



**GeoCivics Lesson**  
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<b>Teacher(s)</b> Melissa Mercado	<b>Lesson title:</b> Indigenous Perspective: Native American Boarding Schools in the United States	<b>Grade Level(s):</b> 5
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**Notes to teacher:**

- Native American Boarding Schools have also been referred to as Indian Boarding Schools, American Indian Boarding Schools, Residential Schools, Industrial Schools, Mission Schools, Academy, Indian School, Agricultural School, etc.
- In this lesson the sources may use different terms other than Native Americans such as, Indigenous, American Indians, and Indians. However, it is more acceptable to use the terms Native Americans and Indigenous, but even more preferable to specify the tribe(s).

**Pre-existing Knowledge:** Students should have been introduced to maps and map parts, such as [TOADS](#) and/or [DOGSTAILS](#). Students should be familiar with how to read or interpret maps, know about the relocation of Native Americans (e.g. Indian Removal Act of 1830, The Dawes Act, The Indian Appropriations Act, Reservations, Trail of Tears, Long Walk, etc.).

**Overview: *Short description of content:***

- Native American Boarding Schools were created to assimilate Native American/Indigenous children to be whiter in beliefs, mannerisms, language, and thoughts. The purpose was to eradicate Indigenous people who were viewed as a problem.
- The aim of the Boarding Schools was to separate Native American children from their families and communities in order to prevent them from learning their native culture and language and developing their native identities. Students were seldom sent to a boarding school near their homelands or where they were from. It was common for students to be taken across the country and typically never return to their families. Keeping families apart was viewed as strategic for assimilation to be successful.)
- Boarding Schools used a number of tactics to assimilate Native Americans. These included not allowing students to speak their language, which resulted in language and culture loss. All children had to dress like they were in the military and/or wear uniforms and were never allowed to wear

their cultural regalia. Students had their hair cut upon arrival at the boarding schools, which caused confusion and mourning for many children. Students had to change their name to a “Christian” name, and they were not allowed to see their family or have any contact with them or their communities. They had to attend church services and classes to ensure they would not know their cultures or religious beliefs, ceremonies, and practices.

- Today Native American/Indigenous are reclaiming and sustaining their cultures and languages in a number of ways - through college and community classes, summer programs, online resources, being on tribal homelands, participating in ceremonies, etc. All tribes are prioritizing the revitalization and sustainability of their cultures and language so that this knowledge will not go extinct.

**Purpose: *What will students learn***

The purpose of this 5E lesson is to help students understand the impacts of Native American Boarding Schools on Native American tribes’ cultures and languages, through maps, first person accounts, and examining intergenerational trauma from different Indigenous and Native American peoples. This lesson will also identify how a tribe is reclaiming and sustaining their culture through language revitalization.

**National & State Social Studies Standard(s):**

**National Themes of Social Studies:**

**1. Culture:** Through experience, observation, and reflection, students will identify elements of culture as well as similarities and differences among cultural groups across time and place.

**4. Individual Development and Identity:** Personal identity is shaped by an individual’s culture, by groups, by institutional influences, and by lived experiences shared with people inside and outside the individual’s own culture throughout her or his development.

**Arizona History and Social Studies Standards:**

**Disciplinary Skills and Processes: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions since there are multiple points of view about events and issues.**

**5.SP2.1** Explain why individuals and groups during the same historical period differed in their perspectives.

**National & State Geography Standard(s):**

**National Geography Standards: The World in Spatial Terms:** 1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information.

**AZ State Geography Standards: The use of geographic representations and tools help individuals understand their world.**

**5.G1.1** Use and construct maps and graphs to represent changes in the United States.

**ELA Standards** (To teach/review and support emergent multilinguals (EMLs) English language development):

**Arizona English Language Arts Standards:**

**Knowledge of Language:**

**5.L.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening

**Speaking & Listening: Comprehension and Collaboration:**

5.SL.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

**Arizona English Language Proficiency Standards Grades 4-5**

**Interactive Communication - Standard 6**

I-1: Participate in extended conversations and discussions about a variety of topics and texts.

**ISTE Teacher *and/or* Student Standards:**

**Teacher: 2.6 Facilitator:** Educators facilitate learning with technology to support student achievement of the ISTE Standards for Students. 2.6.c. Create learning opportunities that challenge students to use a design process and computational thinking to innovate and solve problems.

**Students: 1.3 Knowledge Constructor:** Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. 1.3.d: Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

**Language Function:** (Language function(s) embedded in lesson discussions to build deeper understanding while supporting language development)

- **Inquiry/Seeking Information:** Student uses language to observe and explore the environment, acquire information.
- **Summarizing and Informing:** Student uses language to Identify, report or describe information.
- **Comparing and Contrasting:** Student uses language to describe similarities and differences in objects or ideas.
- **Analyzing:** Student uses language to identify relationships and patterns
- **Inferring, Predicting, and Hypothesizing:** Students use language to make inferences, predict implications, hypothesize.
- **Justifying and Persuading:** Students use language to give reasons for a point of view, convince others.

**Culturally Responsive Lesson Strategies:**

- **VOICE:** Lesson/Assignment allows places for students to work together cooperatively or share their learning experience.
- **CONNECTION:** Lesson/Activity incorporates real-life connections and representations from various cultures and life experiences.
- **HIGHER ORDER THINKING:** Lesson/Assignment provides avenues for students to engage in higher cognitive processing, applying learning to **big-picture analysis and creative applications** for learning.
- **SOCIAL JUSTICE:** Lesson/Assignment provides avenues for students to connect learning to social, political, or environmental concerns that affect them and their lives and enact change.

**Objective(s):**

***The students will be able to:***

- describe what Native American/American Indian boarding schools are.
- identify the ways Native Americans are trying to learn and sustain their culture and language.
- describe different ways boarding school made Native Americans assimilate.

- discuss the differences observed from images.
- describe how the distance and separation from tribal homelands to boarding schools affected family and culture connection.

**SIOP (Bold =elements included in the lesson plan to support EMLs)**

	SIOP Elements	
<b>Preparation</b>	<b>Scaffolding</b>	<b>Grouping Option</b>
Adapting content Linking to background <b>Linking to past learning</b> Strategies used	Modeling <b>Guided practice</b> <b>Independent practice</b> Comprehensible input	Whole class <b>Small groups</b> <b>Partners</b> Independent
<b>Integrating Processes</b>	<b>Application</b>	<b>Assessment</b>
<b>Reading</b> <b>Writing</b> <b>Speaking</b> <b>Listening</b>	<b>Hands on</b> Meaningful Linked to objectives <b>Promotes engagement</b>	<b>Individual</b> Group <b>Written</b> Oral

**Evidence of Mastery (Measurable):**

**Formative -**

- 1) Completion of the Before/After Worksheet - Students' respond to questions showing what they see and understand as differences between images of Native American students before and after attending Native American Boarding Schools.

**Summative -**

- 1) Completion of the T-shirt Template and Explanation worksheet. Students respond to questions and create a T-shirt template showing what they have learned about how Native American Boarding Schools were used to assimilate Native American students into White culture and how this impacted them as well as how Native Americans today are trying to sustain their culture and language. (Mastery is a score of 4 or more. **(Use attached T-Shirt Design Assessment Rubric to assess mastery.)**)
- 2) Complete the Vocabulary Test (Mastery is a score of 83% or better (5 out of 6)).

**Key vocabulary:**

- **Indigenous:** The original inhabitants of a specific area before colonial contact.
- **Assimilation:** When a group of people conform to a dominant group of people's culture and language.

- **Boarding School:** A place where students go to live and learn during the school year.
- **Culture:** The similar language, beliefs, and mannerisms of a group of people.
- **Language:** Using words, sounds, and gestures to communicate between people.
- **Sustain:** To continue and keep in existence.

**Materials:**

- iPad or computer
- Colored pencils or crayons
- Glue
- Before/After Worksheet
- Vocabulary Activity Worksheet
- Vocabulary Cards - Pictures (cut apart)
- Vocabulary Cards - Definitions (cut apart)
- Vocabulary Cards Answer Key
- Vocabulary Test and Answer Key
- 3 Maps—[The United States \(with state names\)](#) Map, Indian Lands Interactive Map, Federal Indian Boarding School Sites Map (see Sources link)
- Videos and Questions worksheet
- Lesson Objectives and Key Lesson Concepts (Teacher Resource for Review and Rubric)
- T-shirt Template and Explanation worksheet
- T-Shirt Design Assessment Rubric
- Student access to iPads or computers to view lesson videos and scan QR codes.

**Sources:**

1. Federal Indian Boarding School Sites Map: ([Appendix C Federal Indian Boarding School Maps \(bia.gov\)](#))
2. Indian Lands Interactive Map: [Indian Lands \(doi.gov\)](#)
3. United States (with state names) Map: [The United States \(with state names\)](#)
4. Video 1: [Dark Time in U.S. History: Do you know how Indian School Road got its name? \(4:37\)](#)
5. Video 2: [Native American Boarding School Video for PreK – Elementary \(3:10\)](#)
6. Video 3: [5.3 Native American Boarding Schools \(1:40\)](#)
7. Video 4: [2020 – Southern Ute Boarding School \(4:51\)](#)
8. Video 5: [Into the West-Carlisle Indian School \(9:57\)](#)
9. Video 6: [An Endangered Language \(8:39\)](#)
10. Video 7: [History of Mexico in 8 Minutes \(8:11\)](#)
11. Video 8: [Mexico's indigenous languages are disappearing \(11:59\)](#)

**Engage**

**SESSION 1:**

**Teacher Will: (Hook)**

1. Show the students a picture of Native American children ***before*** they attended/arrived at a boarding school. Give

**Students Will:**

students a copy of the Before/After Worksheet to record their observations.

- a. Ask the students to write 5 observations under the picture (Note: Differentiated worksheets are available for use with different levels of English proficiency that can be used as needed for student support) **(Integrating Processes: Writing)**
  - b. Have students share out their observations. **(Integrating Processes: Speaking/Listening)**
2. Show the students a picture of Native American children *after* they attended/arrived at a boarding school.
- a. Ask the students to make 5 observations under the picture (Note: Differentiated worksheets are available for use with different levels of English proficiency that can be used as needed for student support). **(Integrating Processes: Writing)**
  - b. Have students share their observations. **(Integrating Processes: Speaking/Listening)**
3. a. Show the students pictures of other Native American children at boarding schools. Ask the students to think about their wonderings or questions they have after viewing the pictures.
- b. Have the students Pair-Share their thinking, wonderings, and questions with a partner and then share out with the whole class. **(Integrating Process: Speaking) (Grouping Option: Partners)**
  - c. The teacher will then explain to the class that these pictures show Native American students before and after they attended Native American Boarding Schools, and then ask the students what they have heard about Boarding Schools before. **(Linking to past learning)**

1.a. Observe and study the picture of Native American children before they attended/arrived at a boarding school. Then write down 5 observations under the before picture on the appropriate differentiated Before/After Worksheet they have been given. Students can work with partners and/or with the teacher as needed to record their observations on their worksheets.

1.b. Share out their observations of the before picture with the whole class.

2.a. Observe and study the picture of Native American children after they attended/arrived at a boarding school. Then write down 5 observations under the after picture on the appropriate differentiated Before/After Worksheet they have been given. Students can again work with partners and/or with the teacher as needed to record their observations on their worksheets.

2.b. Share out their observations of the after picture with the whole class.

3.a. Observe and study pictures showing other Native American children at boarding schools and reflect on their own thinking - what they are wondering about and what questions they may have about the pictures.

3.b. Students will then Pair-Share their thinking, wonderings, and questions with a partner before sharing these out with the whole class.

3.c. The students will share out what they have heard about Boarding Schools before.

The teacher will then tell the class that they will be exploring more about these schools and that they should keep their questions and wonderings in mind and try and answer them as they learn more about these schools and the children who attended them.

## Explore

**Inquiry question #1: What kinds of life experiences could cause a person to give up or lose their natural culture and language?**

### **SESSION TWO:**

#### **Teacher Will:**

1. Break the students into small groups to strategically provide support as needed and give each student a copy of the Vocabulary Activity worksheet. Students will then use the vocabulary cards to complete the worksheet. **(Integrating Processes: Writing) (Grouping Options: Small groups)**
2. Give each group of students a set of vocabulary cards showing the vocabulary word only, and ask the students to write down the words on their Vocabulary Activity Worksheets in the Vocabulary Word section.
3. The teacher will then give each student a vocabulary picture card and they will try to match the picture to the correct word. (Note: the students will not attach any of the pictures at this time to the Vocabulary Activity Worksheet, but just lay them in the box to match) **(Application: Hands On)**
4. When the students are done matching their picture with the word, they will be given time to discuss their answers in their groups using the Discussion Sentence Frames below, provided by the teacher.
5. The teacher will provide time for a whole class discussion of the activity and use the

### **SESSION TWO:**

#### **Students Will:**

2. Use the word cards to write down the vocabulary words on their Vocabulary Activity Worksheet in the Vocabulary Word section.
3. Use the vocabulary picture card they have been given to try and match the picture to the correct word on their worksheet. (The students will not attach the pictures at this time.)
4. Discuss their answer with their group using the Discussion Sentence Frames provided by the teacher.  
Discussion Sentence Frames:
  - I think the picture of \_\_\_ goes with the word \_\_\_ because \_\_\_.
  - I matched this picture with the word \_\_\_ because \_\_\_.

Discussion Sentence Frames as a support. **(Scaffolding: Guided Practice)**

Discussion Sentence Frames:

1. I think the picture of \_\_\_ goes with the word \_\_\_ because \_\_\_.
2. I matched this picture with the word \_\_\_ because \_\_\_.
3. The word \_\_\_ goes with the picture showing \_\_\_ because \_\_\_.

**(Application: Promotes Engagement)**

7. The teacher will give each student the definition cards for all of the words and they will try to match the definitions to the words and pictures. When the students are done, they will be given time to discuss their answers in their groups using the Discussion Sentence Frames below.
8. The teacher will provide time for a discussion of the activity in groups and provide the Discussion Sentence Frames below as a support.

**(Scaffolding: Guided Practice)**

Discussion Sentence Frames:

1. I think these three go together because \_\_\_.
2. I matched this word, picture and definition because \_\_\_.
3. The word \_\_\_ goes with the picture showing \_\_\_ and the definition saying \_\_\_ because \_\_\_.
4. It makes the most sense to me that these three go together because \_\_\_\_\_.

**(Application: Promotes Engagement)**

9. The teacher will have students share out their answers with the whole class and will use these to review the correct answers for all of the words, definitions and pictures and the students will then complete their Vocabulary Activity Worksheets by gluing the cards onto their worksheet in the correct places.

- The word \_\_\_ goes with the picture showing \_\_\_ because \_\_\_.

- 5.. Engage in a whole class discussion of the matching activity using the Discussion Sentence Frames.

7. Use the definition cards to try and match up the definitions to the words and pictures on their worksheets.

8. When done matching the definitions, they will engage with their peers in a group discussion to compare and discuss their answers together using the Discussion Sentence Frames provided by the teacher:

1. I think these three go together because \_\_\_.
2. I matched this word, picture and definition because \_\_\_.
3. The word \_\_\_ goes with the picture showing \_\_\_ and the definition saying \_\_\_ because \_\_\_.
4. It makes the most sense to me that these three go together because\_\_\_\_\_.

9. Engage in a whole class discussion of the activity using the Discussion Sentence Frames, and check their vocabulary answers for all of the words, their definitions, and pictures, and then complete their Vocabulary Activity Worksheet showing the correct answers by gluing down the cards in the correct places on their worksheet.



### SESSION THREE:

#### Teacher Will:

1. During Session Three, there are two parts with two different map activities that will be combined into one map created by the students that shows the location of Native American Indian reservations and also Native American Boarding Schools. The goal is for the students to know where tribes were/are and understand the location in relation to boarding schools.
2. The teacher will display the first map, which is an interactive map that is referenced as the Indian Lands Map in this lesson. This interactive map shows the Native American reservations in the United States and will be displayed on the board or can be viewed by the students on their iPads or computers.
3. After displaying the map, the teacher will give a brief description of what the map shows and how to use the interactive features.
  - . The map will show the reservation land for the federally recognized Indian tribes of the United States. This map does not show the decrease in land overtime.
4. The teacher will then pass out copies of the United States (with state names) Map to the students and review parts of the map as learned in a previous TOADS and DOGTAILS lessons.

#### **(Preparation: Linking to Past Learning)**

5. Then as the teacher displays the interactive map or has the students use their iPad or computer to view the map, the teacher will tell the students that they are to add the Native American reservations on their map of the United States using the color red. **(Scaffolding: Guided practice or Independent Practice)**

6. The teacher will then model for the students how to add a Legend to the bottom of their United States Map, identifying the areas colored red as Native American reservations.

7. The teacher will provide time for the students to engage in the activity. **(Application: Hands on & Promotes Engagement)**

8. The teacher will provide time for a discussion

### SESSION THREE:

#### Students Will:

2. Observe the teacher's presentation of the interactive map and listen to what the map shows and how to use the interactive features of the map.
4. Apply their previous learning of TOADS or DOGTAILS as they view their map of the United States.
5. View the interactive map showing the location of Native American Reservations and will use it to add the Native American Reservations onto their own United States Map with the color red.
7. The students will add a Legend to the bottom of their United States Map. Identifying the areas colored red as the Native American reservations.

of the activity. **(Scaffolding: Guided Practice)** and provide the following Discussion Sentence Frames as a support:

Discussion Sentence Frames:

- a. One thing I notice about our maps is \_\_\_\_.
- b. One thing I wonder about these maps is \_\_\_\_.

9. The teacher will display the second map, Federal Indian Boarding School Sites Map on the board which shows the Native American boarding schools that were in the United States.

10. The teacher will provide time for a discussion of this map prior beginning the second part of this Explore activity and provide support through using the following Discussion Sentence frames:

**(Scaffolding: Guided Practice)**

Discussion Sentence Frames:

- a. One thing I notice about this map is \_\_\_\_.
- b. One thing I wonder about this map is \_\_\_\_.

11. The teacher will give a brief description that this map is of the Native American Boarding Schools across the United States from the 1800's to present day. (Note to teachers: Most of these schools do not exist anymore and/or have been repurposed as -day schools, museums, historical sites, and learning places.)

12. As the teacher displays the map or has the students use their iPad or computer, the teacher will tell the students that they are to add the Native American boarding schools on their United States Map using a blue dot for every school in the United States. **(Scaffolding: Guided practice)**

13. The teacher will then have the students add to the Legend at the bottom of their map identifying that the blue dots represent the Native American Boarding Schools.

14. The teacher will provide time for students to engage in the activity to fill in the maps and Legends. **(Application: Hands on & Promotes Engagement)**

15. The teacher will then provide time for a

8. Engage in a class discussion of the location of Native American Reservations using the Discussion Sentence Frames provided by the teacher to talk about what they notice and wonder about the map.

10. Engage in a class discussion of the location of Federal Indian Boarding Schools and talk about what they notice and wonder about the map using the Discussion Sentence Frames provided by the teacher.

12. View the Federal Indian Boarding School Sites Map and use it to add the Native American boarding schools on their United States Map using a blue dot for every school in the United States.

13. Add to the Legend at the bottom of their United States Map, identifying that the blue dots represent Native American boarding schools.

discussion of the activity using the following Discussion Sentence Frames..

**(Scaffolding: Guided Practice)**

First set of Discussion Sentence Frames:

- a. One thing I notice about our maps is \_\_\_\_.
- b. One thing I wonder about these maps is \_\_\_\_.

Second set of Discussion Sentence Prompt and Sentence Frames:

- a. If you lived in Arizona and your school was in Pennsylvania, how long do you think it would take to get there in a wagon?
  1. I think that it would take \_\_\_\_ to get from Arizona to Pennsylvania in a wagon.
  2. If I were to go from Arizona to Pennsylvania in a wagon, I think it would take \_\_\_\_ weeks/months because \_\_\_\_.
    - b. Why do you think that someone would have to go to Pennsylvania for school?
  3. I think someone would have to go to school that far away because \_\_\_\_.
  4. I think that someone would have to go to Pennsylvania for school because \_\_\_\_.

**SESSION FOUR:**

**Teacher Will:**

1. The teacher will explain to the class that they are now going to learn what Native American boarding schools are and what it was like for students who attended these schools.
2. The teacher will share with the students that they will work with a partner (or independently) to watch 6 videos, by scanning a QR code with their iPad or computer, and then answer questions on the Videos and Questions worksheet. (Note: Videos can be watched in any order or in a specific sequence.)

**(Application: Hands on & Promotes Engagement) (Grouping Options: partners)**

15. Engage in a class discussion of the map activity using the Discussion Sentence Frames and Prompts to talk about what they notice and wonder about the maps and to hypothesize about what it was like to have to travel to a boarding school.

The teacher will give each student or pairs of students the Videos and Questions Worksheet.

3. The teacher will demonstrate how to scan the video QR codes and briefly describe each video. Then the teacher will review the questions for each video with the class.
4. When the teacher is finished with reviewing the questions for each video, the students will be directed to begin the activity by scanning each QR code with their iPad or computer to access the first four videos and complete the questions for each video.
5. The teacher will then show Video 5 and Video 6 to the whole class and have students answer the questions for each.
6. When the students complete the videos and questions, the teacher will ask the students to review their answers with another group or individual.
7. Bring the class back together as a whole group and ask them to answer the following self-reflection question prompts using the sentence frames provided:

**(Scaffolding: Guided Practice)**

Discussion Sentence Prompts and Sentence Frames:

1. How would you feel about being sent to a boarding school like the ones in the videos?
  - a. I would feel \_\_\_ about going to a Native American boarding school because\_\_\_\_\_.
  - b. After watching the videos, I feel \_\_\_\_\_. I feel this way because \_\_\_\_\_.
2. What is one thing you would share with your family about Native American boarding schools?
  - a. One thing I would share with my family about Native American Boarding Schools is that \_\_\_\_\_.

**SESSION FOUR:**

**Students Will:**

4. View the 6 videos either with a partner or independently as needed and respond to the following questions for each video on their Videos and Questions Worksheet.

Video Questions:

- A. Students will view Video 1: *Dark Time in U.S. History: Do you know how Indian School Road got its name?* (4:37) and answer the following questions:
  - a. How young were the kids that arrived?
  - b. What does cutting hair mean to some tribes?
  - c. What were the schools modeled after?
  - d. How did Indian School Road get its name?
- B. Students will view Video 2: *Native American Boarding School Video for PreK –Elementary* (3:10) and answer the following questions:
  - a. What is a boarding school?
  - b. What else besides reading, science, and math, did the U.S. government want Native American kids to learn?
  - c. What rules did the schools make for Native American children?
  - d. What did the rules make them forget?
- C. Students will view Video 3: *5.3 Native American Boarding Schools* (1:40) and answer the following questions:
  - a. When did boarding schools exist?
  - b. What did Indian boarding schools do?
  - c. What were the Native American kids forced to do?
  - d. What are some Indian boarding schools turned into?
- D. Students will view Video 4: *2020 – Southern Ute Boarding School* (4:51) and answer the following questions:
  - a. What does culture represent to Native Americans or Indigenous people?
  - b. How did the Native American man describe how the boarding school took away identity?

b. I think it is important that I share \_\_\_ about the boarding schools Native Americans were forced to go to because \_\_\_\_\_.

- c. How the Native American woman describe how the boarding school changed during the 70's?
- d. What does the boarding school building represent now?

5.a. After the teacher shows Video 5: *Into the West-Carlisle Indian School* (9:57), the students will answer the following questions:

- . What happened to the Native American children once they were in a line in front of the school?
- b. How would you describe the way the Native American children behaved when they were in line?
- c. How did the adults behave?
- d. How did the Native American children get their new name?
- e. Why does the boy run?
- f. What does the boy do after sitting for a long time?
- g. How do the other children react?

5.b. After the teacher shows Video 6: *An Endangered Language* (8:39), the students will answer the following questions:

- a. What do Indigenous people think of language?
- b. Why is language important and what is it responsible for?
- c. Why is O'odham considered an endangered language?
- d. Where can O'odham people learn and sustain their language?
- e. How many fluent O'odham speakers are there?

6. Review their answers with a different group

or individual and compare their answers.

7. Share their own thoughts and feeling about what it would be like for them to be a student in a Native American Boarding Schools by responding in the whole class to the following

Discussion Sentence Prompts and Sentence Frames:

1. How would you feel about being sent to a boarding school like the ones in the videos?
  - a. I would feel \_\_\_ about going to a Native American boarding school because\_\_\_\_\_.
  - b. After watching the videos, I feel \_\_\_\_\_. I feel this way because \_\_\_\_\_.
2. What is one thing you would share with your family about Native American boarding schools?
  - a. One thing I would share with my family about Native American Boarding Schools is that \_\_\_\_\_.
  - b. I think it is important that I share \_\_\_ about the boarding schools Native Americans were forced to go to because \_\_\_\_\_.

**Explain - Formative**

**SESSION FIVE:**

**Teacher Will:**

1. The teacher will strategically put the students with partners or in small groups and provide time for partner or group discussions of what they have learned during the Engage and Explore activities they have engaged in using displays of student work and a set of Discussion Questions to guide the discussions.  
**(Scaffolding: Guided Practice)**
2. To support the discussion, the teacher will first display and review the students' work and lesson visuals from the last four sessions including the following:
  - . Display the before and after pictures of the Native American children.
  - a. Review the map created and note the distances Native Americans/Indigenous had to travel.
  - b. Review the Videos and Questions worksheet.

**SESSION FIVE:**

**Students Will:**

1. Discuss with their partners or small groups what they noticed or what they think as a result of their Engage and Explore Activities regarding the experience of Native American children attending Native American Boarding Schools.
2. To support their discussion, students will review the maps, worksheets, and before and after pictures used in the activities and will respond to the set of Discussion Questions provided by the teacher.

<p>c. Teacher will also highlight any connections they made to the previous lessons/background knowledge. <b>(Preparation: Linking to Background &amp; Linking to Past Learning)</b></p> <p>3. The teacher will display the following set of Discussion Questions and tell students to use these as a guide for their discussion, and that each person in the group should answer every question.</p> <ol style="list-style-type: none"> <li>What were/are Native American Boarding Schools?</li> <li>In what ways are Native Americans trying to learn and sustain their culture and language?</li> <li>How would you describe the different ways boarding school made Native Americans assimilate?</li> <li>What observations can you make from the before and after images of the Native American children?</li> <li>How did the distances between homelands and boarding schools' impact Native Americans?</li> </ol> <p>4. As the students hold their discussions, the teacher will rotate throughout the classroom, making note of the students' responses and engagement and provide individual and/or group encouragement, clarification, and support when needed.</p>	<p>3. As they discuss with partners or groups what they have learned through the Engage and Explore Activities, the students will use the Discussion Questions provided by the teacher and will check in with each other to make sure everyone has an opportunity to share their answer for all 5 of the Discussion Questions.</p>
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**Elaborate**

<p><b>SESSION SIX:</b> <b>Teacher Will:</b></p> <p><b>Inquiry question #2: How does the experience of Native Americans attending Boarding Schools in the United States compare to other indigenous people in the world?</b></p> <ol style="list-style-type: none"> <li>The teacher will show the class Video 7: <i>History of Mexico in 8 Minutes</i> or Video 8: <i>Mexico's indigenous languages are</i></li> </ol>	<p><b>SESSION SIX:</b> <b>Student Will:</b></p> <ol style="list-style-type: none"> <li>Watch Video 7 and think about how what they see compares to what they have been</li> </ol>
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*disappearing*. Note: The teacher may prefer to select another video about how Mexico was colonized by Spain or how colonization has affected the Indigenous people of Mexico.

2. After watching the video, the teacher will engage the class in a discussion to compare and contrast the experience of Indigenous people of Mexico and Native Americans in the United States using the following Discussion Sentence Stems/Frames:

Discussion Sentence Stems/Frames:

- a. Something I notice that was similar from the Native Americans in the United States and the Indigenous people of Mexico are...
- b. I noticed that \_\_\_ was different from the Native Americans in the United States and the Indigenous people of Mexico.
- c. One thing I wonder is \_\_\_ because \_\_\_.

learning about Native American Boarding Schools.

2. Use the Discussion Sentence Stems/Frames provided to discuss with a partner, in a small group, and/or with the whole class, what they see as the similarities and differences and also their wonderings about how the experiences of Native Americans attending Boarding Schools in the United States compares to the experiences of other indigenous people of Mexico.

**(Integrating Processes: Speaking/ Listening)**

**Evaluate - Summative**

**SESSIONS SEVEN TO TEN:**

**Teacher Will:**

The Evaluate Section will contain two parts to assess mastery of the Engage, Explore, and Explain sessions.

**SESSIONS SEVEN TO TEN:**

**Student Will:**



Part 1: The teacher will assess students' learning of lesson vocabulary by giving the Vocabulary Test. **(Assessment: Individual; written)**

1.a. The teacher will pass out the Vocabulary Test to the students and have them match the words to their definitions. They will turn in their completed test for grading, with 83% or higher showing mastery. Note: To support students' mastery, the teacher may let students know ahead of time that they will be taking a test to assess their knowledge of the vocabulary words they have learned in this lesson and encourage students to review their Vocabulary Worksheets to prepare for the test.

Part 2: Part 2 assesses the mastery of the Engage, Explore, and Explain sessions about Native American Boarding Schools with students completing the T-Shirt Template and Explanation Worksheet, and the teacher should review the Lesson Objectives and Key Lesson Concepts (see teacher resource) prior to starting this section. Note: This section may take multiple sessions.

2.a. The teacher will hand out the T-Shirt Template and Explanation worksheet to the students. The teacher will start with Side 1 by explaining to the students they will answer questions in complete sentences to show what they have learned about Native American Boarding Schools, and that the answers will help guide them for Side 2 of the T-shirt Template and Explanation worksheet. The teacher will then explain that when they are done with Side 1, they will start Side 2 of the T-shirt Template and Explanation worksheet. On this page, they will use their answers on Side 1 to create a T-Shirt design on Side 2 of the T-Shirt Template and Explanation worksheet and afterwards, they will be expected to present what they created to the class. The teacher will then share the T-Shirt Design Assessment Rubric with the students so they know

1.a. Match the lesson vocabulary words to their definitions on the Vocabulary Test sheet to show their learning of the 6 key lesson vocabulary words. They will turn in their tests for grading.

2.a. Answer the 5 questions on page 1 of their T-shirt Template and Explanation worksheet and then use their responses to design a T-Shirt with 5 symbols, one to represent each question, and then present and explain their T-Shirt designs to their peers - with a partner, in small groups, or to the whole class, depending on which will provide the best support needed.

how their work will be assessed. The teacher will then provide time for the students to complete their worksheets and to present their T-Shirt design to their peers. Students can present their T-Shirt design to their peers through partners, small groups, and/or the whole class, depending on what will best support the students to be able to share their knowledge and learning through oral presentation.

The teacher will then use the T-Shirt Design Assessment Rubric sheet to assess the T-Shirt design and the students' presentation of their design. **(Assessment: Individual; written)**

**Extensions:**

Explore and Explain how Colonization and Westward Expansion had an impact on indigenous people and land.

1. Explore tribes within your state to see how they govern themselves and revitalize their cultures and languages.
2. Learn what a Land Acknowledgment is and as a class create one with the local tribes in mind.
3. Learn what Orange Shirt Day is and as a class, grade level, and/or school, learn about why it is important and organize the students to wear orange shirts.
4. Ask local Indigenous tribes to present their perspective about assimilation and colonization.