

## Cover Letter: Description of Teaching Unit

When I first read the assignment sheet for the final project, I knew that I wanted to do a teaching unit since I am a special needs major. Yet, throughout this semester we have focused on many elements of Indian history and because of this, I didn't know where to start for my teaching unit. To find a topic for my teaching unit, I turned to my little sister. My little sister Hannah is a seventh grader. I asked her what she remembers from her schooling about Indians. The only thing that she remembered was that of the first Thanksgiving. Yet, through this semester we have learned that what students are taught about the first Thanksgiving is far from reality. Instead of being a peaceful experience, the contact between the Indians and the Pilgrims was met with tension and conflicts. I then asked my sister if she has ever heard about Indian Boarding Schools. When I said this to her she responded with a perplex look on her face and said "No what are they". From my sisters response I knew then that I had found the topic for my Final project.

While preparing my teaching unit, I was able to further my understanding and knowledge of Indian Boarding Schools. I was fascinated in how Carlisle was created. We have discussed that Richard Henry Pratt was the founder of Carlisle; however we never addressed how he went about creating Carlisle. Through my research I also was able to further my understanding of forced assimilation. Throughout the semester we have discussed that the whites wanted to change the savages or Indians into civilized beings. Chapter 1 in *Education for Extinction* broke down this battle in great detail and painted the course of action that led up to the creation of Boarding Schools. Through my research I was able to further my education and knowledge about Indian Boarding Schools. This teaching unit ultimately not only is meant to educate students, but it also educated me throughout its creation.

Through my research and my interaction with my sister, I was able to prepare a teaching unit about Indian Boarding schools. In this unit, students will study and learn about Indian Boarding Schools for the purpose of learning about what led to the creation of Boarding Schools, what the life at Boarding Schools was like, and how this impacted the Indian students. The students will use the knowledge that they have learned from the classes and their reading packets to create a poster about an influential figure involved with Boarding Schools and Carlisle in particular.

## Literary Review

Landis, Barbara. Carlisle Indian Industrial School History. N.p., 1996. Web. 6 Nov. 2013. Path: <http://home.epix.net/~landis/histry.html>.

- This source will be useful when I discuss with the students how the Carlisle Indian School was created. Not only does the site address how the school came about, but the website also addresses the structure of the school days and what the students would do. I plan to use this source on Wednesday during my teaching unit because on this day I plan to talk about Carlisle for it is the closest Indian Boarding school to us.

Reyhner, Jon, and Jeanne Eder. American Indian Education. Oklahoma: University of Oklahoma Press, 2004. 132-67. Print.

- This source will be useful when I discuss in general about boarding schools as well as when I talk specifically about Carlisle. What was presented in this book about Carlisle directly paralleled what was written about Carlisle on the Carlisle webpage. This allowed me to cross reference my information. Also there were paragraphs in this book that will support the activities that I am going to do with the students to put them in the shoes of Indians at Carlisle.

Adams, David W. *Education for Extinction*. Lawrence: University Press of Kansas, 1995. 5-135. Print

- In this book I focused on two chapters. Chapter one, "Reform" supplied me with information about why the European's wanted to make the Indians Civilized. This information I will use to describe forced assimilation. I will present this information before I talk about boarding schools because the actions presented in chapter one proceed and led to the creation of boarding schools. Chapter four, "Institution" supplied me with a great deal of information about Boarding Schools in general. I plan to use the information from this chapter on the day I talk about Boarding Schools. This chapter broke down each aspect of Boarding Schools which gave me a clear image as to what these schools were like.

## Material Review

<http://www.youtube.com/watch?v=yfRHqWCz3Zw>

- I plan to show this video on the day that I talk about the Carlisle Indian School. This brings about a physical image of what the Indians went through. Instead of just reading about the name picking, the hair cutting and the stripping of Indian goods, this video will present this in a visual way to the students. I plan to show the students the video from the beginning till 6.25 minutes. The only part of the video that is not accurate is that the video shows that the Indian children slept on bunk beds. I will address this point when this comes up on the video.

<http://www.youtube.com/watch?v=qDshQTBh5d4>

- I plan to show this video on the day that I talk about Boarding Schools in general. This video I found to be rather moving. It is a short interview with an Indian man who talks about his time at two different boarding schools. Throughout the interview tears are streaming down the man's face which illustrates the pain that he experienced at the boarding schools. I hope that after listening to this interview, the students will realize the effect that the boarding schools had on the Indians.

"Luther Standing Bear Ota K'Te (Plenty Kill)." *Akta Lakota Museum & Cultural Center*. Lakota Museum & Cultural Center & St. Joseph's Indian School . Web. 9 Nov 2013. <[http://aktalakota.stjo.org/site/News2?page=NewsArticle&id=8883&news\\_iv\\_ctrl=0](http://aktalakota.stjo.org/site/News2?page=NewsArticle&id=8883&news_iv_ctrl=0)>.

- This will be useful for the final project. This website provided a detailed description about Luther Standing Bear that was something that a fourth grade student would be able to comprehend. This piece will go in the reading packet about Luther Standing Bear for the Final Project.

Anderson, Allen. "PRATT, RICHARD HENRY." *Texas State Historical Association*. . Texas State Historical Association.. Web. 9 Nov 2013. <<http://www.tshaonline.org/handbook/online/articles/fpr33>>.

- This will be useful for the final project. This website provided a detailed description about Richard Henry Pratt that was something that a fourth grade student would be able to comprehend. This piece will go in the reading packet about Richard Henry Pratt for the Final Project.

"Zitkala-Sa Red Bird." *Akta Lakota Museum & Cultural Center*. Lakota Museum & Cultural Center & St. Joseph's Indian School. Web. 9 Nov 2013. <[http://aktalakota.stjo.org/site/News2?page=NewsArticle&id=8882&news\\_iv\\_ctrl=0](http://aktalakota.stjo.org/site/News2?page=NewsArticle&id=8882&news_iv_ctrl=0)>.

- This will be useful for the final project. This website provided a detailed description about Zitkala Sa that was something that a fourth grade student would be able to comprehend. This piece will go in the reading packet about Zitkala Sa for the Final Project.

Standing Bear, Luther. *My People the Sioux*. Boston & New York: Houghton Mifflin Company, 1928. Print.

- This primary source by Luther Standing Bear will be useful for the students final project as well as a form of support for what boarding schools were like.

Zitkala-Sa (Gertrude Bonnin). "The School Days of an Indian Girl." The Online Archive of Nineteenth-Century U.S. Women's Writings. Ed. Glynis Carr. Online. Internet. Posted: Winter 1999. <http://www.facstaff.bucknell.edu/gcarr/19cUSWW/ZS/SDIG.html>.

- This primary source by Zitkala Sa will be useful for the students final project as well as a form of support for what boarding schools were like.

## Institutional and Curricular Context

**Established Goal:**

**Social Studies Standard 4, Benchmark 8.6:** Investigate, interpret, and analyze American Indian historical viewpoints concerning major events.

**Social Studies Standard 5, Benchmark 5.6**

Explain the early relationship of the English settlers to the indigenous peoples, or Indians, in North America, including the differing views on ownership or use of land and the conflicts between them.

**Understanding:**

- Establish an understanding of Forced Assimilation and how it led to the creation of Indian Boarding Schools
- Establish an Understanding of the Carlisle Indian Boarding School
- Establish an understanding of Indian boarding schools
- Establish an Understanding on the structure of Indian Boarding Schools

**Essential Questions:**

- Why did the U.S. Government establish Indian boarding schools in the United States?
- Who ran and funded the Carlisle Indian Boarding School?
- How did the boarding schools impact the lives and cultures of Indian families?
- What was life like at Carlisle?

**Students will be able to:**

- Discuss the stages of the development of Indian boarding schools in the United States and specifically the Carlisle Boarding School
- Recognize key people and organizations.
- Express their findings about key figures through posters

**Students will know:**

- Indian boarding schools were established in the United States
- The cause of boarding schools
- What the life at Carlisle was like

## Unit Overview

In this unit, students will study and learn about Indian Boarding Schools for the purpose of learning about what led to the creation of Boarding Schools, what the life at Boarding Schools was like, and how this impacted the Indian students. The students will use the knowledge that they have learned from the classes and their reading packets to create a poster about an influential figure involved with Boarding Schools and Carlisle in particular. To successfully meet the objectives of this unit, students should have the ability to read and listen to stories and lectures and take notes to document important information. In addition, students should be somewhat familiar with certain language arts skills, such as participating in class discussions, expressing themselves orally and in writing, and comparing images with one another.

Lessons in this unit include a wide range of activities that will provide the students with opportunities for learning about what led to Indian Boarding Schools, what life was like at Boarding Schools, how the experiences at Boarding Schools impacted the Indians and who key figures were within the Indian Boarding Schools. The teacher will present information on the first three days of the unit and a class discussion will follow. Also on the first three days, videos and or activities will be used to support the topic that was being presented. On other days, the students will engage in activities that are meant to put them in the shoes of Indian students. The students will also read in groups about key figures and prepare a final poster on their figures individually. Throughout this unit there also will be sample worksheets where students will be required to fill in important terms while listening to the lectures given by the teacher, as well as activities that are meant to put the students in the shoes of the Indians and reflect on what their experiences were like. All of the activities and notes that the students due can be used at the end of the unit when they create a poster on their specific individual.

All of these activities are intended to improve the student's knowledge and understand on Indian Boarding Schools. The sequence of lessons are organized so that by the time students start to create their final poster, the students have background knowledge regarding boarding schools and have discussed slightly the key figures for their project. In this way, the entire unit is tied together in a cohesive whole, all built around Indian Boarding Schools.

## Weekly schedule with descriptions of the focus and approaches used

This teaching unit will take place over a week and a half long period and during the student's social studies period. The social studies class period is 45 minutes in length.

### Pre-Unit Activity:

The Friday before this teaching unit ask the students to write down what they know about Boarding Schools.

Once the students have written their responses tell the student to hand in their responses. Tell them that we will discuss their responses next week.

<b>Monday</b>
What is forced Assimilation?
<p>The focus on Monday is to bring about awareness as to why boarding schools for Indians were first created. Through forced assimilation the Europeans thought that they could control and educate the Indians and change them from savages to civilized individuals. By the end of Monday the goal is that the students will have a clear understanding as to what forced assimilation is and how it led to the creation of Indian Boarding Schools.</p> <p>The approaches that are going to be used are a power point that explains what forced assimilation was as well as a note taking sheet for the students to fill out while listening to the presentation. After the power point and the note taking sheet, the students will do a word search in order to help them remember important words from the power point.</p>
<b>Tuesday</b>
Indian Boarding School
<p>The focus on Tuesday is to bring about awareness to the structure of Indian Boarding Schools. Boarding schools were created because the Europeans wanted the Indians to be civilized. On Tuesday the students will look at the structure of these schools and examine what life was like at Boarding Schools. By the end of Tuesday, the goal is that the students will have a clear understanding of the structure of Indian Boarding Schools.</p> <p>The approaches that are going to be used are a power point that talks about boarding schools in general as well as a note taking sheet for the students to fill out while listening to the presentation. This lesson will be wrapped up with a short video interview with a man who talks about his time at two different boarding school</p>

**Wednesday**

**Carlisle Indian Boarding School**

The focus on Wednesday is to address the Carlisle Boarding School. On this day the students will learn about who created the school, how the school was created, how students were recruited for Carlisle, and what the school life was like. By the end of Wednesday, the goal is that the students will know what life was like at the boarding school closes to them.

The approaches that are going to be used is a power point that talks about the Carlisle Boarding School, a note taking sheet that the students will fill out while listening to the power point presentation, and a short video clip that allows the students to physically see what this experience was like.

**Thursday**

**Walking in the shoes of students at Carlisle**

The focus on Thursday is to make what we have been discussing on Monday, Tuesday and especially Wednesday real. The students will do activities that in a way place them in the shoes of Indians at Carlisle.

There are two approaches that are going to be used. The first activity, "Learning a New Language" will put the students in the shoes of the Indians when they were learning English. By doing this activity the goal is that the students will be able to relate to the Indians and what this experience was like. The second activity, "Comparing Before and After Photographs" will allow the students to put themselves in the situations that Indians faced as they were transformed into an entirely new individual. The goal of this activity is that the students will feel similar emotions that the Indians felt when their identities were stripped from them.



**Friday**

**Reading Stories of Indians at Carlisle**

The focus on Friday is to read firsthand accounts of Indians and their experiences at Boarding Schools. On this day, the students will read a chapter from Zitkala Sa's book. The goal of this activity is to make the power points and the activities done all week real by reading firsthand accounts of Boarding Schools and the impressions that they had on Indians.

The approach that is going to be used on Friday is that of reading groups. The students will read together the chapter from Zitkala Sa and then reflect on her story through a activity sheet.

**Monday**

**Important Individuals Involved with Carlisle**

The focus of the second week of this unit is the final poster project. On Monday the students will be assigned either, Richard Henry Pratt, Luther Standing Bear, or Zitkala Sa. Once they have been given their individual, the students will get into groups and read about their individual. The goal of this activity is to prepare the students for their final poster project as well as give them background information about key figures that have been impacted by boarding schools and Carlisle.

The approaches that are going to be used are reading groups and note taking. The students will work together to read about key figures. After the students have read, they will then reflect on the readings on a note taking sheet.

**Tuesday**

**Important Individuals Involved with Carlisle**

The focus on Tuesday is to continue to work on the student's final poster project. The students will wrap up their readings and notes and will also prepare a rough draft. The students will also work with computers to find visuals for their project.

The approaches that are going to be used in this lesson are computers and organizational skills. The students will find pictures about their individual at the computer lab. The students will also be able to work on their organizational skills. This will be done through the student's creation of rough drafts prior to their final drafts. By the end of Tuesday, the goal is that the students will have a rough draft for their posters that will be handed into their teacher.

**Wednesday**

**Important Individuals Involved with Carlisle**

The focus on Wednesday is to complete the student's final posters. By the end of class on Wednesday, the goal is that the students will have a completed poster to hand into their teachers as a form of assessment for the unit.

## MONDAY

### Class Schedule:

1. Introduce today's topic: Forced Assimilation
2. Explain that the students are going to fill out the note sheet while listening to the power point
3. Present/explain the power point
4. Have students place their notes in a folder
5. Hand out the word search, "Forced Assimilation"
6. Have the students do the word search that contains important terms from the power point

## MONDAY

### List of Materials

- Power point on Forced Assimilation
- Note taking sheet for the power point
- The word search, "Forced Assimilation"

Forced Assimilation:  
What led to Boarding  
schools

# The Start of the Problem

- In the 17<sup>th</sup> century European Americans confronted Native American populations.
- This led to complex problems between Indians and Americans
- These complex problems were small pox, missionaries, barbed wire, transportation, and lastly boarding school.

# The Dilemma

- In the 1790's the new national government had to decide the status of Indians.
- They decided that Indian's possessed the land that whites wanted.
- In order to solve this problem the national government stated that Indian culture was different from whites and therefore Indians were inferior.
- Ultimately Indians were savages because they lacked civilization.

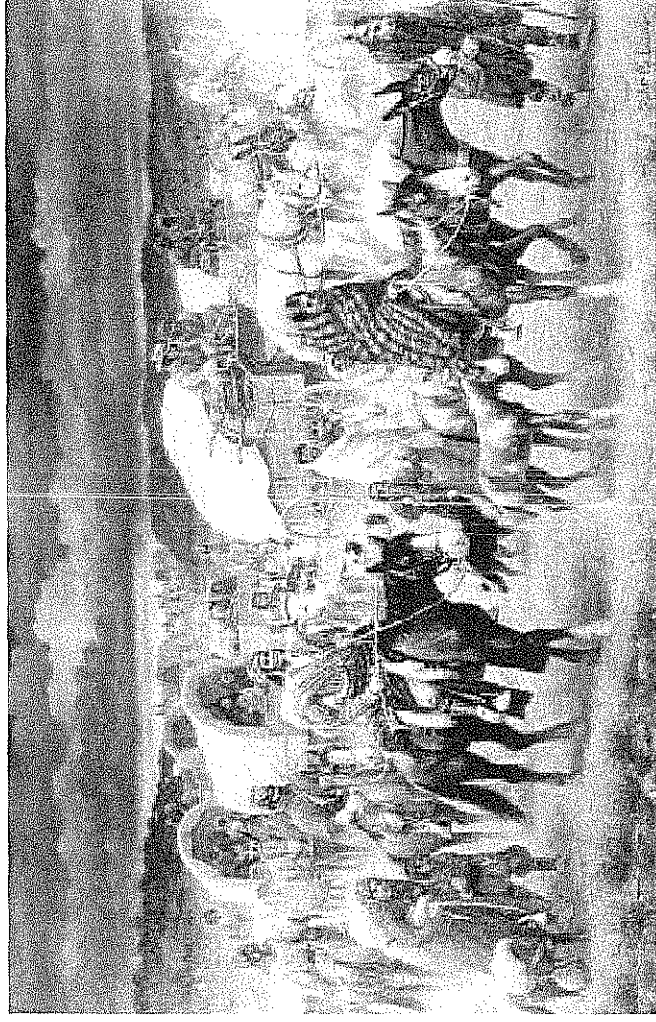
# Civilization or Extinction

- Since Americans were civilized they were destined to triumph over the savages (Indians).
- Due to this, Indians had the fateful choice of civilization (Americans way of life) or extinction.



# Indian Removal

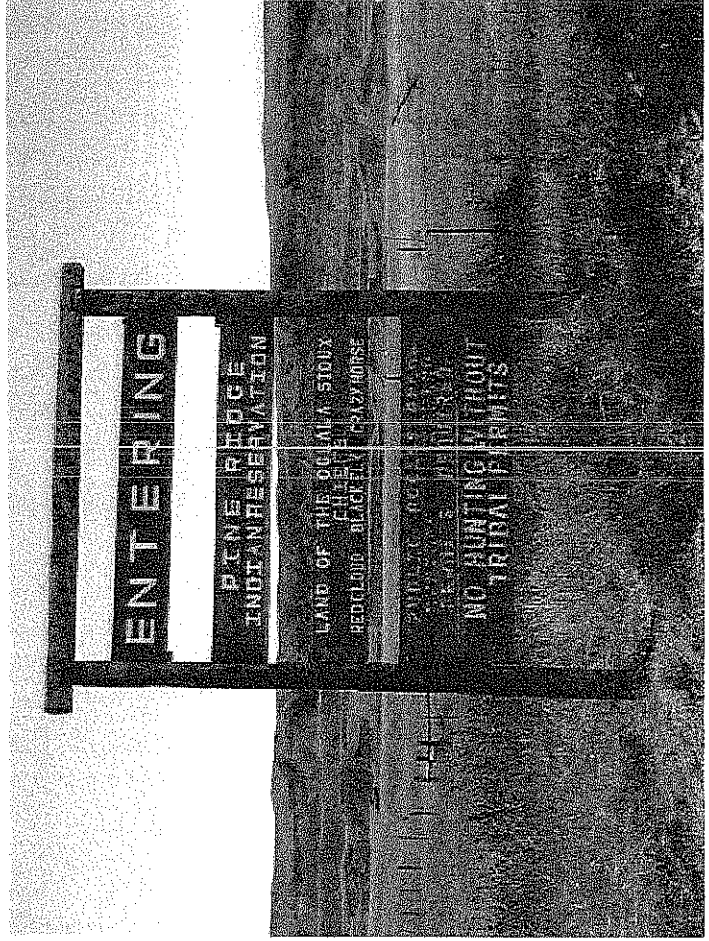
- In the 1820's Indians were forced to move beyond the Mississippi River.
- However, in the 1840's gold drew Americans onto the Indians new land, which was a breach to the Indian barrier.





# Reservation

- In 1871, congress forced Indians onto reservations and made Indians part of the American government.



# Civilization Led to Education

- Since the Indians were seen as savages the only way to make them civilized was to educate them in the Americans way.
- Indians needed to know the knowledge, values and habits of Christian civilization.
- Education would quicken the process of cultural assimilation.

# Aims of Education

- Education would give the Indians the ability to read, speak and write the English language.
- The Indian boarding schools would also introduce student's to math, science, history, and the arts.
- Lastly, through education the Indians would become Christianized.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Forced Assimilation: What led to Boarding Schools Notes

### The Start of the Problem

In the \_\_\_\_\_ European Americans \_\_\_\_\_  
Native American populations.

This led to \_\_\_\_\_ between Indians and  
Americans.

These complex problems were small pox, missionaries, barbed wire,  
transportation, and lastly boarding school.

### The Dilemma

In the \_\_\_\_\_ the new national government had to decide the  
\_\_\_\_\_.

They decided that \_\_\_\_\_.

In order to solve this problem the national government stated that Indian culture  
was \_\_\_\_\_ from whites and therefore Indians  
were \_\_\_\_\_.

Ultimately Indians were \_\_\_\_\_ because they \_\_\_\_\_.

### Civilization or Extinction

Since Americans were \_\_\_\_\_ they were destined to triumph  
over the \_\_\_\_\_.

Due to this, Indians had the fateful choice of \_\_\_\_\_ (Americans  
way of life) or \_\_\_\_\_.

### Indian Removal

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However, in the \_\_\_\_\_ gold drew Americans onto the Indians new land, which was a \_\_\_\_\_ to the Indian barrier.

### Reservations

In \_\_\_\_\_, congress forced Indians onto \_\_\_\_\_ and made Indians part of the American government.

### Civilization Led to Education

Since the Indians were seen as \_\_\_\_\_ the only way to make them \_\_\_\_\_ was to \_\_\_\_\_ them in the Americans way.

Indians needed to know the knowledge, values and habits of Christian civilization.

\_\_\_\_\_ would \_\_\_\_\_ the process of \_\_\_\_\_.

### Aims of Education

Education would give the Indians the ability to \_\_\_\_\_.

The Indian boarding schools would also introduce student's to \_\_\_\_\_.

Lastly, through education the Indians would become \_\_\_\_\_.

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## Forced Assimilation

Y X D Y H I N F E R I O R I N  
S A M R D E Z I L I V I C F Q  
E A S F E X L V X J E F P A S  
D V K P E S L D N H X D U J S  
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CIVILIZED  
SAVAGES  
EXTINCTION  
RESERVATION  
EDUCATION  
ENGLISH LANGUAGE  
CHRISTIAN  
LAND  
INFERIOR

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# Forced Assimilation

Y	X	D	Y	H	I	N	F	E	R	I	O	R	I	N
S	A	M	R	D	E	Z	I	L	I	V	I	C	F	Q
E	A	S	F	E	X	L	V	X	J	E	F	P	A	S
D	V	K	P	E	S	L	D	N	H	X	D	U	J	S
U	G	P	T	S	Q	E	B	A	Q	T	X	N	K	A
C	N	A	I	T	S	I	R	H	C	I	W	Q	A	X
A	Z	U	X	T	Z	X	L	V	V	N	L	Q	H	L
T	S	A	V	A	G	E	S	Q	A	C	A	X	G	C
I	Z	X	Y	E	Q	J	Z	G	C	T	G	N	B	K
O	D	D	Y	G	L	L	X	V	N	I	I	B	O	L
N	F	D	G	S	R	L	L	Z	Z	O	E	O	R	P
D	Z	O	V	Y	V	S	J	C	D	N	K	J	N	F
Z	J	M	F	G	F	E	L	H	R	A	X	X	K	O
E	G	A	U	G	N	A	L	H	S	I	L	G	N	E
K	T	T	Z	Y	D	J	H	U	M	H	X	Y	R	B

CIVILIZED

SAVAGES

EXTINCTION

RESERVATION

EDUCATION

ENGLISH LANGUAGE

CHRISTIAN

LAND

INFERIOR

## TUESDAY

### Class Schedule:

1. Discuss the student's responses to the pre-unit question, "What do you know about boarding schools?"
2. Introduce today's topic: Indian Boarding Schools
3. Explain that the students are going to fill out a note sheet while listening to the power point on Boarding Schools
4. Present/explain the power point
5. Have students place their notes in a folder
6. Show the YouTube clip, "Our Spirits Don't Speak English: Indian Boarding Schools"

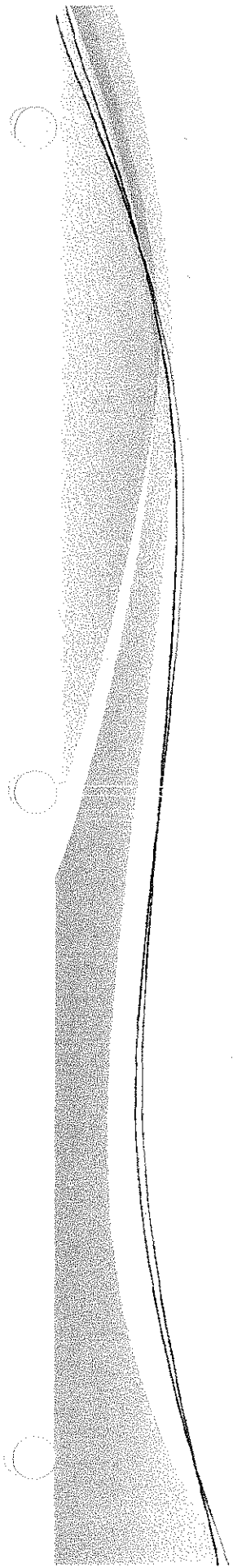
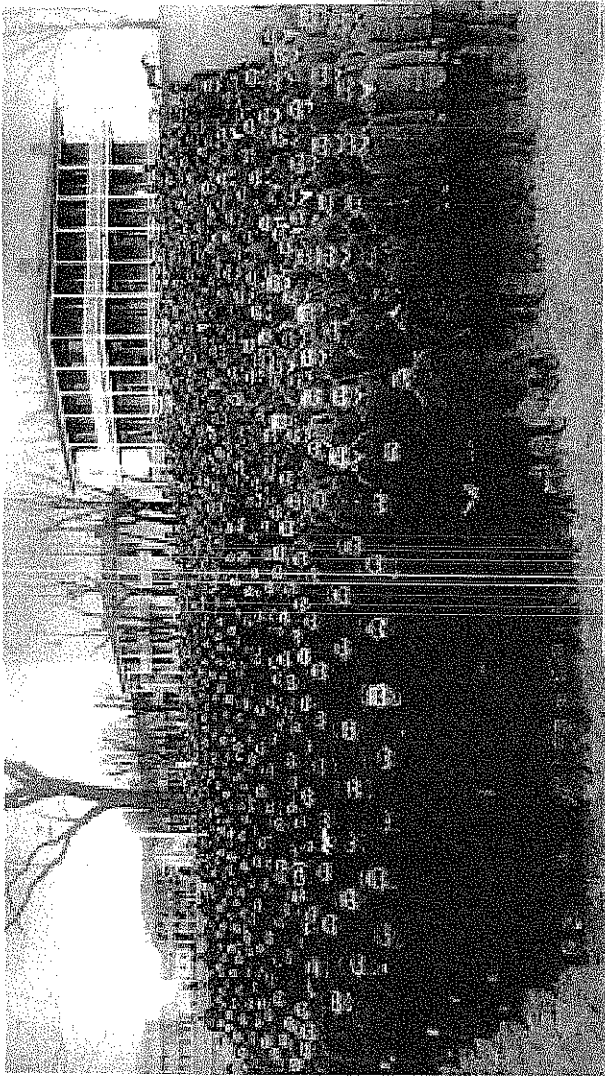


## Tuesday

### List of Materials

- Pre-Unit responses
- Power point on Indian Boarding Schools
- Note taking sheet for the power point
- The video on YouTube, “Our Spirits Don’t Speak English: Indian Boarding School”

# Boarding Schools



# Why were Boarding Schools

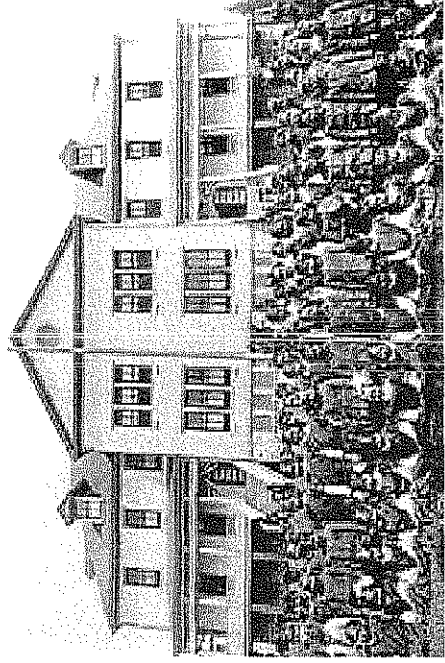
## Created?

- Off-reservation boarding schools can effectively educate Indian students.
- Federal and state governments used schools to foster the assimilation of Indians into the dominant structure.
- In 1894 and 1895 Congress stated that parental permission was required before Indian students could be sent to out of state boarding schools.

# Where Were Boarding Schools Located

## Located?

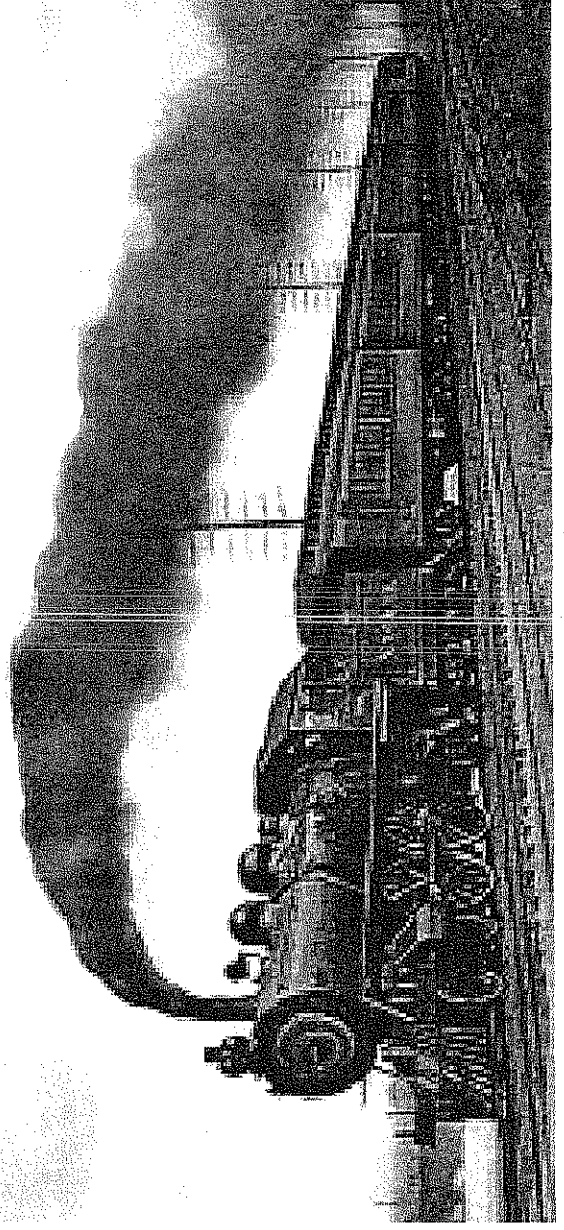
- Indian Boarding Schools were often located on old military forts and were run like, military organizations.





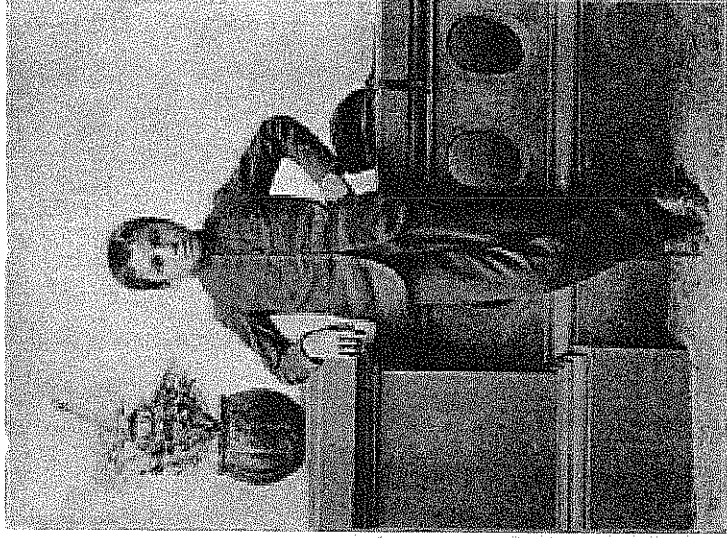
# The Journey

- In order to get to the boarding schools, Indians boarded trains that would take them to other Indian territories to recruit youth Indian children before proceeding to the boarding schools. This was always an emotional experience.



# Assault on Cultural Identity

- The schools stripped away all outward signs of the children's identities in order to make them civilized.



Thomas Moore before and after his entrance into the Regina Indian Residential School in Saskatchewan in 1874.

Library and Archives Canada / NL-022474

# Cutting of the Hair

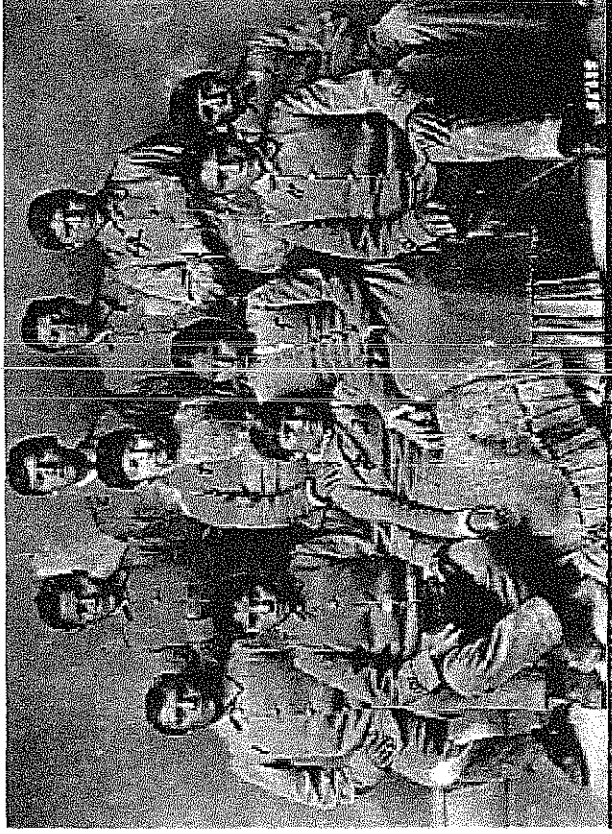
- This was done for two reasons
  1. It made it easier to control the problem of head lice
  2. Long hair was symbolic of savagism. Removing the long hair was essential in order to civilize the Indians.





# New Clothing

- The traditional clothing that the Indians wore were exchanged for standard school uniforms
- The new clothing was often resented because it was uncomfortable.
- They wore stiff boots and woolen underwear



PHOTOGRAPH BY U.S. ARMY SIGNAL CORPS  
COURTESY OF THE ARIZONA HISTORICAL FOUNDATION





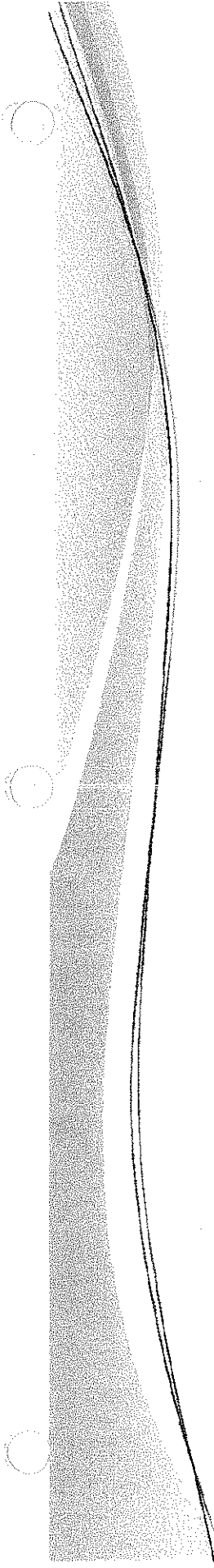
# New Names

- Students received new names because many of their names were hard to pronounce for the white men and not common in the white mans world.
- Picking names
  - 1. Use the original untranslatable name
  - 2. Translate the Indian names as a surname
  - 3. Give the Indians a completely new name



## New Food

- The Indians had to adjust to the white mans food which was different than their traditional foods
- The Indians also never received enough food to eat and often went hungry.
- Helen Sekaquawewa; “I was always hungry and wanted to cry because I didn't get enough food.”

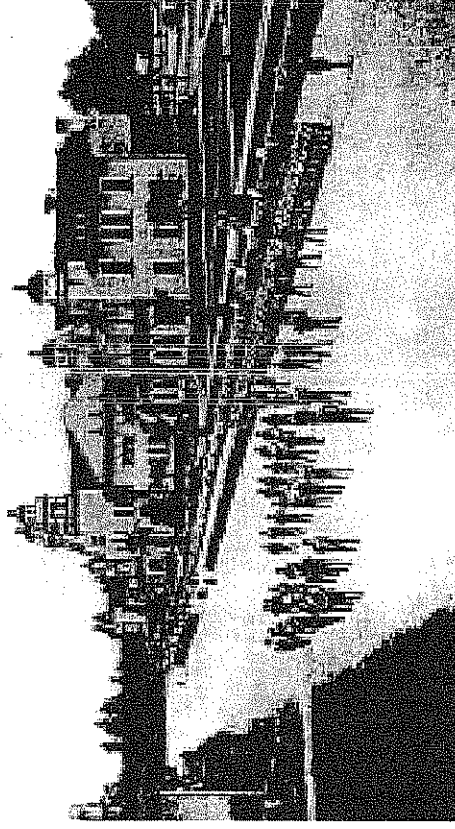


# Dinning Procedures

- The Indians had to learn how to eat the new food in a civilized manner.
- They had to acquire the ability to use knives, forks, spoons tablecloths and napkins

# Military in Structure

- The students organized into army units and drilled in marching routines
- The students had to march around the boarding school
- This structure was done because the whites believed that the Indians were completely devoid of order, discipline and self constraint.





## **Boarding School Schedule**

- Half of the school day was spent on academic instruction and the other half of the day spent on vocational instruction.
- The academic curriculum consisted mainly of elementary subjects.
- The vocational instruction entailed having the students maintain the school.



# **Boarding School Teachers**

- Teachers were not required to have a four year degree to teach at Indian boarding schools till 1930's
- Teachers were paid low wages but usually accepted this because they were searching for adventure or escape.



# Diseases and Death

- Indians encounter disease at boarding schools such as
  - Tuberculosis
  - Measles
  - Pneumonia
  - Mumps
  - Influenza
- Due to the exposure to new disease, every boarding school had a grave yard.



# Main Message

- Boarding Schools were an assault on the Indians Identity.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Boarding Schools Note Sheet

#### WHY WERE BOARDING SCHOOLS CREATED

Off-reservation boarding schools can effectively \_\_\_\_\_ Indian students.

Federal and state governments used schools to foster the assimilation of Indians into the \_\_\_\_\_ structure.

In 1894 and 1895 Congress stated that parental permission was \_\_\_\_\_ before Indian students could be sent to out of state boarding schools.

#### WHERE WERE BOARDING SCHOOLS LOCATED

Indian Boarding Schools were often located on \_\_\_\_\_ and were run like, military organizations.

#### THE JOURNEY

In order to get to the boarding schools, Indians \_\_\_\_\_ that would take them to other Indian territories to recruit youth Indian children before proceeding to the boarding schools. This was always an \_\_\_\_\_.

#### ASSAULT ON CULTURAL IDENTITY

The schools \_\_\_\_\_ away all outward signs of the children's \_\_\_\_\_ in order to make them \_\_\_\_\_.

#### CUTTING OF THE HAIR

The cutting of long hair was done for two reasons

1. It made it easier to control the problem of \_\_\_\_\_
2. Long hair was symbolic of \_\_\_\_\_. Removing the long hair was essential in order to civilize the Indians.

#### NEW CLOTHING

The traditional clothing that the Indians wore were exchanged for standard \_\_\_\_\_.

The new clothing was often resented because it was \_\_\_\_\_.

### NEW NAMES

Students received new names because many of their names were \_\_\_\_\_ for the white men and not common in the white man's world.

Picking names

1. Use the original untranslatable name
2. Translate the Indian names as a surname
3. Give the Indians a \_\_\_\_\_ new name

### NEW FOOD

The Indians had to adjust to the white man's food which was different than their traditional foods

The Indians also \_\_\_\_\_ received enough food to eat and often \_\_\_\_\_.

Helen Sekaquotewa; "I was always hungry and wanted to cry because I didn't get enough food."

The Indians had to learn how to eat the new food in a \_\_\_\_\_ manner.

They had to acquire the ability to use knives, forks, spoons tablecloths and napkins

### MILITARY IN STRUCTURE

The students organized into \_\_\_\_\_ and drilled in marching routines.

The students had to \_\_\_\_\_ around the boarding school.

This structure was done because the whites believed that the Indians were completely

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### BOARDING SCHOOL SCHEDULE

Half of the school day was spent on \_\_\_\_\_ and the other half of the day spent on \_\_\_\_\_.

The academic curriculum consisted mainly of \_\_\_\_\_.

The vocational instruction entailed having the students \_\_\_\_\_.

### BOARDING SCHOOL TEACHERS

Teachers were not required to have a \_\_\_\_\_ to teach at Indian boarding schools till 1930's.

Teachers were paid \_\_\_\_\_ but usually accepted this because they were searching for adventure or escape.

### **DISEASES AND DEATH**

Indians encounter disease at boarding schools such as...

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Due to the exposure to new disease, every boarding school had a

\_\_\_\_\_.

### **MAIN MESSAGE**

\_\_\_\_\_  
\_\_\_\_\_.

YouTube video link for Wednesday's Class

<http://www.youtube.com/watch?v=qDshQTBh5d4>