

UNIT:

(9-12 Grade)

Grade Level: 9-12 grade

Subject Area(s): Geography

Goal(s): The students will be able to understand and analyze the intent of Indian boarding schools in the United States

Objective(s): The students will be able to understand and analyze the role of Indian boarding schools and their impact on Spokane Tribal lifeways.

STOI Connection:

- Education

Background info needed:

- Creation of reservation
- Establishment of Fort Spokane
- Utilization of Fort Spokane as a boarding school.
- Boarding schools extension of Manifest Destiny
- Chief Lot's philosophy
- Discussion from previous lesson

Spokane Tribal Values

- Home
- Family

Vocabulary:

- Idealistic
- Eradicate vestiges
- Doctrines

Lesson Plan:

The teacher will:

- Introduce vocabulary and definitions – students will make a list with definitions
- Students will receive a text to mark while reading and discussing (Assimilation through Education: Indian Boarding Schools in the Pacific NW) Read sections: Intro through Part 3
- Guiding Questions for the Text:
 - What is the difference between the mission and boarding school?
- Watch a video giving first-hand perspectives from Fort Spokane boarding schools (Warren and Geri's Class is making this video)
- Lead a class discussion on the multiple perspectives of the boarding schools
- Guiding Questions from the video:
 - How does the INTENT of boarding schools differ from what ACTUALLY took place?

Materials Needed:

- Article from UW Carolyn Marr
- Video from Warren
- Rick's Book (Indian Policy and Crisis)

Activity:

Class discussion

Enrichment:

- Reach out to a relative or friend to interview and/or discuss boarding school experience.

Assessment: *Pre-Test/Post-Test Instrument*

Exit ticket on vocabulary and concepts (write down a sentence or two that have impacted you from today's lesson)

LESSON ALIGNED TO:

Social Studies Skills 5.2.1 Creates and uses research questions that are tied to an essential question to focus inquiry an idea, issue, or event.

Geo: 3.2.2 Understands and analyzes examples of ethnocentrism.

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COMMON CORE STANDARDS: RL.9-10.2 Determine a **theme** or **central idea** of a text and **analyze in detail its development over the course of the text**, including how it emerges and is shaped and refined by specific details; provide an **objective summary** of the text.

STOI Departments