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Chiricahua Apaches four months after arriving at Carlisle/Choate, Carlisle ,P.A.

# Native American Forced Assimilation up to 1900

Through analysis and discussion of photographs, students will learn how the Native American children were affected by forced Assimilation.

Overview/ Materials/LOC Resources/Standards/ Procedures/Evaluation/Rubric/Handouts/Extension

## Overview

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|---|---|
| Objectives | Students will be able to:<br>• analyze primary documents;<br>• investigate how assimilation impacted Native American children;<br>• acquire respect for different cultures |
| Recommended time frame | 2-4 days ,55 minute lessons |
| Grade level | 5th grade |
| Curriculum fit | American History/Social Studies |
| Materials | Photo Analysis Worksheet(see end of the lesson for the Photo Analysis Worksheet)<br><br>blackboard/chalk or white board/dry erase markers<br><br>pencils, blank notebook paper<br><br>Chiricahua apaches arriving Carlisle Indian School http://memory.loc.gov/cgi-bin/query/r?ammem/hawp:@field(NUMBER+@band(codhawp+10032903)) |

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| | Chiricahua Apaches four months later<br>http://memory.loc.gov/cgi-bin/query/r?ammem/hawp:@field(NUMBER+@band(codhawp+10032904))<br><br>Indians Basketweaving<br>http://memory.loc.gov/cgi-bin/query/r?ammem/curt:@field(DOCID+@lit(cp09018))<br><br>Indians Spearing Salmon<br>http://memory.loc.gov/cgi-bin/query/r?ammem/curt:@field(DOCID+@lit(cp08021))<br><br>Students branding cattle<br>http://www.archives.gov/research/native-americans/pictures/select-list-163.html<br><br>Class in blacksmithing<br>http://www.archives.gov/research/native-americans/pictures/select-list-157.html<br><br>Indian Art<br>http://memory.loc.gov/cgi-bin/query/r?ammem/curt:@field(DOCID+@lit(cp15029))</persistent_url<br><br>Art class at school<br>http://www.archives.gov/research/native-americans/pictures/select-list-161.html<br><br>Indian War Party<br>http://memory.loc.gov/cgi-bin/query/r?ammem/curt:@field(DOCID+@lit(cp03010))<br><br>Physics experiments at Carlisle<br>http://www.archives.gov/research/native-americans/pictures/select-list-154.html<br><br>Big Foots Band in Costume at a dance<br>http://www.archives.gov/research/native-americans/pictures/select-list-044.html<br><br>Carlisle Indian School Band<br>http://www.archives.gov/research/native-americans/pictures/select-list-155.html |

# Michigan Department of Education
# Elementary Social Studies Content Expectations

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**U1 USHG ERA 1 – Beginnings to 1620**

**U1.1 American Indian Life in the Americas**

*Describe the life of peoples living in North America before European exploration.*

5 – U1.1.1 Use maps to locate peoples in the desert Southwest, the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River (Eastern Woodland). (*National Geography Standard 1,* p. 144)

5 – U1.1.2 Compare how American Indians in the desert Southwest and the Pacific Northwest adapted to or modified the environment. (*National Geography Standard 14, p. 171)*

5 – U1.1.3 Describe Eastern Woodland American Indian life with respect to governmental and family structures, trade, and views on property ownership and land use. (*National Geography Standard 11, p. 164, C, E*)

**U1.4 Three World Interactions**

*Describe the environmental, political, and cultural consequences of the interactions among European, African, and American Indian peoples in the late 15th through the 17th century.*

5 – U1.4.1 Describe the convergence of Europeans, American Indians and Africans in North America after 1492 from the perspective of these three groups. (*National Geography Standard 10, p. 162)*

5 – U1.4.3 Explain the impact of European contact on American Indian cultures by comparing the different approaches used by the British and French.

# Procedures

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**Day One:**

1. Introduce the Photo Analysis Worksheet to the entire class.(A copy of the worksheet can be found at the end of this lesson plan) Use the following links to load the first two pictures for analysis:

Chiricahua Apaches arriving at Carlisle Indian School
http://memory.loc.gov/cgi-bin/query/r?ammem/hawp:@field(NUMBER+@band(codhawp+10032903))

Chiricahua Apaches four months later at Carlisle
http://memory.loc.gov/cgi-bin/query/r?ammem/hawp:@field(NUMBER+@band(codhawp+10032904))

2. Have the class view these two photographs and write down their observations on the worksheet, providing instructions where needed. (See worksheet at the end of the lesson.)

3. Have a class discussion based on their observations.
   - Ask the children how they think the Indian children felt having to change their appearance.
   - How would you feel about wearing school uniforms?
   - What do you think the purpose was for the school uniforms?
   - Has anyone attended Ethnic Festivals in a community? (for example German, Polish, Mexican festivals.)
   - Define "forced assimilation" before going to the next activity.

**Day Two:**

1. Split the class up into groups of no more than four students per group. Have each group explore the following sets of photographs using the worksheet. (See worksheet at the end of the lesson.)

2. Have the students compare and contrast the differences in the occupational activities found on the Indian Reservation compared to those taught at the Indian School and list them on the worksheet.

Indians Basketweaving
http://memory.loc.gov/cgi-bin/query/r?ammem/curt:@field(DOCID+@lit(cp09018))

Indians Spearing Salmon
http://memory.loc.gov/cgi-bin/query/r?ammem/curt:@field(DOCID+@lit(cp08021))

Students branding cattle
http://www.archives.gov/research/native-americans/pictures/select-list-163.html

Class in blacksmithing
http://www.archives.gov/research/native-americans/pictures/select-list-157.html

3. Have the students analyze the listed photographs following the above format. Compare and contrast the differences between how the Indians created "art" on their reservation and how they were "taught" art in the Indian School and record them on the worksheet. (See worksheet at the end of the lesson.)

Indian Art
http://memory.loc.gov/cgi-bin/query/r?ammem/curt:@field(DOCID+@lit(cp15029))</persistent_url

Art class at school
http://www.archives.gov/research/native-americans/pictures/select-list-161.html

**Day Three:**

1. Continue working in the small groups to finish the analysis of the following photographs.

2. Have the students compare and contrast the differences for the Indians when they were part of a "War Party" on the Reservation compared to when they were part of a group of students conducting Physics experiments and record them on the worksheet. (See worksheet at end of the lesson.)

Indian War Party
http://memory.loc.gov/cgi-bin/query/r?ammem/curt:@field(DOCID+@lit(cp03010))

Physics experiments at Carlisle
http://www.archives.gov/research/native-americans/pictures/select-list-154.html

3. Have the students compare and contrast how the use of music has changed for the Indians from when they were on the Reservation to when they are at the Indian School and record it on the worksheet.

Big Foots Band in Costume at a dance
http://www.archives.gov/research/native-americans/pictures/select-list-044.html

Carlisle Indian School Band
http://www.archives.gov/research/native-americans/pictures/select-list-155.html

**Day Four**:

1. Once the analysis of these photographs is complete, you will want to discuss with the students a recap of the differences that forced assimilation created for the Native Americans.

2. Write on the board as a comparison chart:
   Native American Culture vs Assimilation into Western Society.

3. Place your students back into their groups and appoint a group captain and recorder. Tell the students to pick 3-5 main differences from each set of photos. The group captain will help facilitate the discussions and the group recorder will write down on notebook paper the differences each group agrees on. They may refer back to their Photo Analysis Worksheets to help with this activity.

4. Once each group has their answers, have each recorder write them on the board.

5. When the list is complete on the board, discuss each type of difference with a recap of how forced assimilation changed everything as Native Americans knew it.

6. Collect the Photo Analysis worksheets from the students.

# Evaluation

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Filling out the Photo Analysis Worksheets for each photograph comparison.

Create a list of differences between native American culture and the Assimilation into Western Society.

Students could also print pictures from this site and create a collage on poster board of what Native American life was like before forced Assimilation. Next to the pictures, they could write 1-2 sentences about how Assimilation changed different aspects of life

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| **Extension** | **Back to Navigation Bar** |
| | There is a collection within the American Memory section of the Library of Congress website that can provide countless extension lessons on this topic. The collection is Edward S. Curtis's The North American Indian. This collection is broken up into several sub topics that you can browse by subject. Options include items such as social status and occupations, activities, customs and rituals, tools and equipment and basic clothing. Any of these topics could be used to compare and contrast the forced assimilation differences on Native American culture.<br><br>http://memory.loc.gov/ammem/award98/ienhtml/curthome.html<br><br>As an alternative assessment a word search and its solution is provided at the end of this lesson which can be used as an enrichment activity. |

# Rubric
# Analysis of Photographs

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| CATEGORY | 4 –Above Standards | 3 –Meets Standards | 2 –Approaching Standards | 1-Below Standards |
|---|---|---|---|---|
| **Analysis** | Accurately describes several dominant elements or principles used in the photographs and accurately relates how they are used to reinforce the theme, meaning, mood, or feeling of the photograph. | Accurately describes a couple of dominant elements and principles used and accurately relates how these are used to reinforce the theme, meaning, mood, or feeling of the photographs. | Describes some dominant elements and principles used but has difficulty describing how these relate to the meaning or feeling of the photographs. | Has trouble picking out the dominant elements. |
| **Description** | Makes a complete and detailed description of the subject matter and/or elements seen in the photographs. | Makes a detailed description of most of the subject matter and/or elements seen in the photographs. | Makes a detailed description of some of the subject matter and/or elements seen in the photographs. | Descriptions are not detailed or complete. |
| **Interpretation** | Forms a somewhat reasonable hypothesis about the symbolic or metaphorical meaning and is able to support this with evidence from the photographs. | Student identifies the literal meaning of the photographs. | Student can relate how the photographs makes him/her feel personally. | Student finds it difficult to interpret the meaning of the photographs. |
| **Evaluation** | Student can recognize a significant difference between the photographs and time periods. | Student can see a few differences between the photographs and time periods. | Student tries to recognize a difference but has difficulty expressing it. | Student does not recognize any differences between the photographs. |

# Handouts

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**Name**_____

## PHOTO ANALYSIS WORKSHEET

## Title of Photographs Observed:_____

_____

**STEP 1. OBSERVATION**

A. Look at the photograph for 2 minutes. First of all look at the picture as a whole then examine the individual items within the photograph.

B. Use the chart below to record the differences between the Native American Culture and Western Assimilation activities at the Indian School observed in the photographs.

| Native American Culture | Western Assimilation Activities |
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**STEP 2. REFLECTION**

Based on what you have observed from above, list three things you might learn from these photographs.

**STEP 3. QUESTION**

How do you think the Native American children felt when they were relocated to the Indian School?

# Native American Assimilation

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# Solution

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(Over,Down,Direction)
AMERICANS(3,6,E)
ART(24,28,SW)
ASSIMILATION(12,1,SW)
BAND(34,16,E)
BASKETWEAVING(37,1,S)
BLACKSMITH(39,14,N)
BRAIDS(10,10,SE)
BRANDING(16,18,NW)
CARLISLE(26,8,W)
CATTLE(2,27,N)
CHILDREN(18,23,W)
CHIRICAHUA(20,10,NW)
CLASS(13,38,N)
COSTUMES(34,29,SW)
COWBOY(21,13,NW)
CULTURE(39,27,S)
DANCE(23,1,SW)
EUROPEAN(2,15,NE)
EXPERIMENT(10,11,NE)
FACES(24,7,NW)
FISHING(24,9,E)
HAIR(21,24,S)
HORSES(2,21,NE)
HUNTING(28,1,SE)
INFLUENCE(1,15,SE)
INSTRUMENTS(15,35,W)
LEARNING(4,10,SE)

LONG(19,1,SE)
MOCCASINS(16,17,SW)
MUSIC(31,5,NE)
NATIVE(23,15,W)
PAINTED(8,13,SW)
PAINTING(1,1,S)
PHYSICS(9,10,NE)
SCHOOL(24,33,E)
SHORT(35,9,W)
STEERS(16,31,S)
STUDENTS(32,27,NW)
TEACHING(20,34,E)
TEENAGERS(23,22,S)
UNIFORMS(14,36,N)