



Ethnic Studies Lesson 2D: Native American Boarding Schools

TOPIC:

NATIVE AMERICAN HISTORY

GRADE LEVELS:

11-12

TIME:

1½ HOURS

California Ethnic Studies Model Curriculum Themes, Values, and Principles Alignment

Themes:

2. History and Movement
3. Systems of Power

Values and Principles:

1. Cultivate empathy, community actualization, cultural perpetuity, self-worth, self-determination, and the holistic well-being of all participants, especially Native People/s and Black, Indigenous, and People of Color (BIPOC).
4. Critique empire building in history and its relationship to white supremacy, racism, and other forms of power and oppression.
5. Challenge racist, bigoted, discriminatory, and imperialist/colonial beliefs and practices on multiple levels.

California English and Social Science Standards Alignment

English Language Arts Standards (11th and 12th Grade):**Reading—Informational Text (RI.11-12)**

Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (RI.11-12.4).

Writing—(W.11-12)

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence (W.11-12.1).

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (W.11-12.4).

Social Sciences Standards (11th and 12th Grade):**History-Social Science Content Standards—(Grades 9-12)**

Lesson Purpose

Students will be able to discuss the physical, mental, emotional, and spiritual effects on American Indians of the US policy on boarding schools, as well as understand current movements and legislation regarding this legacy.

Essential Questions

How did the US Indian boarding schools affect Native children and their families?

Why are American Indian boarding schools such an untold story, and what are concerned citizens doing today?

How has life changed for American Indians in the United States over the last 350 years?

Materials

[PBS: Unspoken: America's Native American Boarding Schools](#)

[Worksheet](#)

[KWL Chart](#)

Vocabulary

assimilation

Bureau of Indian Affairs

Office of Indian Affairs

legacy

generational trauma

Lesson Steps

Step 1:

- As a class, ask students to watch [PBS: Unspoken: America's Native American Boarding Schools](#) (video 56 minutes, 43 seconds). Let students know they will be completing [Support Worksheet 2D](#) while the video is playing.

Step 2:

- Have students return to the whole class discussion. Have students share their answers in think-pair-share groups of two. Students can continue to add to their vocabulary and understanding on their worksheets. Ask for volunteers to share their impressions of the Indian boarding school policies. Ask students to share what was new information for them today, and add follow-up questions to this unit's KWL chart.

Step 3:

- Ask students what they believe is being done today. They will have an opportunity to research that for homework. Add what was learned and additional questions to this unit's KWL chart. As a class, ask students to respond to this lesson's questions, "How did the U.S. Indian boarding schools affect Native children and their families? Why are American Indian boarding schools such an untold story, and what are concerned citizens doing today?" and this unit's question, "How has life changed for American Indians in the United States over the last 350 years?"

Essential Question Assessment, Application, Action, and Reflection

As time permits and for homework, ask students to research what is being done today to address the legacy of Native American boarding schools. (Some links are available in Additional Readings and Resources.) Ask students to write a short paragraph on one movement today.

Additional Readings and Resources

[AP News: Native American leaders visit site of archeological dig to find remains of boarding school students](#)

[CA. Gov: Governor's Office of Tribal Affairs: California Truth and Healing Council](#)

[Gov Track U.S. S.1723](#)

[Friends Committee on National Legislation: Support the Establishment of a Truth and Healing Commission on Indian Boarding Schools](#)

[The National Native American Boarding School Healing Coalition](#)

NOTE TO EDUCATORS REGARDING ADDITIONAL READINGS AND RESOURCES: America is a pluralistic country, ethnically. It is also a pluralistic country politically—left, right, and center. Ethnic studies educators have ready access to resources from the left-of-center in the [2021 California Model Curriculum](#) and in the [Liberated Model Curriculum](#). This Comparative Cultures Ethnic Studies curriculum favors teachers exposing students to views from across the political spectrum. Educators often lack guidance to materials from outside the left-of-center. Therefore, in the sections on Additional Readings and Resources, the Comparative Cultures Ethnic Studies curriculum alerts educators to credible resources that provide an alternative to the other Model Curricula. In doing so, this curriculum encourages educators to acquaint students with evidence-based views from left, right, and center.

Ethnic Studies 2A: KWL Chart

KNOW

WONDER

LEARNED

What do we think we already know about this topic?

What do we wonder about this topic? Write your questions below.

After the research is completed, what did we learn? Make sure to cite your source.

<i>What do we think we already know about this topic?</i>	<i>What do we wonder about this topic? Write your questions below.</i>	<i>After the research is completed, what did we learn? Make sure to cite your source.</i>