

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
- Historical trauma to families

Background info needed:

- Stories prior to first contact
- History of first contact
- History of 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

Spokane Tribal Values

- Home
- Community
- Spirituality
- Family/friends
- Forgiveness
- Acceptance

Vocabulary:

- Ethnocentrism
- Eurocentrism
- Cultural genocide/cleansing
- Historical trauma
- Manifest Destiny
- Doctrine of Discovery
- Boarding school
- Industrial/vocational
- Missionaries
- Assimilate
- Social justice
- Survivance

Lesson Plan:

The teacher will:

- Teacher will read the book Cheyenne Again by Eve Bunting to activate student thinking.
- Introduce vocabulary and definitions – students will make a list with definitions
- Students will receive a text to mark while reading and discussing. (Rick's book with gov't perspective of intent of Boarding Schools)
- Teacher will facilitate a discussion on the intent of the boarding schools in the late 1800's
- Teacher will show a map to outline locations of boarding schools. (focus on NW boarding schools)
- Teacher will hand out an assignment sheet outlining the End of Unit Culminating Activity (One week's worth of journal entries, family interview, reenactment, storybook, etc) - Teacher created

Materials Needed:

- Children Left Behind: The Dark Legacy of Indian Mission Boarding Schools
- Clips from the movie "Education of Little Tree" by Forrest Carter
- Rabbit Proof Fence, and special feature to add to discussion of historical trauma

Activity:

Students will receive a quote from text connecting to information just learned about boarding schools. Students will write a response to the quote using knowledge.

Enrichment:

- Give students a poem from Children Left Behind: The Dark Legacy of Indian Mission Boarding Schools to analyze and reflect/connect

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

Student response to quote
Exit ticket on vocabulary and concepts

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