

Northwest History Consortium

The Effects of Reservation Boarding Schools on Native Children

Silvia Gomes

5th Grade

National Standard

Era 6: The Development of the Industrial United States (1870-1900) / Standard 4 and 4A

Standard 4: Federal Indian policy and United States foreign policy after the Civil War

Standard 4A: The student understands various perspectives on federal Indian policy, westward expansion, and the resulting struggles.

PROBLEM

Students in Reservation Boarding Schools were alienated from their culture and from the culture they are being educated under.

SCENARIO

Missionary work and westward expansion caused great stress for the native people of the Pacific Northwest. Missionaries worked with the US government to collect children out of Native Tribes to place them in boarding schools far from their homes. Missionaries would deceive families and say that they would be providing a better life with education that would enhance the values of their native background. The US government wanted to assimilate the Native children into the white population by separating them from their families and cultures, and they educated these students under “American” culture and values. Under this education system, children were never fully accepted into white society because they were native. However, because of this same system, which taught them values and mannerisms that were closer to white society than their own culture, they were seen as outsiders when they returned home. These students were left without a home to return to and without a society in which they could participate as equals.

TASKS

Your job is to convince the federal government and the Indian School Service that the current (1875) educational system is unsuccessful in the meeting the goals of the US government for native children.

Propose an alternative system to educate children to be successful participants in the United States without alienating those students from either culture.

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RESOURCES

Books

“Chief Sealth. “When the Last Red Man Shall Have Perished: A Native American Mourns His People.” Ordinary Americans: US History Through the Eyes of Everyday People, edited by Linda R. Monk. Alexandria, VA: Close Up Press, 2003, pp.79-81.

Taylor, Alan. “The Pacific.” American Colonies: The Settling of North America. New York, NY: Penguin Books, 2001, pp. 445-477.

Internet

Gover, Kevin. “Statement by the Assistant Secretary of the Bureau of Indian Affairs” 8 Sept. 2000 from *The Reservation boarding School System in the United States, 1870-1928* by Sonja K. Keohane. 3 June 2008. TwoFrogs.com. ©1999 – 2010. 20 April 2010 <<http://www.twofrog.com/rezsch.html#statement>>.

Jacobs, Margaret D. “Indian Boarding Schools in Comparative Perspective: The Removal of Indigenous Children in the United States and Australia, 1880 – 1940.” 2006. University of Nebraska (Dept. of History). 2010. Lincoln, NE. 20 April 2010 <<http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1019&context=historyfacpub>>.

“Native Boarding Schools,” Decimal Files, compiled 1879 – 1952. U.S. National Archives and Records. 2010. College Park, MD. 20 April 2010 <<http://arcweb.archives.gov/arc>>.

Other

Oral interviews with former students of the Native schools of the Lummi Tribe near Bellingham, WA.

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ASSESSMENT

Assessment Rubric

CATEGORY	4	3	2	1
Brainstorming - Problems	Students identify more than 4 reasonable, insightful barriers/problems that need to change.	Students identify at least 4 reasonable, insightful barriers/problems that need to change.	Students identify at least 3 reasonable, insightful barriers/problems that need to change.	Students identify fewer than 3 reasonable, insightful barriers/problems that need to change.
Brainstorming – Solutions	Students identify more than 4 reasonable, insightful possible solutions/strategies to encourage change.	Students identify at least 4 reasonable, insightful possible solutions/strategies to encourage change.	Students identify at least 3 reasonable, insightful possible solutions/strategies to encourage change.	Students identify fewer than 3 reasonable, insightful possible solutions/strategies to encourage change.
Research/ Statistical Data	Students include 4 or more high-quality examples or pieces of data to support their campaign.	Students include at least 3 high-quality examples or pieces of data to support their campaign.	Students include at least 2 high-quality examples or pieces of data to support their campaign.	Students include fewer than 2 high-quality examples or pieces of data to support their campaign.
Campaign/ Product	Students create an original, accurate and interesting product that adequately addresses the issue.	Students create an accurate product that adequately addresses the issue.	Students create an accurate product but it does not adequately address the issue.	The product is not accurate.

REFERENCES/CITATIONS

ALTEC. “Rubistar: Assessment Rubric.” [4Teachers.org](http://4teachers.org). 2009. Lawrence, KS. Advanced Learning Technologies Consortia (ALTEC) at the University of Kansas. 16 April 2010 <http://rubistar.4teachers.org/index.php?screen=CustomizeTemplate&bank_rubric_id=4§ion_id=1&>. Adapted by Silvia Gomes for the Northwest History Consortium with permission.

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“History Standards for Grades 5-12 United States.” [UCLA National Center for History in the Schools](http://nchs.ucla.edu/standards/era6-5-12.html). 2005. Los Angeles, CA. 19 April 2010 <<http://nchs.ucla.edu/standards/era6-5-12.html>>.