



Grade Level: 7
Subject: ELA

Boarding School Perspectives

ESSENTIAL UNDERSTANDINGS

- History
- Identity
- Language
- Lifeways

LEARNING OUTCOMES

- Students will be able to analyze and summarize information pertaining to the definition and history of Native boarding/residential schools.
- Students will be able to compare and contrast experiences of Native boarding school attendees.
- Students will be able to interpret the information learned to answer an exit ticket question regarding Native history and identity.

CULTURALLY RESPONSIVE PRACTICES

- Connecting to the lives of students
- Proximity
- Higher level thinking: analyzing
- Preserving and honoring cultural history

ASSESSMENT

Students will be assessed on their participation in classroom conversations, the completion of their compare/contrast worksheet, and their proficient response to the exit ticket question.

Overview

Using articles and materials online, students will learn about Native American boarding schools, their influence on Tribal peoples, and the relationship between CTGR & Chemawa Boarding School. Students will have the opportunity to read a variety of experiences from Grand Ronde tribal members with the intent to compare and contrast these experiences related to Chemawa Boarding School.

MATERIALS

- [Native Boarding Schools Excerpt](#)
- [Chemawa Learning Resources](#)
- [Chemawa Guided Notes](#)
- [Boarding Schools - Smoke Signals Article](#)
- [Compare & Contrast Experiences Worksheet](#)
- [Exit Ticket](#)

LOGISTICS

- Where does this activity take place?
Classroom
- How are the students organized?

Whole Class Teams: 3-5

Pairs **Individually**

TIME REQUIRED

2 class periods, 45-60 minutes each

STANDARDS

Oregon Common Core State Standards: ELA

7.RI.1 Analyze what the text says explicitly as well as inferentially; cite several pieces of textual evidence to support the analysis.

7.RI.3 Analyze the interactions between individuals, events, and ideas in a text.

7.RI.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Oregon Social Sciences Academic Content Standards

Social Science Analysis 7.27 Critique and analyze information for point of view, historical context, distortion, propaganda, and relevance including sources with conflicting information.

Background for Teachers

The stories that we hear about Native American boarding schools, both from the past and present, display the effect that these schools have had on Native Americans both young and old. During the adolescent years, the formation of identity is a fragile and complicated concept. These boarding schools have played a crucial role in the formation of young Native American identities for many of years. These boarding schools have changed their policies and procedures over the years but can still be an extremely sensitive topic for Native elders and families.

Native residential schools have also greatly affected the views Native peoples and families today have towards the federal and state education system. Many families are wary of schools and the messages they may be sending to Native youth pertaining to their culture and identity.

Recommended Reading:

- Pipestone: My Life in an Indian Boarding School by Adam Fortunate Eagle
- The Marrow Thieves by Cherie Dimaline
- No Parole Today by Laura Tohe

VOCABULARY

- **Indigenous-** Originating in a particular region or country; native.
- **Indian boarding schools-** began in the 1860's. These schools were opened off reservations and were meant to teach native children traditional education and assimilate them into mainstream society. These students lived in residential halls at the school where they were kept a close eye on. In these schools, native children were not allowed to speak their native languages, practice their cultural songs and dances or participate in any cultural ceremonies.
- **Genocide-** the deliberate killing of a large group of people, especially those of a particular ethnic group or nation.
- **Colonization-** the action or process of settling among and establishing control over the indigenous people of an area.

Opening

Begin the lesson by reading the following quotes to students:

“Kill the Indian, save the man.... Transfer the savage-born infant to the surroundings of civilization, and he will grow to possess a civilized language and habit.” (Captain Richard Pratt, Carlisle Indian Industrial School, Pennsylvania, 1879)

“To remember who you are, you will need to forget what society has tried to teach you to be... Culture matters. Bo proud.” (Anonymous)

Ask students:

- What do these two quotes have in common? (*relating to culture, contrasting each other*)
- What are some similarities/differences between the quotes? (*quote #1 states that civilization & society are necessary to transform the “savage-born” infant, quote #2 states that society is harming of Native identity and culture and that resisting society is how we come to be ourselves*)
- How do these two quotes make you feel? What are some of the emotional reactions these quotes cause?

Inform students that today they will be examining Native perspectives on Indian Boarding/Residential Schools. Inquire about what students already know about this topic prior to introducing the topic and defining.

Activity

1. To introduce the topic of Native Boarding Schools to students, read the Native Boarding Schools document accompanying this lesson. This reading is taken from the book titled “Everything You Wanted to Know About Indians but Were Too Afraid to Ask: Young Readers Edition” by Anton Treuer.
2. After the reading is complete, have students begin research on Chemawa Indian School located in Salem, Oregon. Although the school has changed policy and ways of teaching, it is still in existence today with an average enrollment of 200-300 Native students who live on campus. Students can use the guided notes document to stay on track.
 - Chemawa Indian School By SuAnn M. Reddick: https://www.oregonencyclopedia.org/articles/chemawa_indian_boarding_school/#.Yd3UMP7MK71
 - Chemawa History: <https://chemawa.bie.edu/history.html>
 - Quinn Grey A Brief History of Chemawa: https://youtu.be/_xMdcl29p9k
3. After they finish their overview of Chemawa, have students read this Smoke Signals article - where Grand Ronde tribal members talk about their experiences at Chemawa Indian School: <https://www.smokesignals.org/articles/2011/04/15/fates-of-grand-ronde-tribe-chemawa-indian-school-span-100-years/>. As students read through the document, they will work to complete the Compare/Contrast Experiences worksheet. As students read varying experiences from CTGR tribal members relating to Chemawa, they will add the information to their worksheet. Students can add names, roles, jobs, feelings, etc.

Closure

To close the activity, students will complete the Exit Ticket posing this question:

- *How do the experiences received at Native boarding/residential school shape history and identity for Native peoples?*

Differentiation

- If students have a firm understanding of residential schools prior to the lesson, open the lesson with the creation of a KWL chart to organize what they already know and what they want to know. This chart can be revisited at the end of the lesson to finish the “learned” column.
- Teachers can read through the Native Boarding Schools document by Anton Treuer prior to the lesson and create a shorting reading passage if needed. Some students/classes may not be able to comprehend the ample amount of information within this reading.
- At any time throughout the lesson, the teacher can choose to divide the class into small group or partners during the work time. Teachers may also choose to do the entire lesson as a whole group rather than split into groups or have students work individually.

Extension

- **Recommended Books for Continued Exploration:**
 - Fatty Legs by Christy Jordan-Fenton & Margaret Olemaun Pokiak-Fenton
 - My Name is Not Easy by Debby Dahl Edwardson
 - My Name Is Seepetza by Shirley Sterling
 - I Am Not a Number by Jenny Kay Dupuis & Kathy Kacer
 - Jim Thorpe's Bright Path by Joseph Bruchac
 - When We Were Alone by David Alexander Robinson
- Using the BIE Schools map located in the article [Behind the Fence: Chemawa's Culture of Secrecy](#), have students research another BIE School and compare/contrast with Chemawa Indian School.

Notes/Other

Jan Michael Looking Wolf's or Grand Ronde Canoe Family audio tracks can be played as background music while students are working. These audio tracks can be found on Spotify or Apple Music.

Jan Michael Looking Wolf: [Spotify](#) and [Apple Music](#)

Grand Ronde Canoe Family: [Spotify](#) and [Apple Music](#)

Appendix

- Native Boarding Schools Excerpt:
https://drive.google.com/file/d/1v0uNCAMZZFNAEiWfzjzZF7T8dyZeai1/view?usp=share_link
- Chemawa Guided Notes:
https://drive.google.com/file/d/17MBsirZmPjBQHaraYe2u5QqWaF8mqe_S/view?usp=share_link
- Boarding Schools - Smoke Signals Article:
https://drive.google.com/file/d/1X5CTDj_mXrIQantavkdYbq2SyTi0s1V7/view?usp=share_link
- Compare & Contrast Experiences Worksheet
https://drive.google.com/file/d/1-nTUbKcqF_Q1cTK3tTO32DY7qb83leWk/view?usp=share_link
- Exit Ticket:
https://drive.google.com/file/d/16R38AaUVyyj3L13mneUeUSOrrvLXVvj/view?usp=share_link