

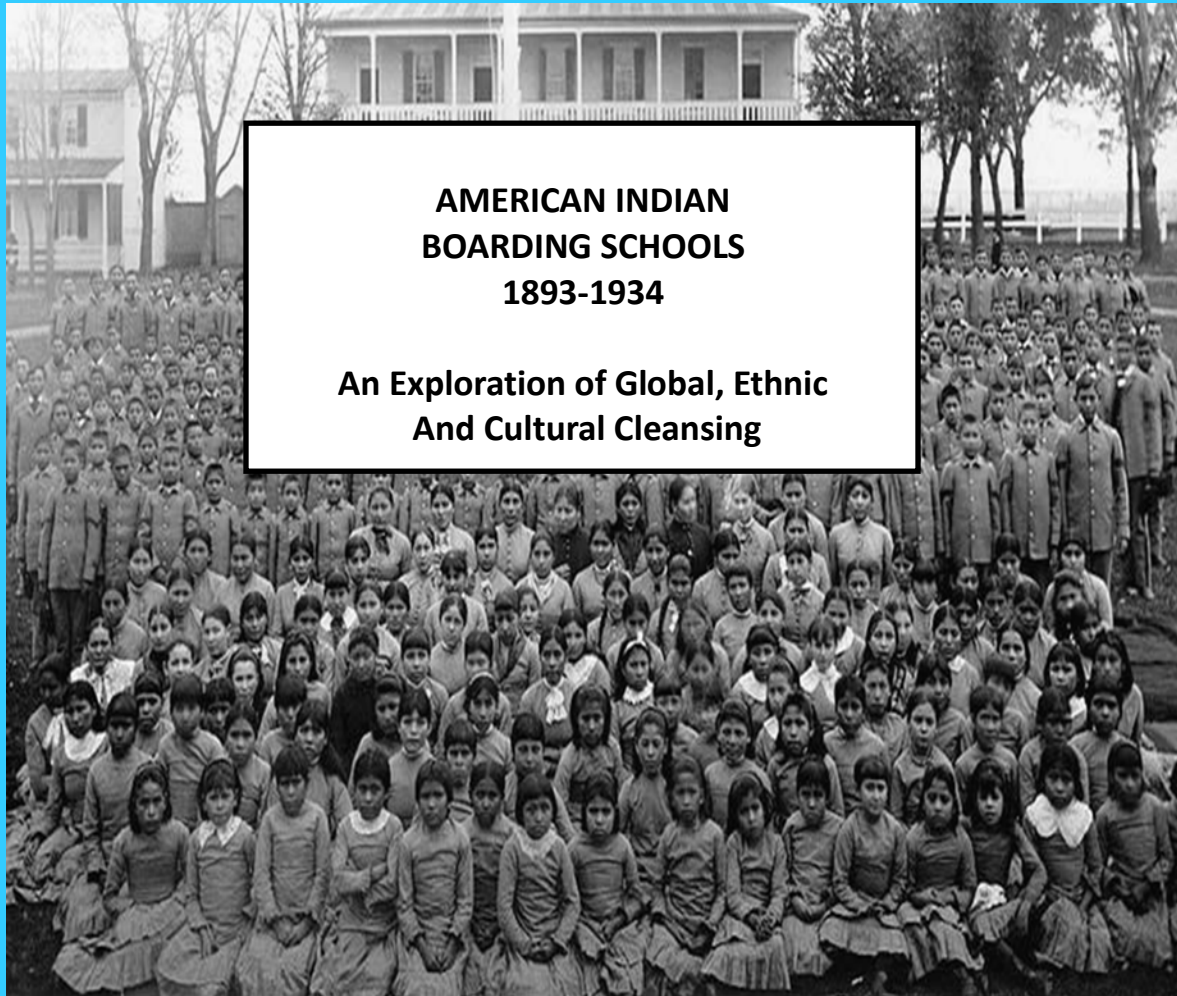


AMERICAN INDIAN BOARDING SCHOOLS

TEACHER GUIDE and STUDENT WORKSHEETS

Debwewin
Truth

Nibwaakaawin
Wisdom



These materials were made possible by the Institute of Museum and Library Services' "Cultural Heritage and Education Projects I & II" grants, by Sappi's "Ideas that Matter" grant, and by the Saginaw Chippewa Indian Tribe of Michigan's "Access to Recovery" grant, a program administered by the Inter-Tribal Council of Michigan and the Substance Abuse and Mental Health Services Administration (SAMHSA). The Institute of Museum and Library Services is the primary source of federal support for the nation's 123,000 libraries and 17,500 museums. The Institute's mission is to create strong libraries and museums that connect people to information and ideas.



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About the authors.....

JUDY PAMP (Waabanoqua) formerly a classroom teacher and middle school principal, is the Assistant Director of the Ziibiwing Center of Anishinabe Culture & Lifeways of the Saginaw Chippewa Indian Tribe of Michigan. She is also the author of *Our Burden: The Dark Legacy of Cultural Genocide*, as well as several other personal narratives and poems on the impact of historical trauma. She can be reached at jpamp@sagchip.org.

SUSAN STUROCK is a teacher, writer, curriculum developer and literacy consultant who is the founding partner of TheReadingMind, K-12 educational consultants. She is best known for her work in transforming urban and other high-poverty learning environments and can be reached at susansturock@thereadingmind.com.

Both are members of the Saginaw Chippewa Indian Tribe of Michigan



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INTRODUCTION

Purpose of the Lessons

This is a series of six inter-nesting lessons introducing 8th and 9th graders to the history of the American Indian Boarding Schools. The work on this project and these materials were made possible by the Institute of Museum and Library Services' "Cultural Heritage and Education Projects I & II" grants, the Sappi's "Ideas That Matter" grant, and the Saginaw Chippewa Indian Tribe of Michigan's "Access to Recovery" grant which is a program administered by the Inter-Tribal Council of Michigan and the Substance Abuse and Mental Health Services Administration (SAMHSA). The Institute of Museum and Library Services is the primary source of federal support for the nation's 123,000 libraries and 17,500 museums. The Institute's mission is to create strong libraries and museums that connect people to information and ideas.

The Ziibiwing Center, the designers of this work, has created the work you hold in your hands with multiple goals in mind:

- recognizing that when, where and to whom a person happens to be born matters greatly to the individual's life experience;
- bringing to light the actual size of the populations and natures of the cultures of North, Central and South America prior to 1492;
- understanding colonialism and the establishment of the United States from the viewpoints of American Indians living in North America;
- realizing the moral dilemmas of Manifest Destiny and the "Indian Problem"



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INTRODUCTION (*continued*)

To consider the American Indian Boarding School (AIBS) experience in American history as an isolated incident reduces it to a mere consumption of yet another set of meaningless facts. It tragically reduces and dishonors the loss of lives, both physically and spiritually, of the thousands of American Indian children who were forced to attend these schools as well as the emotional devastation suffered by families who were forced to send their children to these schools. It disconnects the existence of the schools from their role, in a long series of attempts to eliminate a race of people, the American Indian. Finally, it completely ignores the trans-generational/historical trauma the AIBS experience has on current tribal members.

We have no doubt that the information contained in these lessons will be interesting, in fact, fascinating. We also feel that teachers in grades 8 and 9 will be pleased to have prepared for them lessons that are built upon the tenants of the Common Core Curriculum. Both teacher and student are provided with a guided experience through demanding thought in this new curriculum format.

Lastly, we have no doubt that the information contained in these lessons will conflict with the versions of U.S. History that most of us have learned (and taught) in schools to date. These lessons are thought provoking. Many 8th and 9th graders read The Diary of Anne Frank and awaken to the atrocities of Nazi Germany. They also need to be aware of the fact that they do not need to cross an ocean to find the horrors of ethnic cleansing. There are many voices missing from the conventional presentation of U.S. history. The lessons provided here represent the voice and point-of-view of the American Indian.



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Lesson Overview

Lesson #	TITLE	Essential Idea/Question	Number of Instructional Days Required
1	It's About Time: Thinking Contextually	Life experiences are relative to place and time.	2 class sessions Homework required
2	Dilemmas of Manifest Destiny	American Indian Boarding Schools: why and how did they exist?	2/3 class sessions Homework required
3	Life At the American Indian Boarding Schools	What was it actually like at the American Indian Boarding Schools?	2 class sessions Homework required
4	Political Consciousness: Did we know better?	How can it be, at the same moment in history, that the Statue of Liberty was placed in New York Harbor to lift her lamp of hope to the world; that American Indians had food withheld from them for not sending their children to Indian Boarding Schools, bastions of systematic ethnic cleansing?	2/3 sessions Homework required
5	The Current State of Affairs: Healing	What is "generational trauma" and how does it express itself in the descendants of the children who were forced or chose to attend the AIBS?	2 class sessions Homework Required
6	The Tracks We Leave	What are the small steps we all can (and should) take to heal from the AIBS experience while learning to appreciate and celebrate diversity?	2/3 class sessions Homework Required



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Ideas for Presenting the Lessons

These lessons were designed as instruction companions to another of Ziibiwing Center's publications, "*American Indian Board Schools, A Supplementary Curriculum Guide*". The lessons can be taught conventionally (teacher-lead), as independent learning experiences or in small group experiences. We have placed technology at the center of all of the lessons and have relied heavily on video resources so that all students, regardless of reading level, will be able to engage in this learning.

Scope and Sequence

The table on page 5 provides educators with a quick look at each lesson's title, its essential idea or question, the approximate amount of time required to teach it and to have students produce his/her own thinking.

It is our hope, and the goal of the grants through which this material has been made possible, that, as we learn more about and honor our various histories, we will become strong enough to acknowledge past moral complexities; that we all walk forward as a stronger people; and that we will create a kinder, wiser world.

Skipping between the lessons, rather than working through them sequentially, will compromise this goal. However, we understand that there is much to teach and taking an entire quarter on just this topic is probably not possible. For these reasons, we suggest that teachers use these lessons as a yearlong theme.



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Ideas for Presenting the Lessons (*continued*)

Most teachers will not have the luxury of presenting these lessons as a complete unit in a single block of time. Below are some alternative scope and sequence ideas.

Partnering

- ELA and Social Studies teachers should partner. ELA focus is teaching students to correctly read informational text, research information, view, listen and speak effectively, take notes, correctly cite resources and refine abilities to write persuasive and opinion papers. Social Studies focus is leading balanced discussions and weaving information discussed in these lessons throughout U.S. History. Assignments for this unit of study may be assigned by either ELA or Social Studies teacher and count as a grade for each class.

Flipped Learning

- All lessons provide for a Flipped Learning experiences. Flipped Learning gives students technological references to build or strengthen their background knowledge on a subject BEFORE coming to class. In the case of these lessons, students are exposed to WebQuests (two of them) and PowerPoints. Both embed significant amounts of video viewing. By helping students learn through this instructional format, teachers reduce the amount of class time required for introductory lessons and amplify opportunities for substantial conversations and critical thinking on a topic.



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Ideas for Presenting the Lessons (*continued*)

Research Papers/Projects and Teaching Lessons Over First Two Quarters

- Hopefully, all 8th and 9th grade teachers are assigning research papers. (Please review the Common Core State Standards in your home state.) Assigning your research paper/project in the third quarter is an excellent idea. The first two quarters provide teachers and students with rich and interesting material to learn and practice research skills, thinking and writing.

By the third quarter, students are ready to bend their minds around producing an original piece of work. The American Indian Board Schools lessons are rich in inquiry opportunities. In fact, as the lessons are being taught, teachers can make lists of possible research questions that might be pursued so that by the third quarter, students have an extensive reference list of ideas from which to choose.

Differentiated Instruction

- In the Resource Section of this work, teachers will find a Recommended Reading list. This list has interesting reads of varying independent reading levels and provides teachers the opportunity to assign reading that is readable, and builds background knowledge, stamina and comprehension ability.
- The format of these lessons allows all students multiple opportunities to view the information being presented. If a student needs more time to lift meaning from the information, the WebQuests and PowerPoints certainly provide all with this opportunity.



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Learning Activities Overview

The lesson plans and activities in this guide encourage middle and high school students to realize the place and time of the American Indian Boarding School experience within the context of world and U.S. history, to more closely explore the reason for and nature of their existence, and to explore the conflict of the political message between the United States population at large and the treatment of American Indians. The plans and activities also provide students with an opportunity to realize that the American Indian Boarding School (AIBS) experiences are a recent history with many living survivors. This history plays a major role in continuing to devastate many individuals in the American Indian population.

The format of these activities has further been designed so that both middle and high schools teachers can use them as opportunities for cross-curricular learning, in research, and in reading and writing, as required by the Common Core Standards. Activities require engagement in a media-rich environment that includes video, DVD, computers and the internet as well as more traditional print resources.

ACTIVITY 1 - Educate Yourself

IT'S ABOUT TIME

Comparing historical events across the globe or a nation provides students with an opportunity to consider a point in time within the context of a larger world. This expanded view elevates student awareness of the unevenness of the human experience in a particular historical moment. It helps them better understand the existence of conflicting points-of-view and why not all groups within a culture, or a country, are on the same financial, educational, social or psychological step.

Using research tools on the **Diba Jimooyung** (Telling Our Story) Timeline and the internet, students will work in cooperative groups to determine the differences in human experiences within a particular period of time in history. They will analyze their insights and conclusions, create a comparative graphic and present it to the whole group.



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ACTIVITY 2 - Educate Yourself

MANIFEST DESTINY: How and Why of the American Indian Boarding Schools

From the early 1600's to the late 1800's, the contiguous United States geographically went from 13 colonies to almost its present size. While this built a strong nation and massive personal fortunes, it devastated the American Indian populations. In order to understand the reasons for and the objectives of the American Indian Boarding Schools, students need a tour of the history of the tensions between American Indians and the forming United States.

Using a WebQuest, students will view clips of historical documentaries, read articles published by political scientists and anthropologists, create an historical timeline, engage in class discussions and write a personal narrative on whether one culture's perceived destiny, (Manifest Destiny) has to mean another culture's destruction.

ACTIVITY 3 - Inner-Change

Life at the Boarding Schools

What was life like at an American Indian Boarding School? Good question! Students will explore this answer by viewing video and examining portions of the Meriam Report and a news article from a 1902 edition of the Isabella County Enterprise.

Working in cooperative groups, students will complete a Fact Sheet that includes citations of strong and thorough evidence of life at the boarding school. This activity will conclude with a round-table discussion by all students regarding the conditions of the boarding schools in order to decide if they would like to have attended such a school. The lesson concludes with students completing a chart entitled "What I Thought. What I Learned."



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ACTIVITY 4- Inner-Change

Political Consciousness: Did we know better?

The Meriam Report is a federal document that was published in 1928. The Meriam Commission was charged with investigating the government's effectiveness in dealing with "The Indian Problem."

Students will review the original Meriam document and, using the Diba Jimooyung Timeline, will consider the various civil rights movements throughout the country until this time in history. They will also consider the Founding Father's belief in religious and personal freedoms. Working in cooperative groups, students will consider the question of whether or not the U.S. government knew it was engaging in practices that violated the basic rights of the American Indian and was, in fact, grievously discriminating against them. Individually, students will take a position on this topic and write an opinion essay citing references for their position.

ACTIVITY 5 - Change Agent

The Current State of Affairs Historical Trauma

The history of the treatment of American Indians by the U.S. federal government is a tragedy. Some refer to it as attempted physical and cultural genocide. It is always the hope that this history is behind us. What is not behind us, however, is the devastating impact of trans generational trauma, or historical trauma. The emotional and psychological experiences that children who attended the boarding schools suffered frequently crippled their minds and spirits. Students will again explore exactly what went on in the boarding schools by viewing personal interviews, reading authentic documents and reading current research on impact of stress and trauma on brain development and mental health. As a group, they will create lists of questions and concerns and considerations about what they have learned.



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ACTIVITY 6- Change Agent

Healing: The Tracks We Leave

This is the culminating activity in this series of lessons and is designed to take the new information students have worked on and learned and DO SOMETHING with it. The essential charge for each student is: What tracks will you leave? Will your learning change wh you are inside? Will you make this world a safer, kinder place in which to live?

Students will examine more closely the emotional and psychological price tag, and the law, on stereotyping, discrimination and bullying. In teams, they will create a universal principle, or a lesson learned, from the six lessons they have worked through. As individuals, they will write a personal manifesto describing the world as they believe it should be and identify the steps they will take to create such a world.



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ACTIVITY OVERVIEW

Comparing historical events across a nation or the globe provides students with an opportunity to consider a point in time within the context of a larger world. This expanded view elevates student awareness of the unevenness of the human experience in a particular historical time and helps them better understand the existence of conflicting points-of-view. Using research tools on the internet, and the **Diba Jimooyung (Telling Our Story) Timeline**, students will work in cooperative groups to determine various groups of people's feelings about their lives based on what is happening to their cultural/ethnic/racial/gender group. Using the provided graphic organizer, students will create pieces of classroom art illustrating the various voices of teens at a common point in history, and the reasons for the feelings behind the words.

LEARNING OBJECTIVES

Students will:

- Research and compare/contrast American Indian life experiences to other populations within the same time period throughout the United and the world.
- Use the **Diba Jimooyung (Telling Our Story) Timeline** for the years 1780 to 1860, 1860-1900 or 1900-1950 as well as other internet sources for reference.
- Create large wall posters of comparative Tweets, Facebook or Edmodo posts an American Indian teen as well as teens from other locations in the U.S./world might have posted within a similar time period.
- Give a formal presentation of the posts and the reasons for them to the class.
- Write a summary of the reasons behind each of your posts.

Materials Required:

- LCD for Teacher PowerPoint /PowerPoint
- **Diba Jimooyung (Telling Our Story) Time-line**
- Computers with internet connection
- Large paper (the kind used to line bulletin boards), broad-tipped markers



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Activity One: It's About Time (continued)

CORRESPONDING CHAPTERS IN SUPPLEMENTARY CURRICULUM GUIDE:

- Inferentially addressed in Supplementary Curriculum Guide

COMMON CORE STANDARDS*

Claim 1***

- Identify explicit textual evidence to support inferences made or conclusions drawn.

Claim 2

- Students can produce effective and well-grounded writing for range of purpose and audiences.

Claim 3

- Students can employ effective speaking and listening skills for a range of purposes and audiences.

Claim 4

- Students can engage in research/inquiry to investigate topics and to analyze, integrate and present information.

**The above are the over-arching Claims for grades 8 and 9 that the CCSS have been divided into for grades 8 and 9 by Smarter Balanced Assessment Consortium which is the assessment consortium the State of Michigan is participating in for CCSS assessment.*



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Activity One: Student Workbook

HOW WAS YOUR YEAR?



Essential Idea: Life experiences are relative to place and time.

In case you hadn't noticed, life is not the same for everyone. We might look at others and wonder, "Why do they get to have a car, an iPad, cool clothes and I do not?" We can also look at others and wonder, "Why don't they just drive to school? Why don't they just look it up on the iPad?"

In large part, we are not all on the same page, so to speak, because of our personal histories. "Our" in this case, means not just our personal histories but the histories of our family, our culture or even our race. In order to better understand our world (and your place in it), it's helpful to stop and consider various points-of-view.

To understand this phenomenon of point-of-view, you will do the following:

Two groups are needed to make a team. Both groups decide upon two different common points in time to investigate and then work independently of each other.

One team must investigate and write from the American Indian point-of-view. The other team selects either U.S. history or world history to investigate and write from that point-of-view.

- Research and compare/contrast the American Indian's life experiences to other populations within the same time period throughout the United States and the world.
- Use the Diba Jimooyung Timeline for the years 1780 to 1860, 1860-1900 or 1900-1950 as well as other internet sources for reference.
- Create large wall posters of comparative Tweets or Facebook posts an American Indian teen as well as teens from other locations in the U.S./world might have posted within a similar time period.
- Use the provided graphic organizer, "HOW WAS YOUR YEAR?" as a template for your posters.
- Don't reveal your posters to each other until all work is completed.
- Discuss what has been written and why.

Template for writing is on next page. Make sure to cite your references.

HOW WAS YOUR YEAR?

	Native American Teen	Other U.S. Teen	Other World Teen
Date			
Location			
Post			
Reason behind feeling.			



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Activity Two: Manifest Destiny

ACTIVITY OVERVIEW

The number of Indigenous people in the geographic area now known as the United States prior to European contact (see Table 1) is a topic of debate. What is not debated is the number of American Indians by 1900. By 1900, the American Indian population in the United States was 375,000. By most approximations, this number represents a 90% reduction in numbers prior to 1492. From 1783-1853, the contiguous United States went from 13 colonies to its present size. A world power was giving birth to itself at the expense of devastating American Indian populations.

Whose land was this anyway? How was this new government going to deal with American Indians who already had their own nations, customs, religions, and languages and who were resistant to losing their lands, identities and lives to the powerful new nation called the United States? The United States referred to this challenge as “The Indian Problem.” Lieutenant Richard Pratt’s solution was to “Kill the Indian, Save the Man.” In 1879, he opened the Carlisle Indian Industrial Boarding School where he continued his social experiment to destroy American Indian cultures, languages and spirituality.

Students will tour the contentious, violent history between the U.S. and American Indians in the years between the early 1600’s and the late 1800’s to understand the reasons behind and objectives of the federal government’s decision to develop these schools.

LEARNING OBJECTIVES

Students will:

- Work through the provided WebQuest, “American Indian Boarding Schools: How and Why?”
- Review the major battles of the Indian Wars
- Discuss in small groups the wisdoms and consequences of colonialism and the concept of Manifest Destiny
- Discuss the relationship of this history with the construction of the AIBS
- Following the WebQuest directions & complete a RAFT writing assignment



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Activity Two: Manifest Destiny (*continued*)

Learning objectives (continued)

Flipped Learning Opportunity

- Recommended that students view WebQuest and links contained within it prior to starting this lesson.

Materials Required

- Computers w/internet access; one for every two students
- Student Worksheets - Activity Two

CORRESPONDING CHAPTERS IN SUPPLEMENTARY CURRICULUM GUIDE:

- Chapter 1

COMMON CORE STANDARDS*

Claim 1***

- Identify explicit textual evidence to support inferences made or conclusions drawn.

Claim 2

- Students can produce effective and well-grounded writing for range of purpose and audiences.

Claim 3

- Students can employ effective speaking and listening skills for a range of purposes and audiences.

Claim 4

- Students can engage in research/inquiry to investigate topics and to analyze, integrate and present information.

**The above are the over-arching Claims for grades 8 and 9 that the CCSS have been divided into for grades 8 and 9 by Smarter Balanced Assessment Consortium which is the assessment consortium the State of Michigan is participating in for CCSS assessment.*



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Activity Two: Manifest Destiny STUDENT WORKBOOK



Essential Question: American Indian Boarding Schools: Why and how did they exist?

*“Where today are the Pequot? Where are the Narragansett, the Mohican, the Pokanoket, and the many other once powerful tribes of our people?”
Shawnee leader, Tecumseh. 1811 speech to Choctaw and Chickasaw*

Activity Two Introduction:

Although the exact number of Indigenous people living in North, Central and South American when Columbus landed in 1492 is disputed (see Table 1), the fact that these areas were inhabited by people is indisputable. In other words, Columbus arrived on the shores of the Western Hemisphere to find a land inhabited by people who did not look like him, speak like him, eat like him or worship like him. Despite these dissimilarities, the land was inhabited by people who lived in family and community groups; provided sustenance and shelter for themselves, and engaged in rich cultural and spiritual traditions. They were also unparalleled in their abilities to grow crops. By 1493, Columbus had sailed back to Spain to report the findings of new land and returned with 16 more ships and a league of 1,200 men. Through force, he began to colonize the land in the name of Spain. So begins the history of the European settler’s impact on the Indigenous populations of North, Central and South America.

There has been much debate over the exact numbers of the Indigenous population prior to 1492 and it continues. Historians, scientists and archaeologists continuously bring new information to the question as more and more research is unearthed and interpreted. The fate of the Indigenous population is also debated. Where did all of these people go?

Disease certainly played a significant role in reducing Indigenous numbers. In fact, in Charles Mann’s book 1491, he synthesizes the work of scientists over the last decade when he states that there was a series of epidemics that decimated huge portions of the populations throughout North, Central and South America. His assertions regarding repeated sweeps of disease throughout the Americas is well supported by other notable voices in the fields of history, anthropology and science such as Henry F. Dobyns, deceased, and Russell Thornton. Dobyns was a renowned applied anthropologist and ethnohistorian and Russell Thornton is a socio-anthropologist currently working and teaching at UCLA.



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Activity Two: Manifest Destiny (continued)

Activity Two Introduction (continued):

Disease was not the only decimator of the American Indian, however. In American Indian Holocaust and Survival: A Population History Since 1492, Russell Thornton writes:

"If one seeks a single term to define the history following 1492, the most accurate is colonialism, defined as the deliberate imposition of one people's way of life upon another people. It is this colonialism in the broader sense that produced Native American population decline for some four centuries and the lack of population recovery until the past century. As a facet of this European colonialism, however, physical genocide occurred at times and places certainly by individuals, and by some participation of governments."

Manifest Destiny

American Indians resisted being colonized from the onset of colonialism. They continued this resistance after the colonies became a new nation and as it filled the greater portion of the North American continent. This new nation of ours, bulging with immigrants, industry and opportunity, was persistently faced with what it referred to as "the Indian Problem".

As our nation grew, the push was on for the acquisition of more land. The problem with this thirst for more land was that American Indians already were living on the lands the United States wanted long before Columbus or the colonists had ever touched the eastern shores of the Americas. Attempts to resolve "the Indian Problem" were battled out across the continent as colonists and then settlers moved first south and then west. The Indian Wars began in the mid-1600 and formally ended in 1890 with the surrender of the last Lakota warriors and the Massacre at Wounded Knee. Badly wounded, but not broken and certainly not gone, American Indians persevered. The question of how to deal with "the Indian problem" still remained. The new answer was the establishment of the American Indian Boarding Schools.

Your Job:

This "Indian Problem" can be easily tracked across our country and through time. Following the WebQuest "American Indian Boarding Schools: How and Why" you will be guided through an understanding of the representative incidents of the mistreatment and violence the American Indian endured at the hands of the federal government. The incidents of military violence ended at Wounded Knee. After this exploration, you will take your new knowledge and create your own dystopian moment in a personal version of *The Hunger Games* written by Suzanne Collins.



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Activity Two: Manifest Destiny (*continued*)

Estimated Numbers of Indigenous People in North, Central and South America Prior to 1492

“Dobyns estimated that in the first 130 years of contact, about 95% of the people in the Americas died - the worst demographic calamity in recorded history.”

TABLE 1

Estimated # of Indigenous People in North, Central & South America	# of Indigenous People in U.S. and Canada	References
60-70 million	7-12 million	Mintz, S. (2012). Native American on the Eve of Contact. <i>Digital History</i> . Retrieved 06/07/12 from http://www.digitalhistory.uh.edu/database/article_display.cfm?HHID=661
	1,152,000	Mooney, James (1928). <i>The Aboriginal Population of American North of Mexico</i> . Smithsonian Miscellaneous Collection 80:1-40.
23 million	2 million	Douglas Ubelaker, Smithsonian anthropologist
90-112 million	18 million	Anthropologist Henry F. Dobyns, Ph.D., revised figures 1966. “Estimating American Aboriginal Population: An Appraisal of Techniques with a New Hemispheric Estimate” <i>Current Anthropology</i> .
80 to 100 million		Charles C. Mann, science writer for <i>Science Magazine</i> , <i>The Atlantic Monthly</i> and author of <i>1491</i> .

ADDITIONAL REFERENCES

Atlantic Magazine. 1491. Charles C. Mann. March 2002.

<http://www.theatlanticmagazine/archive/2002/03/1491/2445/> (Accessed June 7th, 2012).

PBS:Newshour. Book Conversation: “1491”. Jeffrey Brown and Charles Mann. Air Date October 10, 2005.

http://www.pbs.org/newshour/bb/entertainment/july-dec05/mann_10-10.html. (Accessed June 7th, 2012).



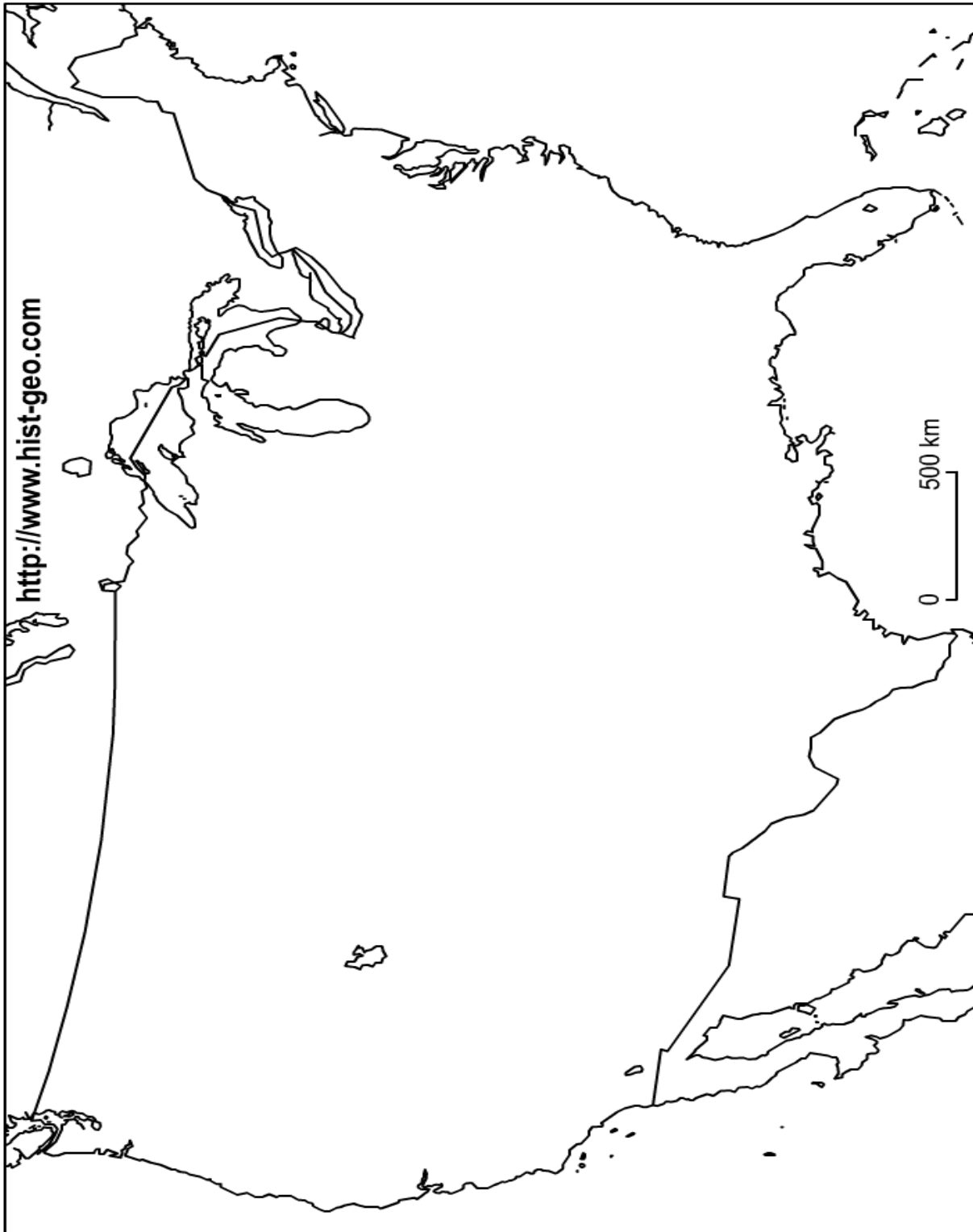
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Activity Two: FACT SHEET

DATE	Incidence	Brief Description



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“Let us put our minds together and see what kind of future we can make for our children.”
Chief Sitting Bull - Lakota Sioux Holy Man



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Activity Three: Life at the Boarding School

ACTIVITY OVERVIEW

The boarding schools existed throughout the United States and Canada. Through video and examining portions of the Meriam Report, students will learn what it was like to attend these schools. Many of the videos are personal testimony by individuals who actually attended the schools.

This testimony is difficult to listen to and to watch. The viewer is not taking in polished clips or dramatizations. The Boarding School experience is living history. In other words, it is history that is so recent that we are hearing the voices and seeing the emotions of those who were injured. It is powerful viewing. This lesson should address any questions about the authenticity of the conditions of this experience.

LEARNING OBJECTIVES

Students will:

- Listen to personal testimonies of former boarding school students
- Read historical documents reflecting boarding school conditions
- Create a chart of before and after learning

Flipped Learning Opportunity

- PowerPoint can be made available so that viewing of all video can be done outside of class prior to starting lesson.

Materials Required

- Computers w/internet access; one for every two students
- Technology to display PowerPoint



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Activity Three: Life at the Boarding School *(continued)*

CORRESPONDING PAGES IN SUPPLEMENTARY CURRICULUM GUIDE:

- Chapter 2

COMMON CORE STANDARDS*

Claim 1***

- Identify explicit textual evidence to support inferences made or conclusions drawn.

Claim 2

- Students can produce effective and well-grounded writing for range of purpose and audiences.

Claim 3***

- Students can employ effective speaking and listening skills for a range of purposes and audiences.

Claim 4

- Students can engage in research/inquiry to investigate topics and to analyze, integrate and present information.

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AMERICAN INDIAN BOARDING SCHOOLS

Activity Three: Life at the Boarding School STUDENT WORKBOOK



Essential Question: What was it actually like at American Indian Boarding Schools?

When we hear the phrase “boarding school,” many of us might think of a school where only very affluent, or rich, students attend. We might think that students have to apply for admission and then be super-smart to qualify to attend. If this is what you are thinking as you hear the phrase “American Indian Boarding Schools,” you couldn’t be more mistaken in your thinking!

AIBS were designed to “Kill the Indian, Save the Man.” They were schools of ethnic cleansing. Students were oftentimes forcibly taken from their homes and sometimes never returned. Tragically, many children died from neglect and/or abuse in these schools.

Education, as in reading, writing, and math, were not always the primary focus of the students’ education. Learning how to be proficient in menial labor was frequently the primary goal of the schools, as was learning to serve mainstream Anglo Americans.

In this lesson you will listen to testimonies of elderly people who really attended these schools. You will see the emotion in their faces as they recall the treatment they received there. You will also read historical documents describing the day-to-day business of the AIBS.

Your job:

View the videos contained in the power point and read the articles. Complete the graphic entitled, “What I Thought. What I Learned” and be ready to discuss your insights in a whole class discussion.

WHAT I THOUGHT	WHAT I LEARNED	SOURCE



AMERICAN INDIAN BOARDING SCHOOLS

Activity Four: Public Consciousness

ACTIVITY OVERVIEW

At this point in the AIBS lessons, students are most likely wondering, “How could all of this business of the boarding schools have been going on within our country?” The answer presents us with a degree of faith in our fellow man as we read the Meriam Report. This report was done by the Brookings Institute at the request of the Secretary of the Interior in 1928, the Honorable Hubert Work. It is “a survey of the economic and social conditions of the American Indians during the 1920’s.” It certainly reflects the fact that some of the American public was not only aware of the nature of the boarding schools, but outraged by it.

On the other hand, the Meriam Report is a 1928 publication. An inquiring mind looking through the **Diba Jimooyung** (Telling Our Story) **Timeline** has the advantage of looking across historical realities. This mind will begin to consider what is known as the Civil Rights Acts of 1875 portion of the U.S. Constitution. These Constitutional amendments assured fair treatment to all regardless of race, color or previous conditions of servitude. While these Acts were not enforced, did the nation at large know that the AIBS practices were without defense? Students will explore this question by diving through historical documents and the **Diba Jimooyung** (Telling Our Story) **Timeline**.

LEARNING OBJECTIVES

Students will:

- Use a PowerPoint as a guide to explore both the Meriam Report and **Diba Jimooyung** (Telling Our Story) **Timeline**
- Develop a series of questions that reflect instances of conflicting social justice
- Engage in class discussion
- Write a position paper on whether or not the federal government actively knew, but chose to ignore, that the creation of the AIBS violated the civil rights of American Indians?

Flipped Learning Opportunity

- Students should have access to PowerPoint and its embedded links for study prior to beginning lesson.

Materials Required

- Computers with internet access; one for every two students.



AMERICAN INDIAN BOARDING SCHOOLS

Activity Four: Public Consciousness *(continued)*

CORRESPONDING PAGES IN SUPPLEMENTARY CURRICULUM GUIDE:

- Inferentially addressed in Supplementary Curriculum Guide

COMMON CORE STANDARDS*

Claim 1***

- Identify explicit textual evidence to support inferences made or conclusions drawn.

Claim 2***

- Students can produce effective and well- grounded writing for range of purpose and audiences.

Claim 3

- Students can employ effective speaking and listening skills for a range of purposes and audiences.

Claim 4***

- Students can engage in research/inquiry to investigate topics and to analyze, integrate and present information.

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AMERICAN INDIAN BOARDING SCHOOLS

Activity Four: Public Consciousness *(continued)*



Essential Question: How can it be that, at the same moment in history that the Statue of Liberty was placed in New York harbor to lift her lamp of hope to the world, American Indians had food withheld from them for not sending their children to Indian Boarding Schools, bastions of systematic ethnic cleansing?

Being able to reflect on our actions and beliefs in order to improve ourselves or be more successful is a gift of the human brain. We have the most developed brain of all living species because we have a frontal lobe, that portion of the brain that makes us strategic thinkers. Ultimately, this is the portion of the brain that allows us to survive and determines the quality of the survival.

When groups of people come together, we have group think. Corporations, states, countries, tribes and families are all examples of group think. If the group consists of strategic thinkers (people who are able to think things like, “If we do “this,” then ‘that’ is most likely to happen.) plus who have also a strong sense of right and wrong (as opposed to what is best for me), the groups will generally survive. If the group’s thinking is weak, then the group generally dissolves or loses the quality of its existence.

Group think is represented by such things as laws, religious beliefs and cultural practices. Cultural practices include such things as the songs we sing, the books we write, and the art we create. Cultural practice also includes how various people within the group treat each other.

Most of us do reflect, think back on our actions and think such things as, “Oh, I should have/I could have and then I would have...” When we have these thoughts they sting our conscience or some other important spot in our beings and we change our behavior. If we are not having these reflective thoughts or if they do not sting our hearts and minds, the question becomes: Why don’t we change? Why doesn’t this knowledge bother us?



AMERICAN INDIAN BOARDING SCHOOLS

Activity Four: Public Consciousness *(continued)*

Reflective thinking is not just limited to individuals. It is also done in group thinking environments. Reflective group thinking can be referred to as public consciousness.

When we examine historical actions in order to determine the level of its public consciousness, we must be mindful not to assume the presence of the conditions of the world as we know it today. We have to bear in mind always the technology, practice and knowledge of the historical time period we are investigating.

An example of this is the internet. The internet did not exist in the 1800's. We have to keep in mind that the sharing of ideas was much slower and that meant that change occurred at a much slower pace in the 1800's than it does today. We have to be vigilant not to assume the public consciousness of the United States federal government in the 1800's, or any other historical time period, should have been perhaps more compassionate until we consider the public consciousness of other groups within the United States and the world at large.

The point here is that when we look back on yesterday and question the thinking of the day, we have to consider not just what was happening at one point on the map or in time. We have to consider the thinking of the day within the context of the world at large and the thinking that was going on all around us at that time. What did the rest of the world know? How were others being treated? Was there evidence that groups within a country were being given preferential treatment? What was the culture reflecting?

Your job:

View the PowerPoint for Lesson Four. Following this PowerPoint you will also look at pages from the Meriam Report and the **Diba Jimooyung** (Telling Our Story) **Timeline** to determine whether or not the United States knew it was violating the civil rights of American Indians during the 1800's, specifically by forcing them to attend the boarding schools.

After you have gone through the PowerPoint and read these documents, you will take a position on what your thoughts are about this possible violation of civil rights and write an opinion paper. Make sure to support your opinion with evidence from what you have read and viewed. Take good notes!

NAME	TOPIC
SOURCE	YOUR THOUGHTS//QUOTES
SUMMARY	



AMERICAN INDIAN BOARDING SCHOOLS

Activity Five: Current State of Affairs.

Historical Trauma

ACTIVITY OVERVIEW

All human beings experience trauma, it's a condition of being alive. We are injured in an accident or find ourselves somehow socially or academically inadequate. Being in this world and coming of age includes experiencing a degree of trauma from which we learn and grow.

Sadly, abusive trauma also exists. Being forcibly removed from your home and parents, being beaten for speaking the only language you know, being sexually, physically and psychologically exploited are all examples of the abusive trauma many of AIBS students experienced. This type of trauma stands a good chance of impairing an individual throughout his/her lifetime.

As children of abusive trauma mature and become parents themselves, they may unwittingly engage in the acts of their abusers because this is what they have learned as being normal. Discipline gives way to punishment. Relief from anguish or stress is sought in non-constructive ways such as alcohol, drugs, or apathy. The destruction of one child then becomes the destruction of children across generations. Please follow the following link to a Child Welfare Information Gateway article on "Understanding the Effect of Maltreatment on Brain Development" for a more extensive and scientific discussion on this topic.

http://www.childwelfare.gov/pubs/issue_briefs/brain_development/brain_development.pdf

LEARNING OBJECTIVES

Students will:

- Use the WebQuest, "The Current State of Affairs: Healing".

Then students will:

- Revisit the conditions under which American Indian children had to live while at AIBS
- Explore the issues of childhood trauma and its impact on future generations
- Read and consider current statistics on American Indian high school drop-out rates and youth suicide rates
- Read a personal interview and a poem based on AIBS's experiences
- Participate in whole-class discussion of trans-generational, historical trauma
- Create lists of insights and questions they have concerning this topic



AMERICAN INDIAN BOARDING SCHOOLS

Activity Five: (continued)

Learning objectives (continued)

Flipped Learning Opportunity

- Students can be given access to the WebQuest prior to the actual lessons in order to view the videos contained in it
- Assign any of the reading prior to lesson

Materials Required

- Computers w/internet access; one for every two students
- Hand-outs of articles, black-line masters section

CORRESPONDING PAGES IN SUPPLEMENTARY CURRICULUM GUIDE:

- Chapter 4

COMMON CORE STANDARDS

Claim 1

- Identify explicit textual evidence to support inferences made or conclusions drawn.

Claim 2

- Students can produce effective and well- grounded writing for range of purpose and audiences.

Claim 3

- Students can employ effective speaking and listening skills for a range of purposes and audiences.

Claim 4

- Students can engage in research/inquiry to investigate topics and to analyze, integrate and present information.

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AMERICAN INDIAN BOARDING SCHOOLS

Activity Five: STUDENT WORKBOOK

Historical- Generational/Intergenerational Trauma



Essential Question: What is “generational trauma” and how does it express itself in the descendants of the children who were forced or chose to attend the AIBS?

The residual effects of the American Indian Boarding School experience left many with broken lives and spirits. It played a powerful role in not only breaking down the individual but the American Indian family and community as a whole. Children sent to these schools were often forcibly taken from their families and not allowed to return to them. They lost their sense of cultural identity. They were imbued with an intense sense of shame for being American Indian. They frequently suffered emotional, physical, mental and sexual abuse. As these children became parents, they unwittingly continued these traumatic acts they suffered as children by parenting abusively.

The damage caused by the AIBS experience lives on today in the lives of many, many American Indians. High teen suicide rates, high school drop-out rates, fetal alcohol and drug syndromes and teen drug and alcohol abuse are far greater for the American Indian teens than for most other racial/ethnic groups in the United States.

Your job:

A web quest has been prepared for this lesson. You will read research on scientific evidence of the impact of maltreatment on brain development, research rates on American Indian teen suicide and high school drop-outs. You will hear testimony of AIBS experiences. You will also read an interview of a former AIBS student and explore the poem entitled “Our Burden” written by Saginaw Chippewa Tribal member, Waabanoqua (Judy Pamp). To complete this lesson you will participate in a whole class discussion exploring your thoughts and questions concerning this topic. Take good notes!

WEBQUEST ADDRESS: <http://zunal.com/webquest.php?w=152928>



AMERICAN INDIAN BOARDING SCHOOLS

Our Burden: The Dark Legacy of Cultural Genocide

By Waabanoqua AKA Judy Pamp
(Mabel Turner's Granddaughter)

You will know I am near as you stare at the world with hollow eyes numbed from being abandoned by your father and/or mother. Alcohol became their life and obsession. Neglected, abused, and then abandoned to the court system. This is your life and future.

You will know I am near as you try to survive the sexual abuse and betrayal at the hands of a family member or friend. Your family's painful legacy is now yours to bear. Why do community members keep their children away from me and declare I am ruined for life. What did I do? I am the child victim.

You will know I am near as you cry in pain, when you are informed your loved one has overdosed. How can this happen to our young adults who are just stepping out into the world on their own? No, not another one! No not my child! Too many of our youth are gone from our community! I am always near.

You will know I am near as you mourn the loss of your baby. What just happened, will I ever know? Shaken and confused you are left questioning life and the wisdom of the creator. Forever you will feel this hole in your heart as I break down the fibers of life.

You will know I am near as your community feels the loss of its elders. Your story is my story: Our grandparents fall victim to diabetes complications and heart disease at the young age of fifty. The loss is great in our family and now we struggle to remain unified. Do you feel me tugging at your sleeve?

You will know I am near as you are filled with despair. Crying and laying on the bathroom floor, you contemplate taking your life. Unable to shake off the trauma and wounds that suffocates your spirit. You lie broken and lost with no hope for tomorrow. I hug you close and gently suffocate your life forces.

I am your legacy! You have been carrying me since your birth. Each generation carries me forward into the next. I burden your heart, your life, and your future. Few people know of me, but I am always near! **I am historical trauma!**

Learning about a topic:		
Text/Video1: Important Ideas	Text/Video 2: Important Ideas	Text/Video 3: Important Ideas
What I learned from Text/Video 1	What I learned from Text/Video 2:	What I Learned from Text/Video 3:
What I learned from reading the texts/viewing the videos:		



AMERICAN INDIAN BOARDING SCHOOLS

Activity Six: Healing: The Tracks We Leave

ACTIVITY OVERVIEW

These lessons of the AIBS have revealed a disturbing dimension of history. The practice of forced assimilation through education did not, and does not exist only in the United States and Canada, but throughout the world. It didn't just happen yesterday, it is happening today. The effects of the social experiment called American Indian Boarding Schools continues to ravage American Indian populations here in the U.S. and Canada as well as other indigenous populations in other points on the globe.

This last lesson reaches out to students and guides them to think what they have learned and what they might do with this learning as they explored this topic. It encourages them to look inside themselves and consider how learning about the AIBS experience has changed their thinking. It concludes by asking them to create their vision of a kinder, greater world and commit to their role in building their vision.

LEARNING OBJECTIVES

Students will:

- Learn the Seven Grandfather teachings:
<http://www.sagchip.org/ziibiwing/aboutus/brochures.htm>
Download the "Seven Grandfathers Teaching Booklet"
- Examine the meaning of stereotyping and its damaging impact
- Examine State of Michigan's Anti-Bullying Policy
- Consider what they might do to be Agent of Change
- Create a personal manifesto illustrating the world in which they would like to live and what they will personally do to create that world

FLIPPED LEARNING OPPORTUNITIES

- Students should have access to the PowerPoint and its embedded links for study prior to beginning lesson.
- Assign reading of the State of Michigan Anti-Bullying Policy prior to beginning lesson. (Record someone reading this for ELL students)

Materials Required

- Computers w/internet access; one for every two students



AMERICAN INDIAN BOARDING SCHOOLS

Activity Six: Healing: The Tracks We Leave (continued)

CORRESPONDING PAGES IN SUPPLEMENTARY CURRICULUM GUIDE:

- Chapters 3, 4 and 5 and Inset

COMMON CORE STANDARDS*

Claim 1 ***

- Identify explicit textual evidence to support inferences made or conclusions drawn.

Claim 2 ***

- Students can produce effective and well-grounded writing for range of purpose and audiences.

Claim 3 ***

- Students can employ effective speaking and listening skills for a range of purposes and audiences.

Claim 4 ***

- Students can engage in research/inquiry to investigate topics and to analyze, integrate and present information.

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AMERICAN INDIAN BOARDING SCHOOLS

Activity Six: STUDENT WORKBOOK

Agents of Change - The Tracks We Leave



Essential Question: What are the small steps we can (and should) take to heal from the AIBS experience while learning to appreciate and celebrate diversity.”

“Change will not come if we wait for some other person, or some other time. We are the ones we have been waiting for. We are the change that we seek.”
Barack Obama

It took bravery for victims of the American Indian Boarding Schools to come forward and tell the truth about their experiences. It took humility to stand before thousands to share the grief and pain of their childhood. It took wisdom to know that being honest about this history was an act of love and respect for the pain that they and other boarding school students endured.

Wisdom, Love, Respect, Bravery, Honesty, Humility and Truth are the Seven Grandfather Teachings. They have brought not only all American Indians to a place of healing, but the world at large to a place of healing. The challenge is; will we as individuals accept and promote this opportunity to heal? Are we strong enough to carry these words and their meanings not only in our intellect and our hearts, but in our deeds?

These lessons began with the realization that where we are today is greatly influenced by the acts of those who came before us. They end here in Lesson Six by looking closely at how important each individual's every action is creating a world that is a kinder and more loving than it is today. Every today is tomorrow's history. The knowledge you have gained from learning about the dark history of the American Indian Boarding Schools provides you the light to make sure that this history does not repeat itself either within the United States or anywhere else on this Earth. Will you be the one who hears the child cry out in the middle of the night and does something about it?



AMERICAN INDIAN BOARDING SCHOOLS

Activity Six: STUDENT WORKBOOK

Agents of Change – The Tracks We Leave (continued)

You may think that you are not old enough or big enough to make this sort of difference in this world, but you are old enough and big enough. You can begin today at this moment in your school and in your classroom.

Your job:

View the PowerPoint for Lesson Six. The information in this PowerPoint will deepen your understanding of what stereotyping is and why it is so damaging. It will also help you examine closely the definition of bullying and to realize that every incident of bullying has a persecutor (the bully), a target (the one being bullied) and an observer (the one witnessing the action).

In teams, you will think about how the six lessons in this unit of study on American Indian Boarding Schools has impacted your thinking and what you might do with this knowledge. As a team, you will create a graphic organizer that represents your collective thinking.

Individually, your job concludes with creating a personal manifesto, a statement that publically declares what you believe life should look like for everyone. It's your personal human rights statement. Your manifesto will also cite what actions you intend to take in order to make your view of the world real. Keep in mind that all journeys begin with the first step. One small action today is the beginning of all the difference in the world for you, or someone else, somewhere in the future.

Wisdom • Love • Respect • Bravery • Honesty • Humility • Truth

Nibwaakaawin • Zaagidwin • Manaadjitowaawin • Aakodewin •

Gwekowaadiziwin • Dibaadendizowin • Debwewin

Lesson Six Note-Taking Template

Text/Video 1: Important Ideas	Text/Video 2: Important Ideas	Text/Video 3: Important Ideas
What I learned from Text/Video 1	What I learned from Text/Video2:	What I Learned from Text/Video 3:
What I learned from reading the texts/viewing the videos:		

Lesson Six Note-Taking Template

Text/Video 1: Important Ideas	Text/Video 2: Important Ideas	Text/Video 3: Important Ideas
What I learned from Text/Video 1	What I learned from Text/Video2:	What I Learned from Text/Video 3:
What I learned from reading the texts/viewing the videos:		

CONCEPT MAP

Like Concepts ...

Examples of ...

STEREOTYPING

Unlike Concepts....

Non-examples of...

ILLUSTRATE...	Use in a meaningful sentence....

CONCEPT MAP

<p data-bbox="251 344 690 409">Like Concepts ...</p>	<p data-bbox="917 344 1356 409">Examples of ...</p>
--	---

BULLYING

<p data-bbox="183 1039 620 1102">Unlike Concepts....</p>

<p data-bbox="954 1024 1396 1092">Non-examples of...</p>

<p data-bbox="183 1512 808 1579">ILLUSTRATE...</p>	<p data-bbox="808 1512 1427 1579">USE IN A MEANINGFUL SENTENCE</p>

NAME	TOPIC
SOURCE	YOUR THOUGHTS//QUOTES
SUMMARY	

Complete as a group considering all six lessons.

What can I do with this information?

What do I know/realize now that I didn't know/realize before?

WHAT IS THE UNIVERSAL PRINCIPAL THAT I UNDERSTAND FROM THIS INFORMATION?

How has what I learned, change the way I now think?

How can I use this text / media / information to help myself and others?

The Personal Manifesto Thinking Guide

Thoughts to think and include in your manifesto:

1. Statement of beliefs
2. Explain your motivations
3. Describe the world you like to live in.
4. Detail what you will do to help create this world.

Examples of formatting:

I believe that everyone _____ because _____

I believe it is important to _____ because _____

In my world, people treat each other _____ because _____

in my world, everyone has _____ because _____

My personal policy (describe your behavior) _____ because _____

I believe that I am uniquely equipped to _____ because _____

I believe that everyone is capable of _____ because _____

Presentation Ideas:

SHOUT IT OUT...let this world know who's in town to make a difference!

- Make a poster-sized version of your manifesto or
- Create a power point of your manifesto or
- Post it on YouTube
- Write it on a small piece of paper and always carry it in your pocket, in your heart, in your mind and in your actions.



AMERICAN INDIAN BOARDING SCHOOLS

ADDITIONAL RESOURCES

And

BLACKLINE MASTERS

NAME	TOPIC
SOURCE	YOUR THOUGHTS//QUOTES
SUMMARY	

COMPARE and CONTRAST CHART

1.		2.
DIFFERENT/ CONTRAST	SAME	SAME/COMPARE

SUMMARY

Learning about a topic:

Text/Video 1: Important Ideas

Text/Video 2: Important Ideas

Text/Video 3: Important Ideas

What I learned from Text/Video 1

What I learned from Text/Video2:

What I Learned from Text/Video 3:

What I learned from reading the texts/viewing the videos:

Learning about a topic:

Text 1: Important Ideas

Text 2: Important Ideas

Text 3: Important Ideas

What I learned from Text 1

What I learned from Text 2:

What I Learned from Text 3:

What I learned from reading the texts:

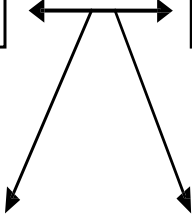
ANALOGY CHART SAMPLE

New Concept

Familiar Concept

Colonies

A child in the family



SIMILARITIES

DIFFERENCES

Mother country: parents sets the rules

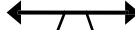
ANALOGY CHART

New Concept

Familiar Concept

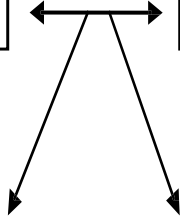
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SIMILARITIES

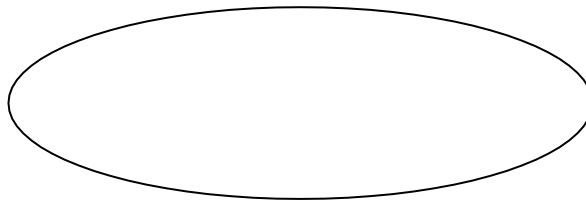
DIFFERENCES



CONCEPT MAP

Like Concepts ...

Examples of ...



Unlike Concepts....

Non-examples of...

ILLUSTRATE...	USE IN A MEANINGFUL SENTENCE

Expository Profundity

	Literal Plane	Summary Plane	Concept Plane	Schema Plane	Universal Plane	Transformational Plane
Definition	Reader is aware primarily of the literal facts and details of the text.	Reader is aware of the literal facts, main ideas, and can summarize the text.	Reader identifies the essential and non-essential elements of the concept. Reader extends thinking to critical examples and non-examples.	Reader compares concept information with prior understandings.	Reader is aware of the universal truths, theories, and principles expounded by the author through the text.	Reader is aware that they can use the universal truths, theories and principles of the text and schema knowledge to generalize.
Characteristics	<ul style="list-style-type: none"> Recall facts and details Sequence information 	<ul style="list-style-type: none"> Summarize the major ideas 	<ul style="list-style-type: none"> Determine key concepts Identify relevant vs. irrelevant information 	<ul style="list-style-type: none"> Parallels information with prior understanding of the concept. Connects information to personal experience 	<ul style="list-style-type: none"> Abstracts information Identifies universal truths, theories and principles 	<ul style="list-style-type: none"> Explains/applies theories, principles Generalizes to other disciplines/ideas Connects ideas from multiple sources Connects information with global issues (text to world) Reads beyond the lines) (synthesizes) Offers personal solutions Suggests or takes action Modifies thinking
Prompts	What is it? How is it organized?	What is most important?	What is a possible concept?	Where or how else have I seen this concept used or displayed?	How can this be explained in a universal truth or theory or principle?	What should I think or do with this information?



AMERICAN INDIAN BOARDING SCHOOLS

RECOMMENDED READING

- *Alexie, Sherman (2012). *The Absolutely True Diary of a Part-Time Indian*. Little Brown Books for Young Readers, Hatchett Book Group, New York, New York.
- *Bruchac, Joseph (2006). *Code Talkers*. Speak
- **Hoose, Phillip (1998). *Hey Little Ant*. Tricycle Press.
- ***Mann, Charles C. (2011). *1491: New Revelations of the Americas Before Columbus*. Vintage Books, a division of Random House, New York, New York.
- *Palacio, R. J. (2012). *Wonder*. Knopf Books for Young Readers.
- *Preller, James (2009). *Bystander*. Square Fish, New York, New York.
- ***Zinn, Howard (2010). *A People's History of the United States*. Harper Perennial Modern Classics.

* ***Literature Circle***

** ***Teacher Read Aloud: Anticipatory Set***

*** ***Teacher Background Knowledge/Advanced Student***