

Open Up the Textbook (OUT)

Enlarge

Complicate

Contest

Vivify

Topic: Stewart Indian School

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In this OUT analysis, 4th grade students will study The Stewart Indian School in order to better understand how Native Americans were treated in education in Nevada. This OUT analysis provides students with documents that are meant to deliberately enlarge and contest the textbook.

This strategy is implemented most effectively when students collaborate to analyze the texts in small, heterogeneous groups. The texts that accompany the textbook are complex and often include difficult vocabulary and syntax. (For a few words that are likely unknown to students and unidentifiable based upon context clues, helpful synonyms are provided in the footnotes.) Students should first annotate each text and then collaborate to answer the text dependent and specific questions that follow. Questions will highlight sourcing and perspective of the author, close reading of key details from the document that enlarge, complicate, contest, or vivify the textbook, as well as questions that help students corroborate (or not) the accuracy of individual documents. The writing task that follows is an independent activity wherein students will employ evidence from multiple sources to justify their analysis, synthesis, and evaluation.

Source A: The Textbook – The Textbook –*Nevada Our Home, G.P. BeDunnah et al., pages 151*

Nevada's government also decided to help educate its Native Americans. It created the Stewart Indian School just outside Carson City. However, in the beginning there were many problems with the school.

Native American students from all over the West were forced to leave their homes to go to school. When they arrived, they were forced to give up most of their cultural ways. Brothers and sisters hardly ever saw each other. Students were even punished for speaking their native language. This caused many hard feelings and more unhappiness among the Native American people.

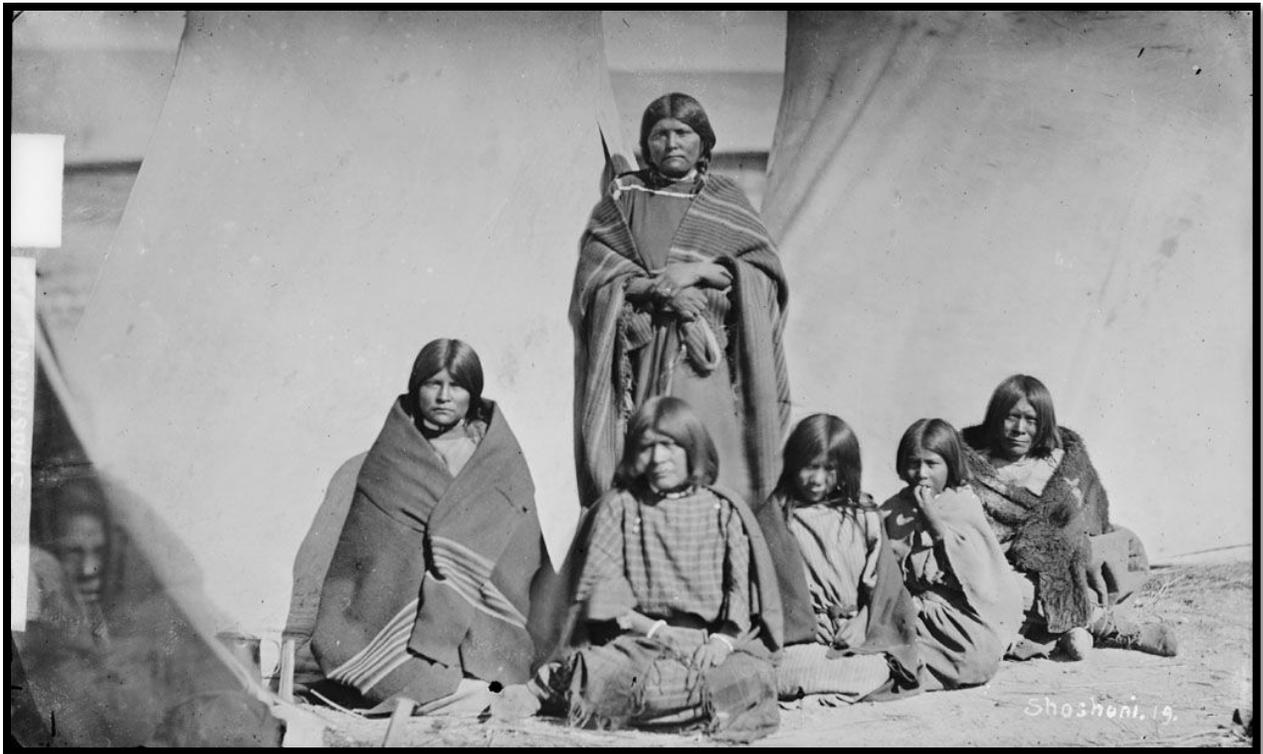
Years later, the school was asked not to strip students of their cultural heritage. School leaders learned that teaching students basic trades and skills was a more positive way to help them. Students were taught things like ranching and cooking, mechanics and sports. Many Native American athletes earned honors during their time at the school. After 90 years, the school finally closed. Today, it is on the National Register of Historic Places.

Source A Questions for Consideration

1. What evidence from the texts describes how the school was run?
2. The author uses the term "hard feelings". What do you think "hard feelings" means? What words in the passage provide context clues for this meaning?
3. How did the school change over time?
4. The author uses the term "forced". What are some things in our lives we are forced to do? What happens if we refuse?

Source B: (photographs) –

1: First People: Shoshone Women and Children



2: First Graduating Class 1901, Stewart Indian School



Source B Questions for Consideration

1. Make a list of details/evidence you notice in these photographs.

Photo 1: First People. Shoshone Women and Children	Photo 2: First Graduating Class 1901, Stewart Indian School

2. Make a claim. How do these photos depict Native Americans? “In this photo, Native Americans _____.”

Photo 1: First People. Shoshone Women and Children	Photo 2: First Graduating Class 1901, Stewart Indian School

3. What evidence from Source A (your textbook) is supported by details in these photographs?

Photo 1: First People. Shoshone Women and Children	Photo 2: First Graduating Class 1901, Stewart Indian School

Source C: *Assimilation Through Education: Indian Boarding Schools in the Pacific North West*, by Carolyn J. Marr, University of Washington Library

The goal of Indian education from the 1880s through the 1920s was to **assimilate** Indian people into the melting pot of America by placing them in institutions where traditional ways could be replaced by those sanctioned¹ by the government. Federal Indian policy called for the removal of children from their families and in many cases enrollment in a government run boarding school. In this way, the policy makers believed, young people would be immersed² in the values and practical knowledge of the dominant American society while also being kept away from any influences imparted by their traditionally-minded relatives.

...Whereas many Americans regarded the native people with either fear or loathing³, the reformers believed that with the proper education and treatment Indians could become just like other citizens. They convinced the leaders of Congress that education could change at least some of the Indian population into patriotic and productive members of society. One of the first efforts to accomplish this goal was the Carlisle Indian School in Pennsylvania, founded by Captain Richard Henry Pratt in 1879. Pratt was a leading proponent of the assimilation through education policy. Believing that Indian ways were inferior to those of whites, he subscribed to the principle, "kill the Indian and save the man." At Carlisle, young Indian boys and girls were subjected to a complete transformation. Photographs taken at the school illustrate how they looked "before" and "after". The dramatic contrast between traditional clothing and hairstyles and Victorian styles of dress helped convince the public that through boarding school education Indians could become completely "civilized". ...

Source C Questions for Consideration

1. **Assimilate** means to absorb or take on characteristics of a different culture. Reread the passage. Cite examples of ways reformers wanted Native Americans to assimilate to the dominant culture.

2. Reread the following sentence from the second paragraph, "Believing that Indian ways were inferior to those of whites, he subscribed to the principle, 'kill the Indian and save the man.'"
 - a. Who said this and what was his position on assimilation?

 - b. What is the best synonym for the word inferior; comparable, worse, or better? Explain your answer using context clues from the passage.

 - c. The word "kill" is not used literally. Using evidence, explain its meaning in this sentence.

3. What was the purpose of taking "before and after" photographs of the Indian students?

¹ approved

² wrapped up in

³ hatred

Source D: Genre (secondary source, article) – *Native Americans Celebrate Journey of Forgiveness*
[Community Anti-Drug Coalitions of America](#), June 25, 2009

Native Americans from across the country were in Washington, DC yesterday to mark the end of a 40-day 6,800-mile "Wellbriety⁴ Journey of Forgiveness." The Journey was launched in May by White Bison - an American Indian non-profit organization that offers prevention, sobriety and recovery resources to Native Americans - to help Native communities heal from the trauma caused by the boarding school initiative in the late 1800s.

From 1879 to 1940, nearly 4,000 Native American children were forcibly removed from their homes and sent to one of 500 government-funded boarding schools where they were severely punished for speaking their native language and practicing their traditions. Some say that the abuse that occurred at these schools could be one of the underlying causes for the high rates of substance abuse and suicide in Native communities today. The Wellbriety Journey for Forgiveness, which began May 16th in Chemawa, Ore. included visits to 23 present and former Indian boarding school sites in the U.S. During each visit to a school site along the journey, people who attended the boarding schools shared their stories and then took part in ceremonies of forgiveness.

...

"During the journey, people told stories of what they experienced at the boarding schools—for many of them it was their first time ever talking about it," he said. "Now we can start the healing. We must forgive in order to heal."

The event at the Museum included a forgiveness ceremony and presentations by various tribes.

White Bison has sent a letter to President Obama, along with a petition, asking if the U.S. government will make a public apology for the boarding school initiative. However, Coyhis said forgiving the past is not contingent receiving a public apology from the government.

"The purpose of this journey was for us to forgive so even if the government does not respond with an apology letter, we will forgive anyway," he said.

⁴ A combination of the words wellness and sobriety. Infers the idea the people are healing from past difficulties.

Source D Questions for Consideration

1. What is the title of this source? What is being celebrated?
2. This source reports on a journey of healing and forgiveness. Cite phrases from the passage that explain what Native Americans are healing from and what they are forgiving.
3. Explain the expectations White Bison has on President Obama and the federal government? How will the government's response affect the journey of forgiveness?
4. How does this source add to your understanding of Native American boarding schools? Does it confirm information in Sources A and B or contradict them? Support your answer with evidence from the text.

Writing Task

This is an informational writing task based on NVACS standards W.4.2, W.4.4, and W.4.9. Students will demonstrate their understanding of the texts as well as the ways in which the textbook was enlarged and contested.

Task: Source A, includes three paragraphs describing life at the Stewart Indian School. Add to the textbook's version of events by constructing a well-written, detailed, evidence based paragraph that includes at least one detail from each of the sources.

- Make a claim that vivifies one aspect of life at Native American Boarding Schools.
- Use evidence (details) you gathered from each source to support your claim.
- After each piece of evidence explain how it supports your claim
- Cite your source (Doc. C).

Use at least three of the following vocabulary words in your paragraph.

forced	native	traditional
assimilate/assimilation	sanction	immerse
traditional	civilized	inferior
forgiveness	"kill the Indian, save the man"	