Name: Kelly Amos

Title: Between Two Worlds: The Indian Boarding School Experience

Grade Level: 4th grade (adaptable for many grades)

SUMMARY OF THE UNIT

This unit will explore the concept of cultural diversity in the classroom and beyond. As students learn about the injustices faced by Native American children in the implementation of the boarding school system, they can come to more fully appreciate the multiculturalism they experience each day. Through historical fiction picture books, autobiographical accounts, and primary source photos, children will gain an understanding of forced assimilation and its consequences.

SUGGESTED RESOURCES

- The Ledger book of Thomas Blue Eagle by Jewel Grutman, Gay Matthaei, Thomasson Grant
- Cheyenne Again by Eve Bunting
- Home to Medicine Mountain by Chiori Santiago
- http://www.loc.gov/teachers/classroommaterials/primarysourcesets/assimilation/
- http://www.english.illinois.edu/maps/poets/a_f/erdrich/boarding/gallery.htm

See Teacher Resources on TAH page for additional links and pdf files

MATERIALS NEEDED

- Classroom meeting area where all students can see as you read-aloud to them and where they can pair-share their thoughts, feelings, wonderings about book or topic
- Smartboard or LCD projector with which to project images primary source photographs of boarding school students
- Easel or chart paper to record student ideas
- Student diaries used in performance task (1 per student)
STAGE 1 – Identify desired results

Competencies/Standards

NCSS Curriculum Standards

I. Culture

Social studies programs should include experiences that provide for the study of culture and cultural diversity, so that the learner can:

a. explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns
b. give examples of how experiences may be interpreted differently by people from diverse cultural perspectives and frames of reference
d. compare ways in which people from different cultures think about and deal with their physical environment and social condition
e. give examples and describe the importance of cultural unity and diversity within and across groups

CCSS.ELA-Literacy.RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text

CCSS.ELA-Literacy.W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences

- CCSS.ELA-Literacy.W.4.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- CCSS.ELA-Literacy.W.4.3b Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- CCSS.ELA-Literacy.W.4.3c Use a variety of transitional words and phrases to manage the sequence of events.
- CCSS.ELA-Literacy.W.4.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.
- CCSS.ELA-Literacy.W.4.3e Provide a conclusion that follows from the narrated experiences or events.

CCSS.ELA-Literacy.W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

CCSS.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience

- CCSS.ELA-Literacy.L.4.5a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context

CCSS.ELA-Literacy.L.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

NAEP Theme 2: The gathering and interactions of peoples, cultures, and ideas

NAEP Writing Purposes: To explain, in order to expand the reader’s understanding

To convey experience (real or imagined), in order to communicate individual and imagined experiences to others
Enduring Understandings ("Students will understand THAT…")

**Overarching Enduring Understandings**

*People of all cultures can have a positive influence on the world and deserve our respect.*

**Topical Enduring Understandings**

*Through the Indian boarding school system, children were pressured, and even forced to abandon their native traditions and identities.*

*The boarding school experience negatively and sometimes positively impacted Native students’ lives.*

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Essential Questions ("How…” “Why…” “To what extent…”)

**Overarching Essential Questions**

*How can we support diversity in our school?*

*Is it difficult to integrate into a culture that is different from your own?*

**Topical Essential Questions**

*Why did the Indian boarding school model fail?*

*To what extent can someone’s cultural identity be taken from them?*

*Were the boarding schools an attempt to erase the Native American culture?*

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Enabling Knowledge and Skills ("What skills and conceptual knowledge must students possess in order to demonstrate understanding – especially on performance tasks?")

**Students will know**

1. Diversity is a positive contribution to their classroom, their school, and their larger community
2. Off-reservation boarding schools were an effort for the government to solve the “Indian problem”.
3. Many Native American children were affected by their experiences at boarding schools.
4. Integrating into a culture whose main population is different from your own can be a difficult experience.

**Students will be able to**

1. Create a fictional diary of a child in a boarding school with supportive evidence from text read in class.
2. Organize the diary in the correct sequence and with the development of the inner voice of main fictional character.
3. Use transitional words and varied word choice in writing.
4. Write a short opinion piece in response to topical question.
5. Write quick-responses to literature.
6. Analyze primary resource photos.
7. Identify a simile in an author’s text and use a simile in their own writing
**STAGE 2 – Determine acceptable evidence**

**Overview of assessment evidence**

Briefly describe the types of assessment activities you will use throughout this unit to ensure students are gaining the enabling conceptual knowledge and skills they need so that ultimately they can demonstrate understanding through the major performance task.

<table>
<thead>
<tr>
<th>TYPE OF EVIDENCE</th>
<th>DESCRIPTION OF THE ASSESSMENT ACTIVITY</th>
<th>WHICH FACET OF UNDERSTANDING IS EMPHASIZED?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary performance task</td>
<td>Students will create a fictional diary from the viewpoint of a Native American child in a boarding school (NAEP Theme 2 - The gathering and interactions of peoples, cultures, and ideas, NAEP Writing Purpose-to convey an imagined experience)</td>
<td>Perspective; Interpretation</td>
</tr>
</tbody>
</table>
| Written prompts/ journals | Similarities and differences between our school and boarding school experience  
Do all students feel accepted and respected by one another despite differences in tradition, language, and culture that may be present? - Write, Pair, Share  
What does civilized look like? - Write, Pair, Share | Self-Knowledge |
| Small projects/skill demonstrations/supporting performances | -short opinion piece of writing about why diversity is important in the classroom and how we can support everyone’s differences in the classroom and beyond  
-quick writes in response to read-alouds  
-Venn Diagram comparing and contrasting author’s experiences in boarding schools | Application  
Empathize  
Explain |
| Student self-assessments | rubric for diary for student use before turning in their performance task  
exit tickets | Self-Knowledge |
### Observing /conferencing

| Observe students during group work | Explain |

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### GRASPS details for the primary performance task

Use the GRASP format to provide more detailed information about the primary performance task through which you will assess students’ growing understanding.

<table>
<thead>
<tr>
<th>GRASPS</th>
<th>Use of GRASPS in this Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal</strong></td>
<td>Your task is to create a fictional diary seen through the eyes of a Native American boy or girl in which you write about your daily life at a boarding school.</td>
</tr>
<tr>
<td><strong>Role</strong></td>
<td>You are a Native American boy or girl living at a Residential Boarding School in the late 1800s.</td>
</tr>
<tr>
<td><strong>Audience</strong></td>
<td>No audience- For yours eyes only! (would not want any teachers to find your diary for fear of consequences)</td>
</tr>
<tr>
<td><strong>Situation</strong></td>
<td>As you left your tribal home, your older brother told you to keep a diary while at school if you become lonely. But he warned you to keep it hidden from Teacher!</td>
</tr>
<tr>
<td><strong>Product</strong></td>
<td>You are to create a 10 entry diary account of your daily life as a Native American boy or girl at an off-reservation boarding school during the late 1800s. Draw upon the texts read in class and the primary source information viewed to give your diary authenticity. Think about what “your” life would be like at a boarding school. What thoughts would you want to write down in a diary? What new, different, or difficult experiences could you share in a diary because you do not have your family there to share it with?</td>
</tr>
<tr>
<td><strong>Standards and Criteria</strong></td>
<td>See rubric in Teacher Resources on TAH page</td>
</tr>
</tbody>
</table>
### STAGE 3 – Design learning activities

Use the WHERETO model to identify the type – but not the sequence – of instructional activities required to promote the desired results. Following the WHERETO model is an optional calendar for actually scheduling the sequence of learning activities. Note that assessment activities (the second “E” and to some extent the “R” in WHERETO) are embedded throughout the unit.

**WHERETO**

<table>
<thead>
<tr>
<th><strong>W</strong></th>
<th>How will you ensure that all students know where they are headed in the unit, why they are headed there, and how they will be evaluated?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>H</strong></td>
<td>How will you hook students at the beginning of the unit?</td>
</tr>
<tr>
<td><strong>E</strong></td>
<td>What events will help students experience and explore the big ideas and questions in the unit? How will you equip them with needed skills and knowledge?</td>
</tr>
<tr>
<td><strong>R</strong></td>
<td>How will you cause students to reflect and rethink? How will you guide them in rehearsing, revising, and refining their work?</td>
</tr>
<tr>
<td><strong>E2</strong></td>
<td>How will you help students to exhibit and self-evaluate their growing skills, knowledge, and understanding throughout the unit?</td>
</tr>
<tr>
<td><strong>T</strong></td>
<td>How will you tailor instruction to meet student need in readiness, learning style, and interest while remaining true to the desired result?</td>
</tr>
<tr>
<td><strong>O</strong></td>
<td>How will you organize learning experiences to maximize engagement and understanding and minimize misconceptions?</td>
</tr>
</tbody>
</table>

| **“W” Ideas** | Introduce the essential questions and discuss their thinking as it stands at the beginning of the unit. Discuss culminating performance task. |
| **“H” Ideas** | Begin by showing a photograph of your class to your class. What differences/similarities do they see? |
| **“E1” Ideas** | Exploring quality children’s literature on the topic of Native American Boarding Schools  
Examining and analyzing students’ of their time at a boarding school  
Create a fictional diary account of a child at a boarding school |
| **“R” Ideas** | Write, pair, shares  
Anecdotal notes in group discussion |
| **“E2” Ideas** | Exit-tickets  
Rubric for performance task |
| **“T” Ideas** | Most text is accessible as it is read aloud to the students. Other text will be done with partner support. The performance task is open for an addition of artwork with the diary entries (ledger art would be particularly interesting). Poetry form could take the place of diary entries |
| **“O” Ideas** | Continuously refer to essential questions and new understandings throughout unit as their understanding deepens  
Students reflect on the ways in which they can support diversity in their school |
## Sequence of unit learning and assessment activities

### Calendar

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduce the essential questions and discuss their thinking as it stands at the beginning of the unit. Discuss culminating performance task. Use Hook as mentioned above Learn about what diversity mean. Work in small group to brainstorm differences in a small group. Journal response to How is my classroom better because everyone is not the same?</td>
<td>Early Dismissal</td>
<td>Cheyenne Again Day 2 with student written response</td>
<td>Cheyenne Again Day 2 with student written responses</td>
<td>What does it mean to be civilized? How are civilized persons different from uncivilized persons? Who decides who is civilized and who is not? Discuss what primary source photo is. Give a few examples using before and after photo from Indian Boarding school website a discuss perspective of what “civilized” means. Exit Ticket for the Week</td>
</tr>
<tr>
<td>Take students to the computer lab to view the primary resources on the Library of Congress Assimilation through Education website. Students will be analyzing this resources for new information learned about life at boarding schools</td>
<td>Early dismissal</td>
<td>Read Home to Medicine Mountain and complete activities</td>
<td>The Home to Medicine Mountain Day 2 with student written response</td>
<td>Take students back to the computer lab to view the website Indian Boarding School. Ask students to choose a before and after photograph to compare and contrast. Exit Ticket for the Week</td>
</tr>
<tr>
<td>“Do all students feel accepted and respected by one another despite differences in tradition, language, and culture that may be present?” Class discussion with charted responses. Students write opinions with support.</td>
<td>Early dismissal</td>
<td>Read The Ledger book of Thomas Blue Eagle and complete activities</td>
<td>The Ledger book of Thomas Blue Eagle Day 2 with student written response</td>
<td>Watch YouTube video on Teacher Resources page</td>
</tr>
<tr>
<td>Students work on fictional diaries for the week. Have access to all the week’s texts as source materials for their writing.</td>
<td>Early dismissal</td>
<td>Students work on fictional diaries for the week. Have access to all the week’s texts as source materials for their writing.</td>
<td>Students work on fictional diaries for the week. Have access to all the week’s texts as source materials for their writing. Students should be using the rubric to check over their diaries.</td>
<td>Students should be completing their diaries with their self-assessment rubrics.</td>
</tr>
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</table>
Lesson # 1
Title: Introduction
Duration: 1-2 days

Learning Goals Based on Standards:
Social studies programs should include experiences that provide for the study of culture and cultural diversity, so that the learner can:
a. explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns
b. give examples of how experiences may be interpreted differently by people from diverse cultural perspectives and frames of reference
d. compare ways in which people from different cultures think about and deal with their physical environment and social condition
e. give examples and describe the importance of cultural unity and diversity within and across groups

Essential Questions:
How can we support diversity in our school?
Is it difficult to integrate into a culture that is different from your own?

Students will Know:
1. what topic will be covered in unit
2. the essential questions for the unit
3. expectations for performance task

Students will Understand:
1. what diversity means
2. diversity in the classroom

Students will Do:
1. individual written response
2. small group written work

Assessment: How will students demonstrate the desired understandings? (Performance tasks, quizzes, tests, journals, homework, observations, etc.) How will understanding be judged?
1. journal
2. observation as students work in groups
3. group exploration sheet (readwritethink.org)

Instructional Activities/Sequence:
Begin by showing a photograph of your class to your class. What differences/similarities do they see? Further the topic of diversity by drawing students' attentions to more differences and similarities. You can present four or five criteria statements for the class to consider and ask students to stand up in groups. Some examples of criteria statements are:
- All the boys stand up
- Everyone wearing pink stand up
- If you speak a second language
- Stand up if you have ever lived in a different state

Why is it important to share these differences? What can they help us understand about each other?

Write the word diversity on the board and ask students if they know what it means. Jot down their responses working toward the following definition: Being different from each other.

Create a classroom T-chart of the similarities and differences that the students have with one another.

Place students into small groups and pass out the Group Exploration Sheet. Explain that they will talk about how they and their classmates are different than each other and other people in the world. Each group should use the Exploration Sheet to make lists of differences that are not already included on the classroom T-chart. Each student should take turns writing ideas on the list; every student in the group should write down at least one idea. Tell students that they all need to make sure that their group members are sharing positive ideas that will not hurt anyone's feelings.

Bring students back together for a class discussion. Ask them what kinds of differences they discovered in
their groups. What was the most surprising difference to them? What did they learn from their group discussion?

Tell students that in this unit they are going to learning about a time period during which the government forced many Native American children to attend schools away from their parents and away from the life that they knew. Students had to give up how they spoke, how they dressed, what they believed, in order to fit in with European standards. These schools did not celebrate these students’ diversity. Introduce essential questions for unit.

Ask students to respond to the following questions

How is my classroom better because everyone is not the same?

Share with table partners, then share whole groups.

(partially adapted from Readworks.org)

**Resources:**

Group Exploration Sheet
Lesson # 2  
**Title:** Cheyenne Again  
**Duration:** 2 days

### Learning Goals Based on Standards:

**NCSS Curriculum Standards**

II. Culture  
Social studies programs should include experiences that provide for the study of culture and cultural diversity, so that the learner can:

c. explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns  
d. give examples of how experiences may be interpreted differently by people from diverse cultural perspectives and frames of reference  
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**CCSS.ELA-Literacy.RI.4.3** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text  
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**CCSS.ELA-Literacy.W.4.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences

### Essential Questions:

*How can we support diversity in our school?*

*Is it difficult to integrate into a culture that is different from your own?*  
*(Topical Questions)*

*Why did the Indian boarding school model fail?*

*To what extent can someone’s cultural identity be taken from them?*

*Were the boarding schools an attempt to erase the Native American culture?*

### Students will Know:

1. the government used boarding schools to try and assimilate Native Americans into American culture  
2. what circumstances were like at some Indian boarding schools (as described in book)  
3. how writers make creative choices about how to end their text that reader may disagree with

### Students will Understand:

1. students who attended boarding schools were affected by their time in many ways  
2. characters have both an outside appearance and an inner voice

### Students will Do:

1. journal response  
2. story writing  
3. open-minded portrait

### Assessment: How will students demonstrate the desired understandings?  
*(Performance tasks, quizzes, tests, journals, homework, observations, etc.)*  
**How will understanding be judged?**

1. student journal responses  
2. written responses to text  
3. open-minded portraits  
4. observation of discussion
Instructional Activities/Sequence:

- Ask students to respond in their journals to the following:
  Do all students feel accepted and respected by one another despite differences in tradition, language, and culture that may be present? Pair and Share their responses.
- Explain that you are going to read them a book about a Native American boy named Young Bull who is forced to go to a school where his differences are not accepted or respected. Write the word assimilate on the board and explain the meaning of forced assimilation.
- Show students the cover of *Cheyenne Again* by Eve Bunting and ask them what they think the title means.
- Read the book aloud to students, stopping to share your thinking aloud and ask for students thinking. Some questions may include, but are not limited to:
  - Why did Young Bull’s father agree to send him to the school?
  - How does the sleeping room compare to how he sleeps at home?
  - What does it mean when on page 13, “You have lost nothing of value”?
  - Why does the sign say “Speak English”? Is it like that at our school?
  - What does it mean on page 27, “Don’t let us take your memories”?  
  - What do you think about the ending? What is happening?
  - Discuss with students to what extent Young Bull’s identity was taken from him. In what ways? Do students who move to America now have to lose part of their cultural identity like Young Bull did?
- Explain to students that some in the Native American culture do not like the ending of this book because it has an imaginary ending to a serious topic. What would have been a better ending?
- Ask students Why they think the boarding school
- Ask students to rewrite a more realistic ending to Young Bull’s story. It does not have to be a happy ending, though it can be. It just has to be more realistic than the one given by Eve Bunting.

Day 2

- Explain to students that open minded portrait allows us to think more deeply about a character and they let us reflect on story events from the character’s viewpoint.
- Tell students that open minded portraits have two parts, the face of the character is drawn on the first page, and the mind of the character is explored throughout several pages that are placed behind the first page.
- After the class has brainstormed different ideas, explain the different steps involved when doing an open minded portrait.
- But first, ask students to write their ideas on paper and look them over to make sure that they are on the right track.
- Make a portrait of the character. Students draw and color a large portrait of the head and neck of a character in a book they are reading.
- Assemble the open-minded portrait. Students cut out the character’s portrait and trace around the characters head on several more sheets of paper. Students include several “mind” pages to show what the character is thinking at important points in the story. Next, they cut out the “mind” pages and place them in order. The portrait goes on top, and the “mind” pages go behind it. They then attach the portrait and the “mind” pages with a staple to a sheet of heavy construction paper; it is important to place the staple at the top of the portrait so that there will be space to write and draw on the “mind” pages.
- Students will have a portrait page and on the backside a “mind” page
- To differentiate, students could add additional “mind” pages or create on Powerpoint a digital open-minded portrait with the first slide as the portrait and the additional slides as the “mind” slides.
Resources:
Cheyenne Again by Eve Bunting
Face template
Lesson # 3  
**Title: Primary Resources**  
**Duration: 2 days**

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<th>Learning Goals Based on Standards:</th>
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<td>Is it difficult to integrate into a culture that is different from your own?</td>
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<td>(Topical Questions)</td>
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<th>Students will Know:</th>
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<tr>
<td>1. what a primary source is</td>
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<tr>
<td>2. the government used boarding schools to try and assimilate Native Americans into American culture</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Students will Understand:</th>
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<tbody>
<tr>
<td>1. value of primary source information in our understanding of history</td>
</tr>
<tr>
<td>2. determining who is and who is not civilized depends on your point of view</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students will Do:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. analyze primary source text and photo on website</td>
</tr>
</tbody>
</table>

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<tr>
<th>Assessment: How will students demonstrate the desired understandings? (Performance tasks, quizzes, tests, journals, homework, observations, etc.)</th>
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<tbody>
<tr>
<td><strong>How will understanding be judged?</strong></td>
</tr>
<tr>
<td>1. Observe, Reflect, and Question 3 column sheet</td>
</tr>
<tr>
<td>2. observation of discussion</td>
</tr>
</tbody>
</table>

<table>
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<th>Instructional Activities/Sequence:</th>
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<tr>
<td>• Ask students to respond in their journals to the following:</td>
</tr>
<tr>
<td>What does it mean to be civilized? How are civilized persons different from uncivilized persons? Who decides who is civilized and who is not?</td>
</tr>
<tr>
<td>• Pair/Share student responses</td>
</tr>
<tr>
<td>• Show &quot;before and after&quot; photo of Tom Torino. Tom was a Navajo youth who entered Carlisle Boarding School. Explain that this is a primary source as it is a piece of information that was created by someone who witnessed history first hand or was part of the historical event that is being described. Compare this with a secondary source which is written from or taken from someone who was not part of the historical event.</td>
</tr>
<tr>
<td>• Ask the students if you think Tom is more civilized in the &quot;after&quot; photo. Why or why not? Discuss</td>
</tr>
<tr>
<td>• Share with students the website <a href="http://www.loc.gov/teachers/classroommaterials/primarysourcesets/assimilation/">http://www.loc.gov/teachers/classroommaterials/primarysourcesets/assimilation/</a> (a collection of primary resources on the topic of Indian boarding schools)</td>
</tr>
<tr>
<td>• Ask students to read a portion of Report of Forest Grove School, 1882. As some language may be</td>
</tr>
</tbody>
</table>
difficult, this may need to be a whole group activity. Explain to students why particular language used may be offensive to us, but common practice at the time. *
*There are many texts available on the above given website. Please preview before sharing with students.

- Examine a photograph from the primary source website as well. Ask students to list in their journals what they notice in the photo entitled, Sheldon Jackson Institute, Sitka, Alaska, 1887.

**Day 2**

- Share with students the Observe, Reflect, Question sheet in looking at Primary Sources. Explain that students will first record their observations, then their reflections, then questions.
- Take students to computer lab and allow them time to explore the resources on the website [http://www.loc.gov/teachers/classroommaterials/primarysourcesets/assimilation/](http://www.loc.gov/teachers/classroommaterials/primarysourcesets/assimilation/)
- Students may freely explore each document and photograph on assimilation page, but need to narrow their focus on one photo or document for further analysis.
- Students analyze a chosen primary source using Observe, Reflect, and Question 3 column paper
- Ask students to complete an Exit Ticket on what they have learned at the completion of the week and what they still do not understand or on what they have questions.

**Resources:**
Internet access
Smartboard or LCD projector
3 column sheet with Observe, Reflect, Question as headers
Lesson # 4  
**Title:** Home to Medicine Mountain  
**Duration:** 2 days

<table>
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<tbody>
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<tr>
<td>III. Culture</td>
</tr>
<tr>
<td>Social studies programs should include experiences that provide for the study of culture and cultural diversity, so that the learner can:</td>
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<td>e. explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns</td>
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<td>f. give examples of how experiences may be interpreted differently by people from diverse cultural perspectives and frames of reference</td>
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<td>d. compare ways in which people from different cultures think about and deal with their physical environment and social condition</td>
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<td>How can we support diversity in our school?</td>
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<td>Why did the Indian boarding school model fail?</td>
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<td>1. the government used boarding schools to try and assimilate Native Americans into American culture</td>
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<td>2. what circumstances were like at some Indian boarding schools (as described in book)</td>
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<th>Students will Understand:</th>
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<tr>
<td>1. students who attended boarding schools were affected by their time in many ways</td>
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<tr>
<td>2. writers use similes to more vividly express their ideas</td>
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<th>Students will Do:</th>
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<td>1. letter home from story character with at least one simile</td>
</tr>
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<td>2. open-minded portrait</td>
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<td>1. observation of discussion</td>
</tr>
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<td>2. friendly letter writing</td>
</tr>
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<td>3. open-minded portrait</td>
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**Instructional Activities/Sequence:**

**Day 1**

- Show students cover and title of Home to Medicine Mountain and ask for predictions about what book is about.
- Display map shown on inside cover of book that show characters journey from home to boarding school. (though there is not a scale on that map, you could use another source to find distance)
- Read author’s letter to students and ask for their reactions.
- Tell students that the author’s uses beautiful language to describe a difficult time for the two main character and in particular uses many similes. Give examples of similes (hot as a the sun or flat like a pancake)
- Ask you are reading, record on a chart each of the similes the author uses in the text
- Read the book aloud to students, stopping to share your thinking aloud and ask for students thinking. Some questions may include, but are not limited to:
  - Why were the students arriving at the train station barefoot?
  - What senses does the author use to describe Benny’s adjustment to his new environment?
  - What kinds of things are the students learning about their class? Would these things be important to them?
  - Why is sleeping difficult for Benny Lin?
  - How are the illustrations different on pages when Benny Lin is dreaming of home versus the ones at school?
  - Each year, the boys will travel back to the board, though now they know their way back home. So is this a happy ending?
- Look at list of similes. Ask students how adding these improved writing.
- Ask students to write a letter home taking on the persona of Benny Lin or Stanley while they are at school. They should write about things that were mentioned in the book, as well as adding in any relevant details that fit the time period. At least 1 simile needs to be included in their writing.

**Day 2**

- Give students additional time to finish letter writing activity from previous day.
- As students finish, they may begin the second task, which is to complete another open-minded portrait on either of the two characters of Stanley of Benny Lin.
- Make a portrait of the character. Students draw and color a large portrait of the head and neck of a character in a book they are reading.
- Assemble the open-minded portrait. Students cut out the character’s portrait and trace around the characters head on several more sheets of paper. Students include several “mind” pages to show what the character is thinking at important points in the story. Next, they cut out the “mind” pages and place them in order. The portrait goes on top, and the “mind” pages go behind it. They then attach the portrait and the “mind” pages with a staple to a sheet of heavy construction paper; it is important to place the staple at the top of the portrait so that there will be space to write and draw on the “mind” pages.
- Students will have a portrait page and on the backside a “mind” page

**Resources:**

*Home to Medicine Mountain*

*face template*
Lesson # 5  
**Title:** Indian Boarding School Photo Gallery  
**Duration:** 1 day

### Learning Goals Based on Standards:
- **CCSS.ELA_Literacy.L.4.W.8** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- **CCSS.ELA-Literacy.RI.4.3** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

### Essential Questions:
- How can we support diversity in our school?
- Is it difficult to integrate into a culture that is different from your own?  
*(Topical Questions)*
- Why did the Indian boarding school model fail?
- To what extent can someone’s cultural identity be taken from them?
- Were the boarding schools an attempt to erase the Native American culture?

### Students will Know:
1. what a primary source is  
2. the government used boarding schools to try and assimilate Native Americans into American culture

### Students will Understand:
1. what circumstances were like at some Indian boarding schools as shown in photos  
2. before and after photographs were used to show successful assimilation strategy  
3. all aspects of school not shown in photographs

### Students will Do:
1. Analyze photos on Indian Boarding

### Assessment:
**How will students demonstrate the desired understandings? (Performance tasks, quizzes, tests, journals, homework, observations, etc.)**
- compare and contrast graphic organizer
- observation of discussion
- Exit Ticket

### Instructional Activities/Sequence:
*(Best if whole lesson done in computer lab to save time, but not necessary)*
- Ask students what a primary source is (they should remember from previous lesson)
- Tell students that there are many primary source photographs from Indian boarding schools. Have them share with their share partners why schools would have wanted to share photos of students with the public. Share out some student responses.
- Explain that government wanted to publicize it what it thought of as success in erasing the Native American students’ culture by using before and after photos
- Direct students to website. Students may explore photos, but need to narrow their focus to one before and after photo and compare and contrast the two photographs in a graphic organizer.
- Ask the students if they felt like the students culture was “erased” from them in the after photos.
- Exit Ticket for the week.

### Resources:
- [http://www.english.illinois.edu/maps/poets/a_f/erdrich/boarding/gallery.htm](http://www.english.illinois.edu/maps/poets/a_f/erdrich/boarding/gallery.htm)
- compare and contrast graphic organizer
Lesson # 6  
Title: Opinion Writing on Supporting Diversity  
Duration: 1 day

Learning Goals Based on Standards:
NCSS Curriculum Standards
   IV. Culture
Social studies programs should include experiences that provide for the study of culture and cultural diversity, so that the learner can:
   g. explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns
   h. give examples of how experiences may be interpreted differently by people from diverse cultural perspectives and frames of reference
   d. compare ways in which people from different cultures think about and deal with their physical environment and social condition
   e. give examples and describe the importance of cultural unity and diversity within and across groups

CCSS.ELA-Literacy.RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text

CCSS.ELA-Literacy.W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

Essential Questions:
How can we support diversity in our school?
Is it difficult to integrate into a culture that is different from your own?
(Topical Questions)
Why did the Indian boarding school model fail?
To what extent can someone’s cultural identity be taken from them?
Were the boarding schools an attempt to erase the Native American culture?

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<th>Students will Do:</th>
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<td>1. Writer must provide support for stated opinion.</td>
<td>1. All students should feel accepted and respected despite differences.</td>
<td>1. Short opinion piece of writing</td>
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Assessment: How will students demonstrate the desired understandings? (Performance tasks, quizzes, tests, journals, homework, observations, etc.) How will understanding be judged?
1. Observation
2. Opinion writing
Instructional Activities/Sequence:

- Ask students to reflect upon all they have learned about the experience the students attended boarding school. If government officials had handled things differently could things have worked at the schools? Pair/Share.
- Ask the students how the boarding schools could have been accepting of Native American student’s cultural diversity? Pair/Share
- Now compare this to our own school. Do all students feel accepted and respected by one another despite differences in tradition, language, and culture that may be present? In what ways? Chart student responses.
- How can we support diversity in our school? Brainstorm a list
- Ask students to write a short opinion piece about whether you think all students in our school accepted and respected despite differences in culture? Ask students to include in their writing support for their opinion, as well as ways diversity could be improved.

Resources:

1. chart paper
Lesson # 6  
**Title:** The Ledger book of Thomas Blue Eagle  
**Duration:** 2 days

**NCSS Curriculum Standards**  
I. **Culture**  
Social studies programs should include experiences that provide for the study of culture and cultural diversity, so that the learner can:  
  a. explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns  
  b. give examples of how experiences may be interpreted differently by people from diverse cultural perspectives and frames of reference  
  d. compare ways in which people from different cultures think about and deal with their physical environment and social condition  
  e. give examples and describe the importance of cultural unity and diversity within and across groups

**CCSS.ELA-Literacy.RI.4.3** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text  
**CCSS.ELA-Literacy.W.4.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences

**Essential Questions:**  
How can we support diversity in our school?  
Is it difficult to integrate into a culture that is different from your own?  
(Topical Questions)  
Why did the Indian boarding school model fail?  
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<td>1. the government used boarding schools to try and assimilate Native Americans into American culture</td>
<td>1. students who attended boarding schools were affected by their time in many ways</td>
<td>1. create ledger art</td>
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<tr>
<td>2. what circumstances were like at some Indian boarding schools (as described in book)</td>
<td></td>
<td>2. write narrative to accompany artwork</td>
</tr>
<tr>
<td>3. ledger art was a way that Native peoples accommodated their traditional ways of life with changing times</td>
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Assessment: How will students demonstrate the desired understandings? (Performance tasks, quizzes, tests, journals, homework, observations, etc.) How will understanding be judged?

1. Narrative writing
2. Observation

Instructional Activities/Sequence:

Day 1
- Show students examples of ledger art from website. Ask students to describe in writing what they see. Share responses
- Give historical background of ledger art (see resources)
- Show students cover The Ledger book of Thomas Blue Eagle. Ask for students’ opinions and reactions to front cover.
- Read aloud The Ledger book of Thomas Blue Eagle. Remind students that this is a fictionalized account. Ask students questions during reading including, but not limited to:
  - Why is it his greatest coup to touch his enemy, but not to hit him with his arrows?
  - What does the author mean on page 8 when he says, “taking our way of like with them”?
  - What does “great power in a circle” on page 10 mean?
  - Did Thomas’ vision really happen?
  - How does Thomas’ experience at boarding school compare to other texts we’ve read?
  - What traditions did the Native Americans lose as a result of the settlers?
  - What does the last line on page 64 mean?
- Remind students no Thomas Blue Eagle existed and that Carlisle students may have done ledger art, but not in cursive style writing and not across lined paper
- As a class, brainstorm a list of ideas that students can use to design personal ledger book art based on their own lives and experiences.

Day 2
- Show students the YouTube video clip on Ledger book art.
- Explain that their ledger art must depict their own lives and experiences, or like Thomas, a vision or dream.
- Give students needed materials with which to create their pieces. Students could draw on notebook paper, old phonebook sheets, old sheet music, etc.
- Ask students to create an accompanying piece of writing which will tell the story illustrated by ledger art.
- Give students time to work and give access to ledger art to look at for ideas

Resources:
The Ledger book of Thomas Blue Eagle
https://plainsledgerart.org/
http://youtu.be/615RovAtrys
Lesson # 7
Title: Historical Fiction Diary
Duration: 4-5 days

Learning Goals Based on Standards:
NCSS Curriculum Standards
I. Culture
Social studies programs should include experiences that provide for the study of culture and cultural diversity, so that
the learner can:
a. explore and describe similarities and differences in the ways groups, societies, and cultures address similar
human needs and concerns
b. give examples of how experiences may be interpreted differently by people from diverse cultural perspectives
and frames of reference
d. compare ways in which people from different cultures think about and deal with their physical environment and
social condition
e. give examples and describe the importance of cultural unity and diversity within and across groups

CCSS.ELA-Literacy.RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text
CCSS.ELA-Literacy.W.4.3 Write narratives to develop real or imagined experiences or events using effective
technique, descriptive details, and clear event sequences
CCSS.ELA-Literacy.W.4.3a Orient the reader by establishing a situation and introducing a narrator and/or
characters; organize an event sequence that unfolds naturally.
CCSS.ELA-Literacy.W.4.3b Use dialogue and description to develop experiences and events or show the responses
of characters to situations.
CCSS.ELA-Literacy.W.4.3c Use a variety of transitional words and phrases to manage the sequence of events.
CCSS.ELA-Literacy.W.4.3d Use concrete words and phrases and sensory details to convey experiences and events
precisely.
CCSS.ELA-Literacy.W.4.3e Provide a conclusion that follows from the narrated experiences or events.

Essential Questions:
How can we support diversity in our school?
Is it difficult to integrate into a culture that is different from your own?
(Topical Questions)
Why did the Indian boarding school model fail?
To what extent can someone’s cultural identity be taken from them?
Were the boarding schools an attempt to erase the Native American culture?

Students will Know:
1. what a historical fiction diary is

Students will Understand:
1. performance expectations

Students will Do:
1. performance task

Assessment: How will students demonstrate the desired understandings? (Performance tasks, quizzes, tests, journals, homework, observations, etc.)
   How will understanding be judged?
1. historical fiction diary
**Instructional Activities/Sequence**

- Tell students you are going share two video clips with them to help prepare them for their last activity of the unit.
- Show students the 2 clips from TAH page. (watch beforehand to know what will be shown)
- Either stop during to discuss content or after. Ask students to write in their journals their immediate reactions to the video.
- Share reactions.
- Share performance task with students.
- Ask for any questions for clear up any misunderstanding.
- Brainstorm a list with students of resources that have been shared during the unit that could be used in the creation of their fictional accounts. Also share with them any additional resources you may have (see TAH page)
- Give students time to gather resources first and plan
- Give students resources, time, and support to complete performance task.
- Provide students with scoring rubric to self-assess.
- Allow partners to peer review/edit work before being turned into teacher.

**Resources:**

- materials for diary
- YouTube video on TAH page
- all picture books read during unit
- *School Days of an Indian Girl*
- *Indian Boy’s Story*
- *1908 Curriculum*