawing a circle inside a rectangle on a piece of scrap paper. Let them know that in the circle, they should write down what they learned from the three videos. Once they have done that, they should write down in the rectangle how they learned each bit of information. Finally, they should draw a line between each idea and the manner in which they learned it so that they are able to visualize the ways in which they are able to learn new information.

At the end of the class, you can collect students' completed How I Know It diagrams. These will serve as summative assessments.

Resources

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