

2019 Teaching Native American Histories

Curricular Project*

***This lesson plan will be submitted for inclusion into an on-line database of curricular projects for the NEH program "Teaching Native American Histories."**

Title: Native American Cultural Genocide & Reclamation: Examining What Was Stolen & What Can Be Regained

Grade Level: 9-12

Subject Area Focus: social studies

TNAH Conceptual Focus: historical trauma

Estimated Number of Days to Complete: 4

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Additional Creators:

School, district, and state:

Date Submitted: 7/26/19

Curricular Project Summary: Students examine the history of the Carlisle Indian Industrial School and research modern cultural reclamation projects.

Desired Results/Objectives

1. Essential Questions / Historical Questions:

What were the goals of Native American boarding schools?

How were students at boarding schools separated from their culture?

What are the most effective means of cultural reclamation?

2. Objectives / Learning Targets: By the end of this project students what will students know, understand and be able to do?

Students will know the history of Native American boarding schools.

Students will understand how cultural genocide is carried out and how people resist cultural genocide.

Students will be able to evaluate the ways in which tribal nations are reclaiming their culture and heritage.

3. Curriculum Standards (National, State, Local):

CCSS.ELA-LITERACY.RH.9-10.1

CCSS.ELA-LITERACY.RH.9-10.6

CCSS.ELA-LITERACY.RH.9-10.9

4. Transfer Goals / Enduring Understandings: Students will understand that Native Americans do not exist solely in the past. Students will understand that the U.S. government attempted to destroy native cultures, but these cultures endure in the present day.

Assessment / Evidence

Pre-Assessment:

- See starter questions at the beginning of each lesson.

Formative / Student-Engaged Assessment:

- Lesson 1: Final written response to cultural genocide question
- Lesson 2: Class discussion of closing question/written response to closing question
- Lesson 3: Written response to closing question

Summative Assessment: If time allows, the closing question for lesson 3 can be turned into a longer essay question.

Other Evidence: Student research organizers and participation in group work/research.

Learning Plan

Lesson Summaries:

Lesson 1: Students learn about Carlisle Indian Industrial School and examine primary sources related to the mission of the school. They evaluate whether or not the school's purpose was in part to commit cultural genocide.

Lesson 2: Students research the life and background culture of a specific Carlisle student. They consider what information about the student was valued by the school and analyze why this was the case.

Lesson 3: Students research modern culture reclamation efforts and evaluate the most important areas on which to focus.

Learning Events and Instruction:

LESSON 1

Title: Boarding Schools & Cultural Genocide

Details:

1. Begin with the starter question.
2. Ask students to write down where they have heard the term "genocide" used before. Then ask them to write down what genocide is. After giving them time to write, ask for students to volunteer their answers.
3. Define "genocide" and "cultural genocide" for the class.
 - a. Genocide: "the deliberate and systematic destruction of a racial, political, or cultural group"
 - b. Cultural genocide: "the killing of a culture"
4. Presentation on boarding schools & Carlisle
5. Primary source activity
 - a. Main question: What was the main purpose of the Carlisle Indian Industrial School?
 - b. Students read a short passage from Capt. Richard H. Pratt on the Education of Native Americans and examine several photographs (see PowerPoint).
 - c. Students read excerpts from Carlisle students' recollections of the school (see handout).

6. Closing question: Did the Carlisle Indian Industrial School perpetuate cultural genocide on its students? Explain (and cite at least two primary sources).
 - a. Students write their answers on an index card and put their card on the board under sections labeled “yes”, “no”, and “maybe”.

Guiding Questions: Did the Carlisle Indian Industrial School perpetuate cultural genocide on its students?

Lesson opening:

- Starter question: If someone wanted to erase a culture completely, how might they go about accomplishing that goal? What would be the most significant aspect of a culture to erase, and how could that be done?

Lesson closing:

- Closing question: Did the Carlisle Indian Industrial School perpetuate cultural genocide on its students? Explain (and cite at least two primary sources).
 - Students write their answers on an index card and put their card on the board under sections labeled “yes”, “no”, and “maybe”.

LESSON 2

Title: Students & Culture at Carlisle

Details:

1. Using the records search at <http://carlisleindian.dickinson.edu/>, show students an information card for one of the Carlisle students.
 - a. Have students write a response to the following questions: What can we learn about this student from the card? What information can we *not* learn about the student from this card? Discuss as a class.
2. Individually, students pick a nation to search on the records site. They choose one student from that nation and examine records related to the student. They write a one- to two-paragraph biography of the student using the information found in the records.
 - a. After writing the biography, they tape it next to a map of the U.S. and connect the biography to their chosen student’s home town/state using a piece of yarn.
3. Divide students into groups based on the tribe/nation of the children for whom they wrote biographies.
 - a. Within these groups, students pick one aspect of the tribe/nation’s culture/history to research: beliefs, food, housing, clothes, technology, environment
 - i. Each student completes a very brief, one-page organizer on this aspect of the nation’s culture/history. Combine each group member’s organizer to make an informational poster.
4. Closing question: What did you learn about your student’s background that was not evident from the Carlisle School’s records alone? Why do you think the school’s records didn’t include this information?

Guiding Questions: What information did the Carlisle School want regarding its students? What information about them did it ignore? Why?

Lesson opening: Practice using the records search

Lesson closing: Closing question

LESSON 3

Title: Modern Cultural Reclamation

Details:

1. Opening question: Do you do anything that you consider to be part of your culture? Explain.
 - a. Ask for volunteers to share their answers. Write the answers on the board. Before giving the students time to answer the question, it might be helpful to provide a few examples.
2. Case study: Wôpanâak Language Reclamation Project
 - a. Show students the WLRP website (<http://www.wlrp.org/>), paying special attention to the project history page and list of project successes (<http://www.wlrp.org/project-history.html>).
 - b. Ask students to consider why it is important for many Wampanoag people to learn their language. Why is language an important part of culture?
3. Break students into groups based on the nation they studied yesterday. They will examine cultural reclamation efforts/modern activism by this nation.
 - a. Each student chooses one of the following areas to research: language, religion, education, environment/environmental activism, political activism
 - i. It might be wise to allow students to suggest another topic to study within these broader themes, especially since different nations are addressing different issues.
 - ii. A good resource for students who choose to research language reclamation is the language map at <http://www.ourmothertongues.org>.
4. Students briefly present their research to the class.
5. Closing question: Based on what you and your classmates presented, what do you think is the most effective approach to cultural reclamation? Explain.

Guiding Questions: How can people who were denied cultural expression for generations regain what was taken from them? What is the most effective approach to cultural reclamation?

Lesson opening: Opening question

Lesson closing: Closing question (can be turned into a longer essay response if time allows)

Materials and Sources Used

What primary source(s) is/are being used (full citation)? Please annotate each source.

"Carlisle Indian Industrial School History," <http://home.epix.net/~landis/history.html>. Text: "'Kill the Indian, and Save the Man:' Capt. Richard H. Pratt on the Education of Native Americans," <http://historymatters.gmu.edu/d/4929/>. (accessed July 20, 2019).

These records from the Carlisle School allow students to find personal information about the students they research during the second lesson.

What secondary sources are being used (full citation)? Please annotate each source.

Merriam-Webster, s.v. "genocide," accessed July 20, 2019, <https://www.merriam-webster.com/dictionary/genocide>.

This definition of genocide is used as a reference in the first lesson.

Taylor, Adam. "Did Canada Commit a 'cultural Genocide'?" Washington Post, June 5, 2015. Accessed July 20, 2019.

<https://www.washingtonpost.com/news/worldviews/wp/2015/06/05/did-canada-commit-a-cultural-genocide>.

This Washington Post article provides a concise definition of "cultural genocide". It can also be used to provide students with more information on government-run boarding schools.

Landis, Barbara. "About the Carlisle Indian Industrial School." About the Carlisle Indian Industrial School--by Barbara Landis. Accessed July 20, 2019.

https://www.english.illinois.edu/maps/poets/a_f/erdrich/boarding/carlisle.htm.

Teachers should read this article before teaching these lessons. The article can also be used in advanced classes to provide students with background information on the topic.

"Wôpanâak Language Reclamation Project in Mashpee, MA." Wôpanâak Language Reclamation Project. Accessed July 20, 2019. <http://www.wlrp.org/>.

This is the official website for the WLRP and should be used in class as an example of modern cultural reclamation.

"Our Mother Tongues." Our Mother Tongues. Accessed July 20, 2019. <http://www.ourmothertongues.org/>.

Students can use this website to find information on current Native American language reclamation projects.

What other curricular materials do you plan to use to support the curricular project? (attach any student-facing documents and teacher resource documents needed to implement the lesson)

- PowerPoint presentation on Carlisle
- Primary source packet
- Student records at <http://carlisleindian.dickinson.edu/>
- Research organizers
- U.S. map (physical OR projected onto the white board)

Reflection / Rationale

After teaching the lessons, what suggestions do you have for other teachers who might use this curricular project?

How does the content of this lesson plan clearly tie to perspectives gained from TNAH Institute? [e.g. How does it use resources provided during TNAH Institute in place of or to supplement existing resources? How does it analyze narratives and/or resources that would typically be used – how does the newly created lesson provide a counter-narrative to the accepted canon?]

These lessons use resources and information to which I was first exposed during the TNAH institute. The third lesson begins by exposing students to the WLRP, which we learned about throughout the institute. I also reference the work of Barbara Landis, who was a presenter at the institute. More generally, the three lessons center the experiences and unique cultures of Native Americans, both in the past and present. The Michigan U.S. history standards almost entirely exclude Native Americans, so their inclusion here exposes students to an aspect of history they would otherwise not be taught.