

Native American History: Unit 3 Indian Education

"Kill the Indian, Save the Man" 1870s-1920s

Content Area: **Social Studies**
Course(s): **History**
Time Period: **Semester 1 & 2**
Length: **2-3 weeks**
Status: **Published**

Standards

WHST 11-12.1 a,b,c,d,e

WHST 11-12.2 a,b,c,d,e

WHST 11-12.4

WHST 11-12.5

WHST 11-12.6

WHST 11-12.7

WHST 11-12.8

WHST 11-12.9

WHST 11-12.10

6.1.12.D.16.a Analyze the impact of American culture on other world cultures from multiple perspectives.

6.1.12.B.3.a Assess the impact of Western settlement on the expansion of United States political boundaries.

6.1.12.A.3.e Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.

6.1.12.A.5.c Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.

6.1.12.D.11.c - Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in

the military and workforce.

TECH.8.1.12.B.2	Apply previous content knowledge by creating and piloting a digital learning game or tutorial.
TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.12.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.12.C.CS3	Develop cultural understanding and global awareness by engaging with learners of other cultures.
TECH.8.1.12.D	Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

Enduring Understanding

****The Curriculum is based on *First Peoples: A Documentary Survey of American Indian History* by Colin Calloway**

Students will learn that the efforts of the U.S. Government to educate American Indians was progressive in the context of the timeperiod. However, the methods used in Indian education can be viewed as a method of cultural genocide.

Students will learn that 1912 Football Game between Carlisle and the U.S. Army served as a symbol of the tension and hostility between American Indians and the U.S. military

Students will understand that Captain Richard Henry Pratt had positive intentions in founding Carlisle Indian Industrial School by trying to provide opportunities for American Indians to gain the skills necessary to succeed in mainstream American society; however, he worked to achieve his goal by trying to eradicate Indian cultures.

- Students will determine, through media literacy skills and lateral, close reading strategies when evaluating primary and secondary resources the following: 1. context of the text; 2. reason for the text; 3. type of source the text is; 4. the point of view of the author of the text 5. the intended audience for the text 6. evaluate the stance of the text
- Students will use Historical Thinking Skills to evaluate sources and ideas. Comparison, Contextualization, Continuity and Change over Time, Periodization, Synthesis, Claims, Point of View, Intended Audience, and Purpose.
- Students will observe, note, and draw conclusions with the understanding that there are multiple perspectives. Multiple perspectives is the foundation to understanding the why and how of history. Documents, primary sources, historical readings will be evaluated.

Essential Questions

Why was Carlisle Indian Industrial School viewed as a progressive institution?

To what extent should Captain Richard Henry Pratt be viewed as a hero or villain for his efforts to promote Indian education?

How did Indian boarding schools impact students in the short and long term?

What is the legacy of Carlisle Indian Industrial school?

Knowledge and Skills

SWBAT explore the causes and effects of Indian Education at Carlisle Indian Industrial School in Carlisle, Pennsylvania

SWBAT evaluate the successes and failures of the Carlisle Outing System

SWBAT draw conclusions about the successes and failures of the school by analyzing the lives of Jim Thorpe and Plenty Horse

Resources

Primary Sources from Cumberland County Historical Archives

First Peoples: A Documentary Survey of American Indian History by Colin Calloway

Interview from relative of Carlisle student from Pine Ridge Reservation in South Dakota

Transfer Goals

Students should be able to independently develop a sense of empathy towards American Indians who were educated in Boarding Schools and were taught to be embarrassed by their Indian identities and to separate themselves from their Indian culture and history.

Students should be able to independently evaluate and independently formulate an opinion on Richard Henry Pratt's intentions, process used, and results of assimilation efforts at Carlisle Indian Industrial School.

Overarching Transfer Goals for the course:

Students should be able to independently gain an appreciation for the often untold historical narratives involving American Indians. Students will view American Indians and American Indian Nations as key players who both influenced US History and were influenced by US History. Students should be able to discover connections between historical events and modern day issues and controversies involving American Indians.