

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

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

## **Boarding School Narrative Anticipation and Reaction Guide**

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### **Lesson Goals:**

- 1. Compare and contrast the way two sources deal with the same part of our history.**
- 2. Use textual evidence to analyze the main ideas and rhetorical choices of primary sources.**
- 3. Use writing and discussion effectively to extend your own and others' thinking about historical sources,**
- 4. Understand the impact of the federal boarding school system on indigenous individuals and communities.**

### **Evidence of Learning:**

- 1. If you had to come up with a title for today's lesson, what would you call it--and how would that title sum up the purpose of today's activities?**
  - 2. List the three most important ideas from today's lesson.**
  - 3. Write down one question that you still have about federal boarding schools or their impact on indigenous peoples.**
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### **Lesson Terms:**

- Bias: a tendency to favor one side of an issue, argument, or story**
  - First-person Narrative: a story told by one of the people in the story (uses "I," "we," etc.)**
  - Narrative Structure: the deliberate ordering of events and ideas in a story--the order may be chronological, or events may be arranged according to some other principle**
  - Primary Source: a first-hand account of an event by someone who was there at the time**
  - Secondary Source: an account of an event created later by someone who did not experience the event themselves**
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**As you listen to the audio story at the beginning of class, please answer the following questions.**

1. Before listening to this story, what images and ideas came into your mind when you heard the words “boarding school”?
2. Before listening to this story, what ideas did you have about Post-Traumatic Stress Disorder? What is “complex” PTSD?
3. Do you think that the experiences that Littlemoon had were common ones, or do you think that most indigenous children had better experiences in the federal boarding schools?

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**When you have finished listening, you will read a narrative by another Lakota who experienced the boarding school system. After you have finished reading, please answer the following questions:**

1. Were you surprised by anything you read in Ms. Eagle Feather’s narrative? Why or why not?
2. What did the government gain by putting indigenous children in boarding schools?



3. What main ideas did the radio story and the written narrative have in common? What evidence can you find to show that these are main ideas?
  4. In what ways did the radio story differ from the written narrative? What evidence can you find for deliberate choices made by the authors to create these differences?
  5. How is the written narrative structured so that it seems to be making claims about cause and effect in Lynn Eagle Feather's life? Do you agree that the earlier events caused the later events?
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### **Evidence of Learning:**

1. If you had to come up with a title to sum up the content of today's lesson, what would you call it?
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2. List the three most important ideas from today's lesson.
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3. Write down one question that you still have about federal boarding schools or their impact on indigenous peoples.
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