

# **Boarding School Narratives**

**Subject: History/English**

**Grade Level: 9/10**

**55 min**

## **Overview**

- This lesson is intended to introduce students to thinking critically about historical narratives. It asks students to listen to a narrative, read a second narrative, and then discuss and write analytically about these narratives. Its goals are for students to
  - a. Compare and contrast the way two sources deal with the same part of our history.
  - b. Use textual evidence to analyze the main ideas and rhetorical choices of primary sources.
  - c. Use writing and discussion effectively to extend your own and others' thinking about historical sources,
  - d. Understand the impact of the federal boarding school system on indigenous individuals and communities.
- This lesson is aligned with 9th-10th grade Common Core standards for reading in history and for speaking and listening.

## **Notes**

- For advanced students, the whole-class discussion can be scored as a Socratic Dialogue, with all students responsible for leading and contributing to the discussion. They should be challenged to go beyond what was said in their earlier discussions—they should try to build on and extend one another's thinking by:
  1. Asking clarifying questions
  2. Offering examples or evidence
  3. Posing counter-positions
  4. Offering clarifying analogies, explanations, and definitions where appropriate
  5. Synthesizing two or more ideas already offered in the discussion
- For students who may have trouble following audio-only information, note that [there is a written version of the audio story available](#).

## Standards

- RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. Common Core State Standards Grades 9, 10 Common Core English/Language Arts
  - RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. Common Core State Standards Grades 9, 10 Common Core English/Language Arts
  - RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. Common Core State Standards Grades 9, 10 Common Core English/Language Arts
  - RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis Common Core State Standards Grades 9, 10 Common Core English/Language Arts
  - RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. Common Core State Standards Grades 9, 10 Common Core English/Language Arts
  - SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Common Core State Standards Grades 9, 10 Common Core English/Language Arts
  - SL.9-10.1.a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Common Core State Standards Grades 9, 10 Common Core English/Language Arts
  - SL.9-10.1.c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Common Core State Standards Grades 9, 10 Common Core English/Language Arts
  - SL.9-10.1.d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. Common Core State Standards Grades 9, 10 Common Core English/Language Arts
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## Engagement

- Students will hear the audio report "Boarding School memories haunt Lakota man." (5 min)
- As they listen, they will fill out the first section of the "Boarding School Narrative Anticipation and Reaction Guide."

## Exploration of and Interaction With Concepts

- Students will read "Indian Boarding Schools: One Woman's Tragic, Triumphant Story." (5 min)
- After they read, they will fill out the second section of their anticipation/reaction guide. (5 min)
- Students will discuss the audio story and the reading with a partner. (10 min) The discussion questions are printed at the bottom of their anticipation/reaction guides.

Question 1: What kinds of biases can you expect to see in these sources? Why?

Question 2: How does a primary, first-person narrative appeal to readers in ways that secondary sources might not? What examples can you point to in the written narrative?

Question 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?

Question 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?

Question 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?

- Students will engage in a whole-class discussion of the questions previously discussed with a partner. (25 min)

## Consolidation and Evaluation of Learning

- Students will finish their anticipation/reaction guides by writing responses to the following questions: (5 min)
  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.
- These may be collected and graded or may simply be glanced at as a quick check for understanding before students leave the classroom.