

Unveiling Injustice: A Deep Dive Into Killers of the Flower Moon

The Reign of Terror: The Osage Murders and the Birth of the FBI

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Grade Level	9th – 12th Grade	**Time Frame**	270 minutes
Subject	English/Language Arts	**Duration**	4-5 periods
Course	A.P. Literature and Composition		

Essential Question

How do historical and cultural perspectives contribute to the meaning of a historical text? How do an author's stylistic choices affect purpose and meaning in a nonfiction text?

Summary

This lesson centers on Killers of the Flower Moon by David Grann which examines the Osage murders of the 1920s. Students analyze the connections between the events depicted in the book and the factual background of the Reign of Terror as presented in an interactive e-learning activity, helping to foster a nuanced understanding of the Osage headrights and murders. Students will create a project displaying their understanding of this tragic episode in history.

Snapshot

Engage

Students analyze statements on an Anticipation Guide and determine whether they agree or disagree.

Explore

Students read an excerpt from *Killers of the Flower Moon* by David Grann and use Categorical Highlighting to identify unknown vocabulary words, main ideas, and the theme.

Explain

Students investigate the events from the Reign of Terror using an interactive e-learning activity, and they compare and contrast the non-fiction text to the interactive e-learning activity using an H-Chart.

Extend

Students recall information gathered from the book and e-learning article as they complete a Choice Board project.

Evaluate

Students present their Choice Board projects to the class, which are to be graded with the provided

rubric.

Standards

ACT College and Career Readiness Standards - Reading (6-12)

PPV501: Infer a purpose in somewhat challenging passages and how that purpose shapes content and style

Oklahoma Academic Standards: English Language Arts (Grade 11)

11.3.R.1: Analyze the extent to which historical, cultural, and/or global perspectives affect authors' stylistic choices in grade-level literary and informational texts.
11.3.R.2: Evaluate authors' perspectives and explain how those perspectives contribute to the meanings of texts.
11.3.R.6: Analyze how informational text structures support the author's purpose.
11.3.W.4: Blend narrative, informative, and argumentative writing to suit their audience and purpose.

Attachments

- Anticipation Guide—Unveiling Injustice - Spanish.docx
- Anticipation Guide—Unveiling Injustice - Spanish.pdf
- Anticipation Guide—Unveiling Injustice.docx
- Anticipation Guide—Unveiling Injustice.pdf
- Choice Board List of Topics—Unveiling Injustice - Spanish.docx
- Choice Board List of Topics—Unveiling Injustice - Spanish.pdf
- Choice Board List of Topics—Unveiling Injustice.docx
- Choice Board List of Topics—Unveiling Injustice.pdf
- Choice Board Project Rubric—Unveiling Injustice - Spanish.docx
- Choice Board Project Rubric—Unveiling Injustice - Spanish.pdf
- Choice Board Project Rubric—Unveiling Injustice.docx
- Choice Board Project Rubric—Unveiling Injustice.pdf
- Historical Figure Profile—Unveiling Injustice - Spanish.docx
- Historical Figure Profile—Unveiling Injustice - Spanish.pdf
- Historical Figure Profile—Unveiling Injustice.docx
- Historical Figure Profile—Unveiling Injustice.pdf
- Killers of the Flower Moon Excerpt—Unveiling Injustice - Spanish.docx
- Killers of the Flower Moon Excerpt—Unveiling Injustice - Spanish.pdf
- Killers of the Flower Moon Excerpt—Unveiling Injustice.docx
- Killers of the Flower Moon Excerpt—Unveiling Injustice.pdf
- Lesson Slides — Unveiling Injustice.pptx
- Paired Texts H-Chart—Unveiling Injustice - Spanish.docx
- Paired Texts H-Chart—Unveiling Injustice - Spanish.pdf
- Paired Texts H-Chart—Unveiling Injustice.docx
- Paired Texts H-Chart—Unveiling Injustice.pdf

Materials

- Class set of *Killers of the Flower Moon* by David Grann (optional)
- *Killers of the Flower Moon* excerpt (optional; attached; one per student)
- Lesson slides (attached)
- Anticipation Guide handout (attached; one per student)
- Paired Texts H-Chart handout (attached; one per student)
- Choice Board List of Topics (attached; one per student)
- Choice Board Project Rubric (attached; one per student)
- Historical Figures Profile Template (optional; attached; one per student)
- Highlighters (preferably blue, pink, and yellow)

- Pens/pencils
- Computers with Internet access

15 minutes

Engage

Begin by opening the attached **Lesson Slides** and displaying **slides 2-4** to review the essential question and lesson objectives with your students.

Display **slide 5**. Explain to your students that they will be completing an Anticipation Guide related to the topic of the Osage tribe and the "Reign of Terror." Pass out the **Anticipation Guide handout** to your students and instruct them to indicate with a [+] or [-] whether they agree or disagree with each statement.

Display **slide 6.** Instruct students to discuss their answers with an Elbow Partner. Encourage student groups to share one of the statements upon which they agreed as well as one with which they disagreed.

30 minutes

Explore

Display **slide 7**. Provide students with the attached ***Killers of the Flower Moon*** **Excerpt** and highlighters and ask them to use the Categorical Highlighting strategy to identify unknown vocabulary words, main ideas, and the theme of the novel. Let students know that they should highlight unknown words in blue, main ideas in pink, and the theme in yellow. Instead of explaining why they highlighted certain words in blue, ask the students to come up with a short definition for each word they have highlighted based on the context clues. They should also write explanations of why they highlighted the theme and main ideas. Discuss as a class any questions students may have about the words, main ideas, and themes they have highlighted.

Sample Definitions

Words that students will likely highlight and define include:

Guardianship: *n.* A legal process used when a person can no longer make or communicate safe or sound decisions about his/her person and/or property or has become susceptible to fraud or undue influence. (definition courtesy of National Guardianship Assoc.)

Dissipated: *v.* To spend or use up wastefully or foolishly.

Complicit: *adj.* Helping to commit a crime or do wrong in some way.

Swindle: *v.* To obtain money or property by fraud or deceit.

Abscond: *v.* To depart secretly and hide oneself.

Headright: *n.* A right belonging to a member of an American Indian tribe to receive a per-capita share in the distribution of income earned by the tribal trust fund (as from the sale or lease of mineral rights) or a share of the fund on its termination.

Guardian: *n.* Someone who has the care of the person or property of another.

Ostensibly: *adv.* To all outward appearances.

Kickback: *n.* A return of a part of a sum received often because of confidential agreement or coercion.

Pilfer: *v.* To steal stealthily in small amounts and often again and again.

Ward: *n.* A person or thing under guard, protection, or surveillance.

Exploitation: *n.* [An act of making] use of meanly or unfairly for one's own advantage.

Depraved: *adj.* Marked by corruption or evil.

(All definitions are courtesy of the Merriam-Webster Dictionary unless otherwise noted.)

45 minutes

Explain

Display **slide 8** and pass out the **Paired Texts H-Chart** handout to your students. Let them know that they will be reading portions of an interactive e-learning article: Reign of Terror: The Osage Murders. They will create a Paired Texts H-Chart to compare the information presented in the book *Killers of the Flower Moon* with the factual information from the article. They should identify similarities, differences, and additional insights gained from both sources.

Display **slides 9-10** 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 will select the Next button at the bottom of the screen. Students should read independently but remain seated with their groups.

After students finish reading, ask them to spend about five minutes sharing what they wrote in their H-charts with others in their groups. Afterwards, have the whole class reconvene and ask for a few volunteers to share what they wrote with the class.

120 minutes

Extend

Display **slide 11.** Ask students to revisit the Anticipation Guide and choose a statement that will drive the creation of a reflective project. Hand out the **Choice Board List of Topics**. Invite students to use the information gathered from the book and the e-learning article to create one of the following Choice Board projects.

- **Public Service Announcement** - Create a PSA using Screencastify.
- **Artwork** - Create a piece of artwork using digital resources or a makerspace.
- **Infographic** - Create an infographic using Canva or Piktochart.
- **Timeline** - Using Canva, Piktochart or a makerspace, create a timeline of events.
- **Playlist** - Put together songs of the Osage, the 1920s, and today.
- **Historical Figure Profile** - Follow the instructions in the Teacher's Note below.
- **Digital or Makerspace Collage** - Create a collage that conveys the atrocity using pictures, articles, and symbols.
- **Infographic** - Create an infographic that focuses on the laws that were passed and their impact on the Osage people.
- **Venn Diagram** - Compare the Reign of Terror to a similar modern atrocity (Students have option of using Venn Diagram app).

Each project should be accompanied by a reflective piece of writing justifying the student's choice of projects. Each writing piece should include the following:

- The Anticipation Guide statement
- Facts/data (quotes) from *Killers of the Flower Moon* and the e-learning activity
- Connection between the Reign of Terror Osage murders to a modern atrocity
- Explanation of the project (why it was chosen and how it reflects your understanding of the lesson)

Before students begin planning their projects and presentations, pass out copies of the **Choice Board Project Rubric** to each student and make sure that your students understand your expectations for the assignment.

Teacher's Note: Historical Figure Profile

If students elect to complete a Historical Figure Profile, give those students a sheet of white paper or pass out copies of the attached **Historical Figures Profile Template.**

Take a couple of minutes to provide your students with an explanation of what they will need to include in their templates:

- **Quote:** Which quote best reflects the historical figure? If students find that their figures have many quotes attributed to them, suggest that they select one that they find particularly interesting or meaningful.
- **Fast Facts:** What are five key pieces of information about the historical figure? Students should highlight these using brief bullet points.
- **Historical Importance:** Why is the figure important in the scope of history? Students should write a quick sentence or two explaining why their historical figure is important.
- **Six-Word Memoir:** Instead of having students write longer biographies of their historical figures, have them create a concise "memoir" of their figure that sums up their historical importance in just six words. Use the strategy Six-Word Memoir.
- **Image:** What does this historical figure look like? Ask students to draw a picture of their figure in the large oval.
- **Symbols:** Have students determine, based on their research, the four symbols they most associate with their figures? Students should draw these symbols in the small square boxes.

60 minutes

Evaluate

Display **slide 12** and review the presentation process with your students. As students present their projects, evaluate their projects and presentations using the attached **Choice Board Project Rubric**.

Resources

- Grann, D. (2017). Killers of the flower moon: The Osage murders and the birth of the FBI. Doubleday.
- K20 Center. (n.d.). Anticipation guide. Strategies. https://learn.k20center.ou.edu/strategy/2364
- K20 Center. (n.d.). Canva. Tech Tools. https://learn.k20center.ou.edu/tech-tool/612
- K20 Center. (n.d.). Categorical highlighting. Strategies. https://learn.k20center.ou.edu/strategy/192
- K20 Center. (n.d.). Choice boards. Strategies. https://learn.k20center.ou.edu/strategy/73
- K20 Center. (n.d.). Elbow partners. Strategies. https://learn.k20center.ou.edu/strategy/116
- K20 Center. (n.d.). Paired texts H-chart. Strategies. https://learn.k20center.ou.edu/strategy/132
- K20 Center. (n.d.). Piktochart. Tech Tools. https://learn.k20center.ou.edu/tech-tool/2394
- K20 Center. (n.d.). Screencastify. Tech Tools. https://learn.k20center.ou.edu/tech-tool/670
- K20 Center. (n.d.). Six-word memoirs. Strategies. https://learn.k20center.ou.edu/strategy/75
- K20 Center. (n.d.). Venn diagram. Strategies. https://learn.k20center.ou.edu/strategy/2918
- K20 Center. (n.d.). Venn diagram. Tech Tools. https://learn.k20center.ou.edu/tech-tool/689
- National Guardianship Association. (n.d.). What is guardianship? https://www.guardianship.org/what-is-guardianship/