

NATIVE WORDS, NATIVE WARRIORS

Boarding Schools

Check for Understanding

Beginning in the late nineteenth century, many American Indian children attended government- or church-operated boarding schools, including children who grew up to be Code Talkers. Families were often forced to send their children to these schools, where they were forbidden to speak their Native languages. As students explore the *Boarding Schools* chapter, they should recognize that Indian boarding schools were founded to eliminate traditional American Indian ways of life and replace them with mainstream American culture. However, it is important to point out to students that the history of boarding schools for Native Americans is complex. Not all boarding school experiences were wholly negative. Some Indian students were able to use the knowledge and skills they gained in boarding school to help themselves later in life.

Teacher Tip: It is recommended that students view and listen to each story within the *Boarding Schools: Struggling with Cultural Repression* chapter. Students can examine a variety of sources on-screen and explore the gallery for additional images. For general information about using the full website, see [About This Website](#).

Text Dependent Test Prep

Student Outcome

Analyze texts by answering text-dependent multiple-choice questions.

Student Task

[Richard Henry Pratt: Text-Dependent Test Prep Worksheet](#)

[Charles Chibitty: Text-Dependent Text Prep Worksheet](#)

Guided Practice, Instruction, and Formative Assessment

In this student task, “texts” may include primary sources, images, excerpts from texts, and a variety of maps. The format has been modeled after the AP World History Exam and ACT-style questions. It is not designed to test factual knowledge, but rather to assess students’ abilities to analyze, infer, determine the meaning of words and phrases, and come to conclusions using a variety of sources. Ensure that students look carefully at the material provided and read the question and all the responses.

Teacher Tip: In the *Boarding Schools: Struggling with Cultural Repression* chapter, the sources for the text-dependent assessment are in story one, [The Boarding School Tragedy](#) and story five, [Charles Chibitty](#). The correct answers to the Richard Henry Pratt questions (story one) are (1) B: Immerse American Indians so deeply in white European culture that Native cultures are effectively eliminated; (2) D: He is making a connection between baptizing and forced cultural assimilation. The correct answers to the Charles Chibitty questions (story five) are (1) C: In boarding schools the American government tried to eradicate Native languages, but during WWII the United States needed Native languages to help win the war; (2) A: The goal of eliminating Native languages was to forcibly assimilate Native people into white culture.

Argumentative Writing

Student Outcome

Develop evidence-based claims to support a thesis statement about the intentions of American Indian boarding schools.

Student Task

[Argumentative Writing: Selecting Evidence and Crafting Supporting Claims Worksheet](#)

Guided Practice, Instruction, and Formative Assessment

Teacher Tip: Each story has a variety of sources, including images, text excerpts, quotations, and audio narrations, that help build students' understandings about the complex impact and legacy of boarding schools for American Indians.

Consider using the argumentative-writing student task as a formative assessment for the *Boarding Schools* chapter. After examining the chapter in full, students select three pieces of evidence from the story that support the thesis statement “Indian boarding schools were founded to eliminate traditional American Indian ways of life and replace them with mainstream American culture” and then write supporting sentences for each piece of evidence. An example is provided for students.

Students can pull evidence from several stories. Alternatively, they might choose to build claims from one story within the chapter that provided especially compelling evidence to support the thesis statement given in the worksheet.

Constructing Questions

Student Outcome

Construct a question that reflects an enduring issue for Native American communities.

Student Task

[Constructing Questions: Boarding Schools Worksheet](#)

Guided Practice, Instruction, and Formative Assessment

Teacher Tip: Like the argumentative-writing student task, the constructing-questions formative assessment is most appropriate for students after they examine the full chapter. Students will likely need support in order to develop sophisticated questions that are both engaging and academically rigorous. Point students to some of the featured sources in the chapter. Selected sources help to generate students' curiosity about the multiple perspectives and diversity of experiences they encountered in the chapter.

Developing and asking questions are essential to student learning. However, it can be challenging to structure opportunities for students to practice the skills that are necessary to construct questions that are interesting and reflect a critical issue in the social studies.

The student task [Constructing Questions: Boarding Schools](#) presents a chance for students to reflect on an enduring issue represented in the chapter, identify evidence from the chapter that supports their conclusions, and finally, develop their own question.

An enduring issue is a problem or challenge that persists over time. Societies have had varying success in addressing enduring issues. An appropriate enduring issue reflected in this chapter is identified for students: **Contact with Europeans and Americans disrupted and transformed traditional norms for identity development.** As an extension, you might have students determine and discuss additional enduring issues that are reflected in this chapter.