

# OSAGE MASSACRES AND GENDER ROLES

*by Emily Weaver*

LESSON PLAN 6  

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HISTORY, 9



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*These lesson plans are created with Farina King and the History Department at Northeastern State University. Students of the program – most of them active schoolteachers – study areas of the political and cultural history of Native American individuals and tribes and create thorough, engaging lesson plans based on their research. It is through the generosity of Farina King and her students that the Museum of Native American History is able to share this wonderful material with the Education community, with the hope of creating a broader and more inclusive understanding of Native American history and culture.*

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## How To Use This File

This file is designed to give you all the resources necessary to create a compelling lesson plan using whichever program or lesson planning style you are most comfortable with. All of the text can be easily copied and pasted, and the images can be dragged and dropped into any program, showing up in high quality. All videos and websites referenced can be reached directly using their hyperlinks. The *Text Packet* is a separate file so that it can be printed or sent to students separately from the lesson plans.

# Overview & Introduction

## LESSON SUMMARY

Students will analyze the events of the Osage Massacres and the impact of gender on those events. Students will achieve this by reading the Osage Massacres and Gender Roles. Students will further develop their understanding through class discussion. Learning will be assessed through a Flipgrid.

## LESSON IMPORTANCE

It is vital that students understand the history of the place that they live and the tragic mistreatment of the Osage and other Tribes.

## MATERIALS INCLUDED

- *Text Packet* (“Osage Massacres and Gender Roles,” and “Excerpt of the Statement of Key Prosecution Witness Matt Williams” (primary source)
- Pencils
- Chromebook or Cell Phone to access Flipgrid

## KEYWORDS

- Gender • Gender Roles • Land Rights • Colonization • Industry

## LEARNING OBJECTIVE

Students will be able to identify the Osage Massacres, evaluate the role gender played on the events, and the impact those events have had on the Osage Tribe.

## OKLAHOMA STANDARDS ADDRESSED

- OKH.2.4 Describe the consequences of Indian Removal on intertribal relationships with western nations, such as the Osage, Comanche, Kiowa, Cheyenne and Arapaho.
- OKH.5.1 Examine the policies of the United States and their effects on American Indian identity, culture, economy, tribal government and sovereignty including:
- A.** passage of the Indian Citizenship Act of 1924
  - B.** effects of the federal policy of assimilation including Indian boarding schools (1880s-1940s)
  - C.** authority to select tribal leaders as opposed to appointment by the federal government
  - D.** exploitation of American Indian resources, lands, trust accounts, head rights, and guardianship as required by the Bureau of Indian Affairs
- OKH.5.4 Examine how the economic cycles of boom and bust of the oil industry affected major sectors of employment, mining, and the subsequent development of communities, as well as the role of entrepreneurs, including J.J. McAlester, Frank Phillips, E.W. Marland and Robert S. Kerr, and the designation of Tulsa as the “Oil Capital of the World”.

# Lesson Plan

SET UP *approximately 10 minutes*

- Students will begin by completing their bell work. Students will have five minutes to respond to the following task: On a blank piece of paper, write down everything that you know about the Osage Massacres.
- When the five minutes are up, students will be instructed to “pair share”. They will tell the person sitting next to them what they know about the Osage Massacres.
- Following the pair share, I will lead a class discussion to help students begin expanding their knowledge of the events.

ARTICLE AND PRIMARY SOURCE ANNOTATION  
*approximately 30 minutes*

- Students will read and annotate Osage Massacres and Gender Roles. Annotations of the article will include:
- Highlighting anything the student feels shows the impact of gender.
- Underling facts that the student feels are important.
- Labeling each paragraph with a 4-to-5-word summary of the subject of the paragraph.
- Students will read and annotate the Excerpt of the Statement of Key Prosecution Witness Matt Williams (Primary Source). Annotations will include:

1. *Highlighting anything the student feels shows the impact of gender.*
2. *Underling facts that the student feels are important.*

ASSESSED ACTIVITY *approximately 20 minutes*

In a group of no more than 3 students, students will create a video on Flipgrid that is at least 2 minutes in length to answer the following questions:

- Briefly explain what happened in the Osage Massacres.
- Explain what role you believe gender played on those events.
- What impact do you believe these events have had on the Osage Tribe?

Students will be provided with the rubric prior to beginning their videos. (*see rubric on following page*)

CLOSURE *approximately 5 minutes*

Reiterate the key points that students read in the article.

# Rubric

CRITERIA	EXEMPLARY	PROFICIENT	NOT PROFICIENT
Identifies the events of the Osage Massacres	Students clearly explain all necessary aspects of the Osage Massacres. [10]	Student explains some necessary aspects of the Osage Massacres, but not clearly. [7]	Student does not explain necessary aspects of the Osage Massacres. [5]
Identifies the impact of gender on the events	Student clearly explains their opinion on the impact of gender. [10]	Student attempts to address the impact of gender. [7]	Student does not address the impact of gender. [5]
Identifies the impact on the Tribe	Student clearly explains the impact on the Tribe. [10]	Student attempts to explain the impact on the Tribe. [7]	Student does not explain the impact on Tribe. [5]
Time	Video is at least 2 full minutes. [5]	Video is at least 1 minute and 10 seconds. [3]	Video is less than 1 minute and 10 seconds. [1]
Visual Aide	Students have selected at least 2 relevant pictures that assist in their video. [5]	Students have selected 1 picture that is relevant to their video or they have selected images that do not add to their video. [3]	Students do not have pictures. [1]
Presentation	Student speaks very clearly, looks into the camera, does not giggle or mutter, does not use fillers. [5]	Student speaks fairly clearly and uses minimal fillers. [3]	Student cannot be understood or does not speak. [1]

# Bibliography

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