

CURRICULUM GR. 9-12

U.S. Indian Boarding Schools

Grade 9

MAIN IDEA

Residential schools or boarding schools as referred to in different countries, not only happened in Canada, they also happened in other countries affecting many Indigenous groups around the world. During European contact made for many struggles that arose between First Nations people and European settlers. Educating Indians through assimilation became the goal. "Kill the Indian, Save the Man", Colonel Richard Pratt's philosophy behind the creation of U.S. Indian Boarding Schools in the 1870's and the (attempted) destruction of Indian culture began. Sir John A. MacDonald the Prime Minister of Canada during this time heard about U.S. Indian Boarding Schools and wanted to establish them in Canada.

ONTARIO SPECIFIC EXPECTATIONS Students will...

SOCIAL SCIENCES

- Record information and key ideas from their research and document the sources accurately.
- Organize, interpret, and communicate the results of their inquiries, using a variety of methods (e.g., graphs, charts, diagrams, oral presentations, written reports, newspaper, articles, videos).

MATERIALS	RESOURCES & SOURCES
Computer Lab	American Indian Boarding Schools Haunt Many http://www.npr.org/templates/story/story.php?storyId=16516865 Note: Auditory
Internet Access	option (students could listen to this website).
Worksheets	Indigenous Peoples and Boarding Schools http://www.boardingschoolhealingproject.org/files/bshpreport.pdf Introduction,
Handouts	page one Unites States section
Rubric	American Indian Relief Council, History and Culture, Boarding Schools http://www.nrcprograms.org/site/PageServer?pagename=airc_hist_boardingschools
	The Residential School System, "What Led to Residential School" section http://indigenousfoundations.arts.ubc.ca/home/government-policy/the-residential-school-system.html
	Louis Riel and Nicholas Flood Davin, paragraphs 3 and 4 http://edhird.wordpress.com/tag/davin-report/
	(Colonel) Richard Henry Pratt: Carlisle Indian Industrial School History http://home.epix.net/~landis/histry.html http://en.wikipedia.org/wiki/Richard_Henry_Pratt



CURRICULUM GR. 9-12

ACTIVITIES

- Students will be conducting independent research using the Internet on (Colonel) Richard
 Henry Pratt and Nicholas Flood Davin and complete the worksheet #1 and worksheet
 #2.
- Students will be conducting further independent research using the Internet on American Indian Relief Council, History and Culture, Boarding Schools Web site and Indian Boarding Schools Haunt Many (listen to the story 7:45 minutes – play this aloud to the class).
 Complete the worksheet #3.
- 3. Have a class reflection about their lesson on Traditional Knowledge Systems (TKS). Students can refer to their TKS Worksheet. Have students share examples of differences between Traditional Knowledge Systems and Indian Boarding Schools in the United States.
- 4. Ask students to imagine themselves as a residential school student and with state of mind have them answers these questions on lined paper. Once students are done have a class discussion around these questions.
 - How would you feel if you were taken from your home and placed into a boarding/residential school?
 - How would you feel if you could no longer speak your own language?
 - How would you feel if you could no longer practice your cultural/spiritual beliefs?
 - How would you feel if you couldn't talk to your siblings or the opposite sex?
 - How would you try and cope with all these changes?

ASSESSMENT

Summative: U.S. Boarding Schools Rubric



CURRICULUM GR. 9-12

WORKSHEET #1

Name:		

CARLISLE INDIAN INDUSTRIAL SCHOOL & R.H. PRATT

Visit the following Web sites in order to complete the following independent research questions. http://home.epix.net/~landis/histry.html
http://en.wikipedia.org/wiki/Richard_Henry_Pratt

://	en.wikipedia.org/wiki/Richard_Henry_Pratt
1.	Describe (Colonel) Richard Henry Pratt's experiences with Indians in 1867-1875 and his goals of assimilation.
2.	How did Pratt recruit students?
3.	How were his schools administered?
4.	From the 'Something Nobler and Higher' section, list facts about the Carlisle School.



CURRICULUM GR. 9-12

WORKSHEET #1 continued...

Mama			
	Name:		

CARLISLE INDIAN INDUSTRIAL SCHOOL & R.H. PRATT

Read the following quote:

"He (Pratt) believed that to claim their rightful place as American citizens, Native Americans needed to renounce their tribal way of life, convert to Christianity, abandon their reservations, and seek education and employment among the "best classes" of Americans. In his writings he described his belief that the government must "kill the Indian to save the man". Pratt was outspoken and a leading member of what was called the "Friends of the Indian" movement at the end of the 19th century. He believed in the "noble" cause of civilizing the Indians. He said, "The Indians need the chances of participation you have had and they will just as easily become useful citizens."

5.	How does Pratt's philosophy (quote) make you feel? Explain.
6.	Do you believe he saw promise in Indians in a positive way? Explain.
7.	How did Pratt's philosophy continue and be darkened even further by the school's administration by the Bureau of Indian Affairs?



CURRICULUM GR. 9-12

WORKSHEET #2

Name:				
			no:	Man

NICHOLAS FLOOD DAVIN

Visit the following Web sites in order to complete the following independent research questions. http://indigenousfoundations.arts.ubc.ca/home/government-policy/the-residential-school-system.html

http://edhird.wordpress.com/tag/davin-report/ (paragraphs 3 and 4)

1.	Who was Nicholas Flood Davin?
2.	What was his role regarding Residential Schools in Canada?
3.	What were his beliefs regarding First Nations people as reflected in his report?



CURRICULUM GR. 9-12

WORKSHEET #3

Name:

Children of Indian Industrial Schools

Visit the following Web sites in order to complete the following independent research questions. http://www.nrcprograms.org/site/PageServer?pagename=airc_hist_boardingschools http://www.npr.org/templates/story/story.php?storyId=16516865

1.	Who instructed the students of Indian Industrial schools?
2.	What (content) were the children taught?
3.	When did learning occur and where did it take place? Note the style of discipline.
4.	Why were children taught this way?

CURRICULUM GR. 9-12

RUBRIC

Name:		
maille.		

U.S. BOARDING SCHOOLS

Categories	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Content: Answering questions.	Answers are partial or incomplete. Key points are not clear. Question was adequately answered.	Answers are not comprehensive or completely stated. Key points are addressed but not well supported.	Answers are accurate and complete. Key points are stated and well supported.	Answers are comprehensive, accurate and complete. Key ideas are clearly stated and well supported.
Organization: Answers are clearly thought out and articulated.	Organization and structure detract from the answer.	Inadequate organization or development. Structure of the answer is not easy to follow.	Organization is mostly clear and easy to follow.	Well-organized, coherently developed and easy to follow.
Writing Conventions: Spelling, punctuation, grammar and complete sentences.	Displays over five errors in spelling, punctuation, grammar and sentence structure.	Displays three to five errors in spelling, punctuation, grammar and sentence structure.	Displays one to three errors in spelling, punctuation, grammar and sentence structure.	Displays no errors in spelling, punctuation, grammar and sentence structure.
Application: Share knowledge and understanding in the assignment and presentation.	Shares knowledge and understanding of the assignment and presentation with limited effectiveness.	Shares knowledge and understanding of the assignment and presentation with some effectiveness.	Shares knowledge and understanding of the assignment and presentation with considerable effectiveness.	Shares knowledge and understanding of the assignment and presentation with a high degree of effectiveness.

Note: A student whose achievement is below Level 1 (50%) has not met the expectations for this assignment or activity.

This Rubric has been modified from RCampus:

http://www.rcampus.com/rubricshowc.cfm?sp=yes&code=E33X44