

The Carlisle Indian Industrial School and RAFT* Writing
Prepared by Ann L. Gotschal

DESCRIPTION

This lesson plan can be adapted for use with students in grades 7 through 12. This lesson was designed to be used as a companion to Chapter 2 in the text *Sports in Pennsylvania* (Guenther, 2007). This lesson relates primarily to the NCSS thematic strand “Individuals, Groups, and Institutions.” In this lesson, students will develop their writing-to-learn skills through the use of the RAFT* writing strategy. Students will construct a letter from the point of view of a student attending the Carlisle Indian Industrial School. Therefore, the students will develop their letter-writing skills, as well as hone their ability to see from others’ perspectives.

*Fisher, D., Brozo, W.G., Frey, N., & Ivey, G. (2007). *50 content area strategies for adolescent literacy*. Upper Saddle River, NJ: Pearson. 79-81.

STANDARDS

- | | |
|----------------|---|
| NCSS.1.1.a | ...enable learners to analyze and explain the ways groups, societies, and cultures address human needs and concerns; |
| NCSS.1.1.b | ...guide learners as they predict how data and experiences may be interpreted by people from diverse cultural perspectives and frames of references; |
| NCSS.1.2.e | ...provide learners with opportunities to investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgment; |
| NCSS.1.4.f | ...enable learners to analyze the role of perceptions, attitudes, values, and beliefs in the development of personal identity; |
| NCSS.2.1.c | ...guide learners in practicing skills of historical analysis and interpretation, such as compare and contrast, differentiate between historical facts and interpretations, consider multiple perspectives, analyze cause and effect relationships, compare competing historical narratives, recognize the tentative nature of historical interpretations, and hypothesize the influence of the past; |
| PA.R.1.4.8.B | Write multi-paragraph informational pieces (e.g., letters, descriptions, reports, instructions, essays, articles, interviews) |
| PA.R.1.4.8.B.3 | Use relevant graphics (e.g., maps, charts, graphs, tables, illustrations, photographs). |
| PA.R.1.5.8.E | Revise writing after rethinking logic of organization and |

rechecking central idea, content, paragraph development, level of detail, style, tone and word choice

- PA.R.1.8.11.C.6 Anticipate readers problems or misunderstandings.
- PA.SS.H.8.1.9.B Analyze and interpret historical sources; Literal meaning of historical passages; Data in historical and contemporary maps, graphs, and tables; Different historical perspectives; Data from maps, graphs and tables; Visual data presented in historical evidence
- PA.SS.H.8.3.9.B Identify and analyze primary documents, material artifacts and historic sites important in United States history from 1787 to 1914; Documents (e. g., Fugitive Slave Law, Treaty of Guadalupe Hidalgo, Emancipation Proclamation); 19th Century Writings and Communications (e. g., Stowe's Uncle Tom's Cabin, Brown's 'Washed by Blood, Key's Star Spangled Banner); Historic Places (e. g., The Alamo)

RESOURCES

Guenther, K. (2007). *Sports in Pennsylvania*. Mansfield, PA: Pennsylvania Historical Association.

Jenkins, S. (2007). *The Real All Americans*. New York, NY: Doubleday.

Speck-Choate Photograph Collection

<http://www.amphilsoc.org/library/mole/s/choate.htm>

The photographs in this collection were taken by J. N. Choate, a local commercial photographer in Carlisle, Pa., and collected by anthropologist Frank G. Speck. The photographs show students from the Carlisle Indian Industrial School. Choate advertised "Photographs of all the Indian Chiefs that have visited the Indian Training School at Carlisle Barracks, also of children in native and school costumes" and were intended to document the benefits of civilization that the school brought to Indians. Typical images include "before and after" shots of students in native dress and school uniforms, the school band, and shots of the students at work in the saddle shop and making shoes

Carlisle Indian Industrial School History

<http://home.epix.net/~landis/histry.html>

This website offers a comprehensive analysis of the history of the Carlisle Indian Industrial School, as well as the overall notion of "Kill the Indian, Save the man" employed by the Indian boarding school system of the late 19th century and early 20th century. This website provides photographs from the Carlisle Indian Industrial School, as well as letters written by the students to their families on the reservation.

Cherokee Indian Boarding Schools Unit Plan

<http://aam.wcu.edu/beck/activities.htm>

This website offers a list of books about Native American boarding schools. The list specifies the reading level of each book. This website also offers a list of potential journal writing prompts.

Indian School Hospitals under the Office of Indian Affairs (c. 1883- c. 1916)

http://www.nlm.nih.gov/exhibition/if_you_knew/if_you_knew_05.html

This website discusses the hospitals that were found at various Indian boarding schools throughout America. This site examines the diseases that the students contracted, as well as the care that they received. This site also provides photographs of the hospitals and the various boarding schools.

Bibliography of Indian Boarding Schools: Approximately 1875 to 1940

<http://www.asu.edu/lib/archives/boardingschools.htm>

This website provides a list of books, journal articles, oral histories, periodicals, internet sites, photographs, manuscript collections, government documents, and videos that examine the history of the Indian boarding school.

Indian Education and the Boarding School Experience

<http://clarke.cmich.edu/indian/treatyeducation.htm>

This website provides an array of information related to the Indian boarding school experience. It provides ample background knowledge and can be used as review or to supplement textbooks.

Photographs of the Carlisle Indian School

<http://www.hanksville.org/sand/intellect/gof.html>

This website provides dozens of photographs related to the Carlisle Indian Industrial School, as well as photographs from other Indian boarding schools found throughout the United States and Canada.

Letter Writing Rules

<http://www.englishplus.com/grammar/lettrcont.htm>

This website offers the basic rules for letter writing, both business and personal letters. It discusses the format of the letter, as well as the proper greetings and salutations.

Key Issues and Challenges

http://www.english.uiuc.edu/maps/poets/a_f/erdrich/boarding/keyissues.htm

This page, located on the Modern American Poets website, provides background information on the Indian boarding school system. This website also provides testimony from runaways. This

website also offers an analysis of the cultural genocide that occurred at the Canadian Indian boarding schools.

Assimilation through Education: Indian Boarding Schools in the Pacific Northwest-- An Essay by Carolyn Marr

http://www.english.uiuc.edu/maps/poets/a_f/erdrich/boarding/marr.htm

This essay is located on the Modern American Poets webpage. This essay provides a detailed account of the Indian boarding school movement. It also discusses the important role that mission schools played in the assimilation of the Indian. This essay also examines the typical daily schedule of a student at a boarding school.

An Indian Boarding School Photo Gallery

http://www.english.uiuc.edu/maps/a_f/erdrich/boarding/gallery.htm

This photo gallery is part of the Modern American Poets website. This resource provides a ton of photographs from Indian boarding schools all over the United States of America. Detailed descriptions accompany the photographs.

OBJECTIVES

1. Given a photograph from the Carlisle Indian Industrial School, the students will construct a letter that correctly describes ten different aspects of boarding school life.

RATIONALES

Writing to learn is an important part of the comprehension process and, according to *50 Content Area Strategies for Adolescent Literacy*, can be a catalyst for further learning by giving students an opportunity to recall, clarify, and question what they know and what they still wonder about (Fisher, Brozo, Frey, & Ivey, 2007, p. 79). Writing to learn also gives teachers the opportunity to gauge students' understanding of content (Fisher, et al. , p. 79). Finally, writing to learn involves getting students to think about and to find the words to explain what they are learning, how they understand that learning, and what their own processes of learning involve (Mitchell in Fisher, Brozo, Frey, & Ivey, 2007, p. 79). The use of RAFT prompts can assist students in the writing to learn process by providing an opportunity for students to focus on perspective writing while sharing what they know about the content at hand (Santa & Havens in Fisher, Brozo, Frey, & Ivey, 2007, p. 79).

In addition, Exit Slips can be used by teachers to assess the effectiveness of their teaching and to make decisions about what to revisit, elaborate upon, or bring to a close (Fisher, Brozo, Frey, & Ivey, 2007, p. 24).

Furthermore, authentic activities, like letter writing, can be used to improve students' motivation. According to the *Pennsylvania Literacy Framework*, authentic activities, those which relate directly to the world outside the school, prepare students for their lives after school and help them to recognize the worth of their studies (Pennsylvania Department of Education, 2000,

6.20).

Finally, primary sources, when used in context, can greatly enhance students' understanding of historical events. The use of primary sources can also help students connect with specific individuals and experiences, which can lead to greater comprehension and motivation. (Barton, 2005, p. 746)

Barton, K. C. (June 2005). Primary sources in history: Breaking through the myths. *Phi Delta Kappan*. 745-753.

Fisher, D., Brozo, W. G., Frey, N., & Ivey, G. (2007). *50 content area strategies for adolescent literacy*. Upper Saddle River, NJ: Pearson.

Mitchell, D. in Fisher, D., Brozo, W. G., Frey, N., & Ivey, G. (2007). *50 content area strategies for adolescent literacy*. Upper Saddle River, NJ: Pearson.

Pennsylvania Department of Education. (2000). *Pennsylvania literacy framework*. Harrisburg, PA: Pennsylvania Department of Education.

PROCEDURES

1. The teacher will begin the lesson by welcoming the students to the class. The teacher will state, "Good morning. Thanks for coming today."
2. The teacher will then tell the students what material they will be working with during this class period by stating, "Today, we will be learning about the students at the Carlisle Indian Industrial School. We will be doing an activity today that will allow you to tell me what you have learned. The activity will also help you to learn what you know and what you still need clarified. So, let's get started."
3. The teacher will then open the PowerPoint Presentation titled The Carlisle Indian Industrial School or obtain the transparencies titled The Carlisle Indian Industrial School Transparencies. The teacher will go through each slide or transparency, which describe what life was like for the students of the Carlisle Indian Industrial School. The teacher will field all questions asked during the lecture. The lecture should last 15 to 20 minutes.

Activity Anticipation/Motivation

1. The teacher will then ask the students to get out their journals or a blank piece of paper. If they are using a journal, the students will be asked to turn to a blank page.
2. The teacher will then explain the first activity to the students, along with the purpose for the activity. The teacher will state: "For the next four minutes, I am going to ask you to put yourself in the shoes of the students who attended the Carlisle Indian Industrial School. I want you to think about what it must have felt like to be taken from your home and your family. Think about what it felt like to be brought to Pennsylvania, a place so different from where you grew up. I want you to think about what classes and activities you were exposed to at the boarding school. After you have organized your thoughts, I am going to ask you to make a list, in your journal, of all the emotions that the students

may have felt. Some examples may be fear, apprehension, or excitement. This list of emotions will help you during today's activity. You will be referring to your list often, so please put some thought into this and try to make your list as comprehensive as possible. If you would like, you can jot down some ideas or reasons for particular emotions." This activity will also help activate the students' knowledge related to the Carlisle Indian Industrial School, knowledge that had been presented earlier in the lesson and read about previously in the course text, *Sports in Pennsylvania* (Guenther, 2007).

3. The students will then be given approximately four minutes to complete this assignment. The teacher will remain available to answer student questions. The teacher may also choose to create their own list of emotions to model the importance of the activity.
4. After four minutes has elapsed, the teacher will ask the students to provide some emotions that they came up with. The teacher will take volunteer suggestions, students will not be forced to share if they do not want to. The teacher will write the emotions on the board to create a master class list for those students that may have struggled with the activity or for those students that may have forgotten to add a particular emotion to their individual list.
5. The teacher will then thank the students for their participation.

Investigation

1. After the motivation/anticipation activity has concluded, the teacher will introduce the activity to the students. The teacher will state, "Using the list that you have just created, the list on the board, as well as the information you have received in about the Carlisle Indian Industrial School, you will be writing a letter from the perspective of a student at the school. To begin the activity, I have located a number of photographs that were taken at the Carlisle Indian Industrial School. These photographs are of Indian students who attended the institution. When I call your name, please come up and choose a photograph from the pile. Please choose your picture quickly; I will give each of you about 10 seconds to make your decision."
2. The teacher will then call each student up one by one to choose their photograph. The teacher will start at one side of the classroom and call each student up. The teacher could also use the class roster and call students up in alphabetical order or reverse alphabetical order. Each student will be given 10 seconds to choose their photograph.
3. After all of the students have chosen a picture, the teacher will pass out a copy of the Carlisle Indian Industrial School RAFT Writing Assignment to each student. The teacher will read over the directions with the class. The teacher will begin by asking the students to look at the photograph they have chosen. The teacher will then ask the class to pick one individual in the photograph. Some photographs only depict one person, however, some have a number of people in them. Each student will choose one person. It is that person that the student will become for the duration of the activity. To complete the activity, the student will be thinking about the Carlisle Indian Industrial School from the perspective of the individual that they chose.
4. After the students have chosen the individual they are to become, the teacher will explain what they are going to do. The teacher will state, "Today, you are going to be writing a letter, from the perspective of the individual that you have chosen, to your family back on the reservation. In your letter, you must include a discussion of each of the following

topics: Who are you? You may want to talk about your name here and the new name that you were given when you came to the school: Where do you come from?: What are you learning at the Carlisle Indian Industrial School?: What classes are you taking at the Carlisle Indian Industrial School?: What do you do for fun at the Carlisle Indian Industrial School? Remember that we talked about the sports that were played at the school. Is this something that you would do for fun?: What about you has changed since you arrived at the Carlisle Indian Industrial School?: What about you has stayed the same since you arrived at the Carlisle Indian Industrial School?: How is life different from the reservation? A few parents came to visit their children, but most did not. Describe the school and how it is different from the reservation so that your parents, grandparents, etc. can form a visual image of the place that you have come to.: Do you like the Carlisle Indian Industrial School? Why or why not? This part is an opinion based on what you have learned about the school. If you were a student, do you think that you would like it at the Carlisle Indian Industrial School? Since this is an opinion, there is no right or wrong answer, but you must have evidence to support why you like it or why you do not. For the last question, you are asked to describe what you were thinking when the photograph was taken. Please use the photograph to help you formulate your response. Look at the facial expression of the student- are they smiling, are they frowning, are they participating in an activity or are they posed? To answer any of these questions, you may want to refer back to the list of emotions you created. For example, if you wrote down sad on your list of emotions, do you think the individual in your photograph likes the Carlisle Industrial School?"

5. The teacher will then ask the students if they have any questions about the content of their letters. If any student has a question, they will raise their hand and they teacher will call on them. The teacher will then answer the student's question.
6. The teacher will then pass out a copy of the Carlisle Indian Industrial School RAFT Writing Rubric to each student. The teacher will explain that the students will be graded on the following criteria: the accuracy of the content (based on what the students have learned about the Indian school); if the student has included a discussion of all ten points as described on the Carlisle Indian Industrial School RAFT Writing Assignment paper; the student's grammar, punctuation, and spelling; and organization.
7. The teacher will ask the students if they have any questions about the rubric. The teacher will answer all questions before proceeding to the next step.
8. After all questions have been answered, the teacher will pass out a copy of the Carlisle Indian Industrial School RAFT Writing Assignment DRAFT to each student. The teacher will explain that the students are to write their draft on this copy. Once they have completed their draft, the students will swap letter drafts with another student. They will then proofread the letter, making marks on the draft copy with a red pen (located on a desk at the front of the classroom) for errors in spelling, punctuation, and grammar. Students should also mark statements that are inaccurate or unclear. Dictionaries and thesauruses will be available to the students during the writing time, as well as the proofreading time. The students can also ask the teacher for assistance in proofreading. Once the students' letters have been completely proofread, they will be returned to the original student.

9. The teacher will now ask the students if they have any questions regarding the writing of the draft copy and the proofreading phase. The teacher will answer all of the students' questions before proceeding.
10. The teacher will then explain that after the student's letter has been proofread and the student understands how to correct each error, they will come up to the teacher and obtain a piece of antiqued parchment. The student will take this parchment and recopy their letter onto the parchment, correcting all mistakes as they recopy. To recopy their letters, the students will be asked to use a fine-tipped black marker or a black pen. These are available at the front of the classroom.
11. The teacher will then ask if the students have any questions about the parchment phase of the activity. The teacher will answer all of the students' questions before proceeding.
12. The teacher will tell the students the following information. "After you have finished recopying your letter onto the parchment, you will turn it into me along with your draft copy. I will then grade your parchment letter using the rubric that you received earlier. This activity will be done in class. If the period ends before we have finished the activity, please place your draft and parchment copy on my desk. I will pass them out at the beginning of the next period so that you can continue working on them."
13. The teacher will then show the class a completed sample of the assignment. The teacher will read the sample letter to the students. The letter will be placed at the front of the classroom so that students can come up and look at it.
14. The teacher will then ask the students if they have any questions about any part of the assignment. The teacher will answer all student questions before proceeding.
15. Once all of the questions have been answered, the teacher will tell the students to start on the assignment. The teacher will roam around the classroom, answering questions and making sure that the students stay on task.

Reflection

1. After the students have completed the Carlisle Indian Industrial School RAFT Writing Assignment, the teacher will ask them to pair up with a partner. The teacher will instruct the students to do a Think-Pair-Share. Students will be asked to discuss what they have learned and what they have written in their letters. The students will also be asked to justify why they wrote particular things in their letter. The students will be given five minutes for the Think-Pair-Share. The teacher will roam around the classroom and listen to the student discussions.
2. After five minutes, the teacher will ask the students if any of them want to share one thing that they discussed. After all of the students that want to share have had a chance to do so, the teacher will proceed to the final part of the lesson.
3. The teacher will then pass out an Exit Slip* to each student. The teacher will read over the directions for the Exit Slip* with the class. Each student will be required to turn in an Exit Slip* before leaving the classroom. Each student is asked to list one thing about the activity that they liked; one thing about the activity that they did not like; and one suggestion for improving the activity. The teacher will inform the students that they are not to put their name on the Exit Slip*, but they are asked to date it so that the teacher knows that the slip is from this lesson. The teacher will also tell the students that

since this is anonymous, they are to be as honest as possible and that this will not in any way affect their grade.

4. The students will place their Exit Slip* in the bin provided prior to leaving the classroom.
5. The teacher will then read the Exit Slips* and fill in the Carlisle Indian Industrial School RAFT Writing Assignment Exit Slip chart. The teacher will then use this information to improve the lesson for future classes.

*Fisher, D., Brozo, W.G., Frey, N., & Ivey, G. (2007). *50 content area strategies for adolescent literacy*. Upper Saddle River, NJ: Pearson. 24-25.

MATERIALS

1. Photographs from the Carlisle Indian Industrial School for each student.
2. Resources from list above.
3. The Carlisle Indian Industrial School PowerPoint Presentation and/or The Carlisle Indian Industrial School Transparencies
4. Computer and projector or overhead projector
5. Copies of the assignment- The Carlisle Indian Industrial School RAFT Writing Assignment- for each student.
6. Parchment for each student to write their final draft on.
7. Rubric for each student.
8. Rubrics for the teacher to grade each student's letter.
9. Exit Slip for each student.
10. Carlisle Indian Industrial School RAFT Writing Assignment Exit Slip Chart
11. Sample of completed letter for students to look at
12. Fine-tipped black markers
13. Black pens
14. Red pens
15. Dictionaries
16. Thesauruses
17. Computer- to access resources
18. Chalk or white board markers

EVALUATION/ASSESSMENTS

The students will be evaluated using the rubric, The Carlisle Indian Industrial School RAFT Writing Assignment Rubric. The students' letters will be graded based on the accuracy of the content; if the student included a discussion of all ten topics; grammar, punctuation, and spelling; and organization. The students will be required to turn in their parchment letter as well as their draft copy. The parchment copy will be evaluated using the rubric.

The lesson will be evaluated with an Exit Slip. Each student will be required to turn in an exit slip before leaving class. On the exit slip, the student is asked to write one thing about the lesson that they liked, one thing about the lesson that they did not like, and one suggestion for improving the activity. The teacher will then use the students' Exit Slips to complete the Carlisle Indian Industrial School RAFT Writing Assignment Exit Slip Chart. The teacher will read each

Exit Slip and write the student remarks in the appropriate column of the Exit Slip Chart. The teacher will make tally marks by each similar response. The teacher will use the chart to gauge what needs to be changed and what should be kept the same in regards to the lesson.

TEACHER PREPARATION

To prepare for the lesson, the teacher will need to resize the photographs found in the document The Carlisle Indian Industrial School Photographic Resources and print them on photograph paper.

MODIFICATIONS

For 11th and 12th grade students, the teacher may wish to have the students read the following text as a supplement to the textbook, *Sports in Pennsylvania* (Guenther, 2007), prior to completing this activity.

Jenkins, S. (2007). *The Real All Americans: The Team That Changed a Game, a People, a Nation*. New York, NY: Doubleday.

ISBN: 978-0-385-51987-8

RAFT Writing Explanation

R= role (who is the writer, what is the role of the writer?)

A= audience (to whom are you writing?)

F= format (what format should the writing be in?)

T= topic (what are you writing about?)

STEP-BY-STEP

1. Based on the content that the class is studying, consider the various roles and audiences that would allow writer to consider different perspectives.
2. Vary the format for the RAFT prompt. Below are a number of common formats.

Persuasive writing	Diary entry
“Top 10” reasons	Classified ad
Letter	Report of information
Poem	Postcard
Newspaper article	E-mail
Brochure	Invitation
Instant message	Obituary
How-to manual	

Fisher, D., Brozo, W.G., Frey, N., & Ivey, G. (2007). *50 content area strategies for adolescent literacy*. Upper Saddle River, NJ: Pearson. 79-80.

The Carlisle Indian Industrial School RAFT Writing Assignment

Directions: Please choose a photograph from the available resources. Once you have chosen your photograph, identify one individual within the photograph. You will be completing this assignment from the perspective of that one individual that you have chosen. Use the RAFT model to construct a letter from the individual in the photograph to their family back on the reservation. Your letter will be written in the first person. Complete your first draft on the available handout. Your final draft will be written on the antiqued parchment. Please include a discussion of the following topics in your letter:

- Who are you?
- Where do you come from?
- What are you learning at the Carlisle Indian Industrial School?
- What classes are you taking at the Carlisle Indian Industrial School?
- What do you do for fun at the Carlisle Indian Industrial School?
- What about you has changed since you arrived at the Carlisle Indian Industrial School?
- What about you has stayed the same since you arrived at the Carlisle Indian Industrial School?
- How is life different from the reservation?
- Do you like the Carlisle Indian Industrial School? Why or why not?
- Describe what you were thinking when the photograph was taken.

You will be graded on the accuracy of the content; if you included a discussion of all ten topics; your grammar, punctuation, and spelling; and organization.

RAFT

R= the student in the photograph you chose

A= your family back on the reservation

F= letter

T= Life at the Carlisle Indian Industrial School

The Carlisle Indian Industrial School RAFT Writing Assignment Rubric

STUDENT NAME: _____

DATE: _____ **TEACHER SIGNATURE:** _____

Criterion					POINTS
	Jim Thorpe (4)	American Horse (3)	Richard Pratt (2)	George Custer (1)	
CONTENT KNOWLEDGE	The student demonstrates full knowledge of the information. All of the content was accurate.	The student demonstrates a good understanding of the information, but some of the content was inaccurate.	The student demonstrates partial understanding of the knowledge. Half of the content was inaccurate.	The student does not have a good understanding of the content. Less than half of the content was inaccurate.	
DISCUSSION TOPICS	The student included a discussion of all ten topics	The student included a discussion of eight or nine topics	The student included a discussion of five, six, or seven topics.	The student included a discussion of less than five topics.	
GRAMMAR, PUNCTUATION, & SPELLING	The letter has no misspellings or grammatical errors.	The letter has no more than 2 misspellings or grammatical errors.	The letter has no more than 4 misspellings or grammatical errors.	The letter has 5 or more misspellings or grammatical errors.	
ORGANIZATION	The information was presented in a logical, interesting sequence which the reader can follow.	The information was presented in a logical sequence which the reader can follow.	The reader has difficulty following the letter because the topics jump around.	The sequence of information is difficult to follow.	
				TOTAL →	

A= 14-16 points

B= 11-13 points

C= 7- 10 points

D= 4-6 points

F= Did not complete the assignment

Directions for Creating Antiqued Parchment

1. obtain standard sized white paper
2. take a sheet of paper and ball it up
3. unfold the paper and smooth it so that it lays flat
4. make of cup of tea- heat water in a microwave safe cup and place one tea bag in the water.
5. allow the tea to steep for approximately three minutes
6. remove the tea bag from the water, be careful it will be hot
7. rub the tea bag on the paper, squeezing the tea bag periodically to extract darker colored water
8. apply the tea liberally to the paper, the wetter it gets the more antiqued the paper will look
9. when the one side has been completely soaked, flip the paper and repeat the process to the other side
10. when you have completed the process, lay the paper flat to dry
11. repeat the process until you have enough parchment so that each student can have two pieces

The Carlisle Indian Industrial School

Chapter 2: Amateur Athletics Go to College

Gotschal, 2007

Agenda

- ▶ Richard Pratt
- ▶ The Carlisle Indian Industrial School
- ▶ The Processes of “Civilization”
- ▶ Daily Schedule
- ▶ Academic Curriculum
- ▶ Industrial Curriculum
- ▶ The Outing System
- ▶ Extra-curricular Activities

Gotschal, 2007

Richard Henry Pratt



Gotschal, 2007

http://si.unm.edu/abq_2003/sarah/Documents/wq_sarah/pratt.jpg

Richard Henry Pratt

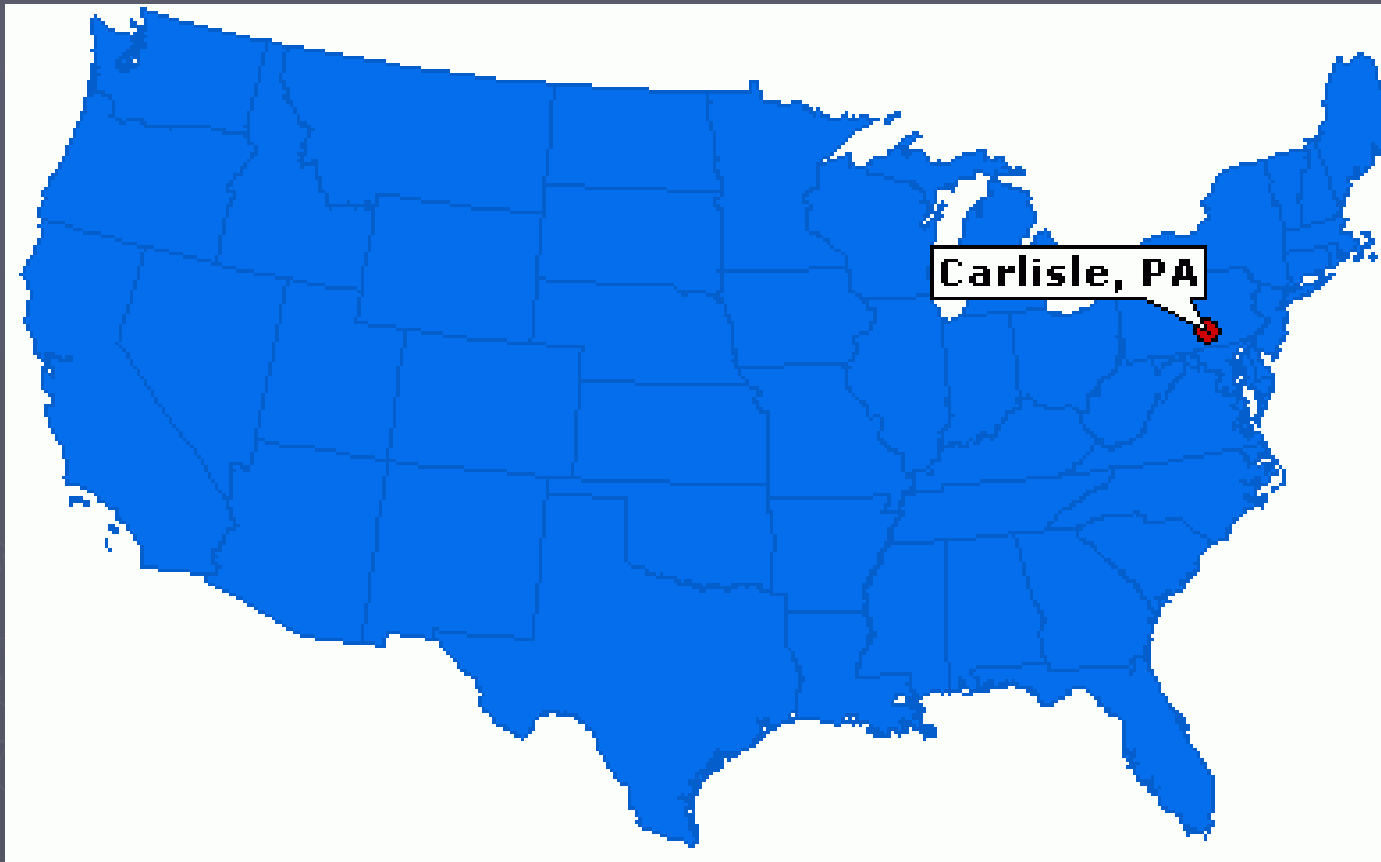
- ▶ Founded the Carlisle Indian Industrial School in 1879
- ▶ Civil War Veteran
- ▶ Former commander of the Buffalo Soldiers of the 10th Cavalry



Gotschal, 2007

<http://www.medalofhonor.com/wildbuff.jpg>

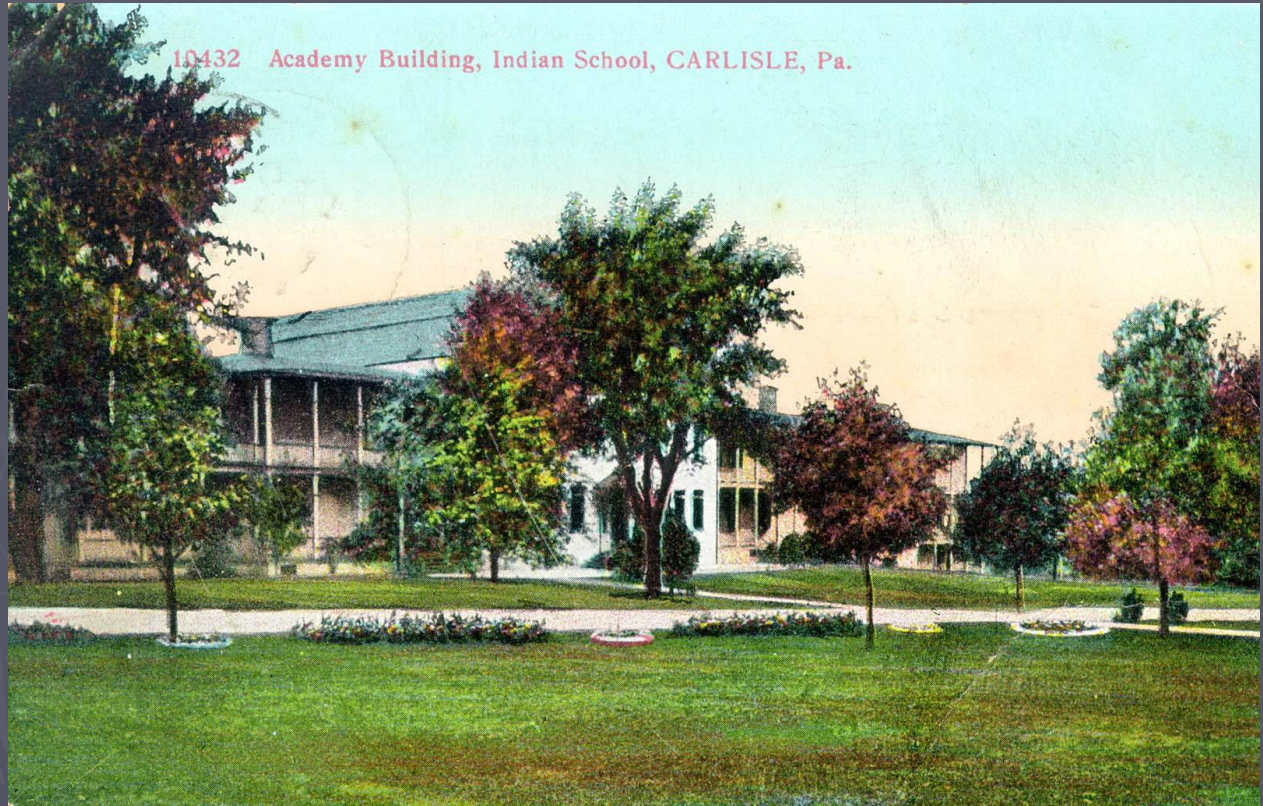
- ▶ Pratt believed that the solution to the “Indian Problem” was to “Kill the Indian, save the man”
- ▶ He believed this could be done through a large institution devoted to civilizing Indian children and fitting them for citizenship.
- ▶ Pratt was given the Carlisle Barracks, in Carlisle, PA, to create his institution



Gotschal, 2007

http://pix.epodunk.com/locatorMaps/pa/PA_13692.gif

The Carlisle Indian Industrial School



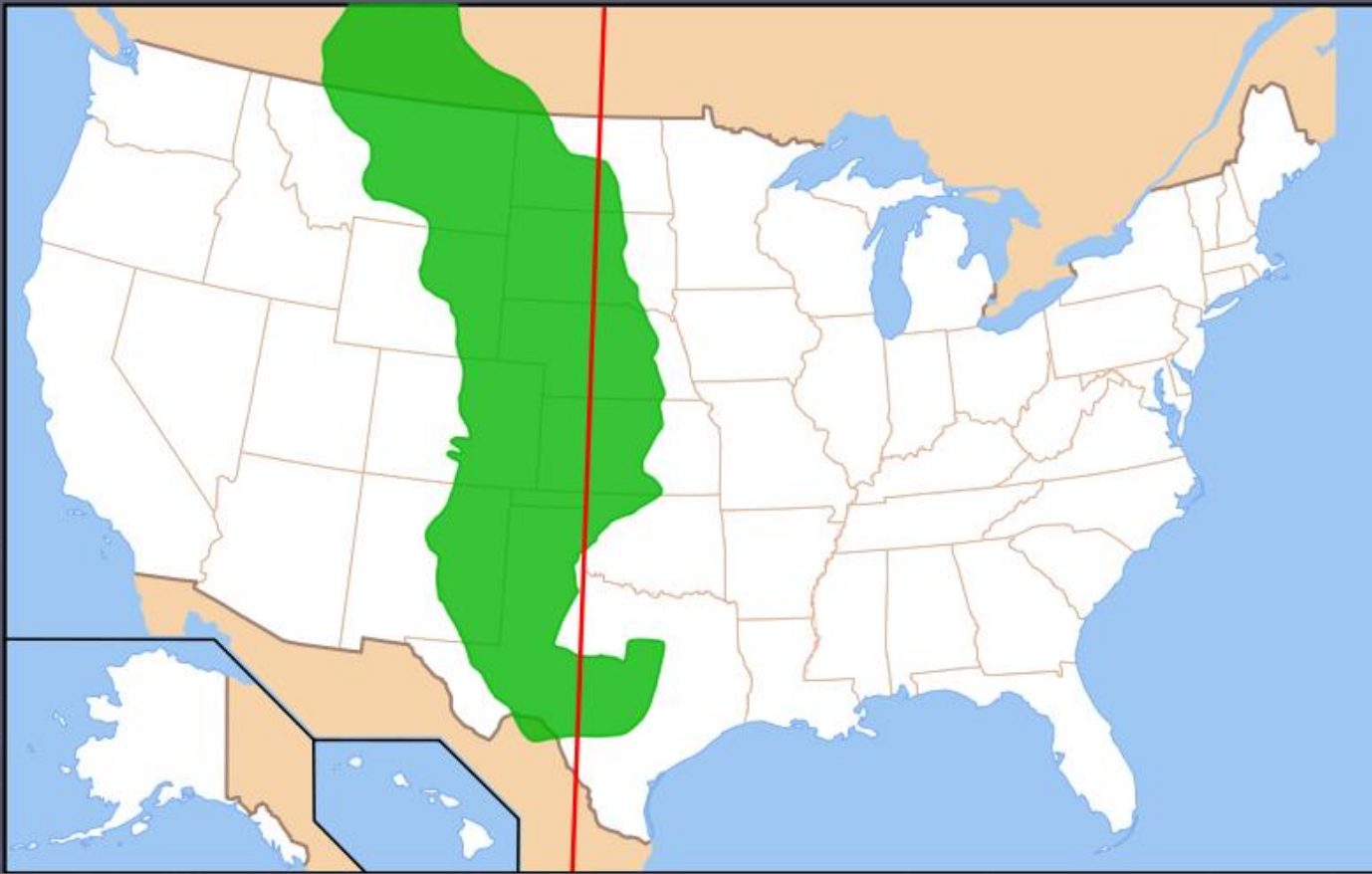
Gotschal, 2007

http://si.unm.edu/bern_2003/jack/jack_tl/postcard.jpg

The Carlisle Indian Industrial School

- ▶ Pratt began recruiting students for his new school in 1879
- ▶ Most of the students came from the Indian nations residing on the reservations of the Great Plains
 - Sioux (Lakota and Brule)
 - Kiowa
 - Cheyenne

Gotschal, 2007



Gotschal, 2007

[http://upload.wikimedia.org/wikipedia/commons/t
humb/d/dc/Map_of_Great_Plains.svg/800px-
Map_of_Great_Plains.svg.png](http://upload.wikimedia.org/wikipedia/commons/thumb/d/dc/Map_of_Great_Plains.svg/800px-Map_of_Great_Plains.svg.png)

The Carlisle Indian Industrial School

- ▶ The school formally opened on November 1, 1879
- ▶ Enrollment of 147 students
- ▶ Ages ranged from 6 to 25
- ▶ Majority were teenagers

Gotschal, 2007

Jenkins, S. (2007). The Real All Americans.
New York, NY: Doubleday.

“Civilization” Process: Step 1

► Appearance:

- Cut the boys braids
- To the Lakota, a boys braids were the emblems of their maturity and their manhood
- Lakotas only cut their hair as a sign of deep mourning
- One of the most traumatic episodes in the history of the school

Gotschal, 2007

Jenkins, S. (2007). *The Real All Americans*.
New York, NY: Doubleday.

“Civilization” Process: Step 1

► Appearance:

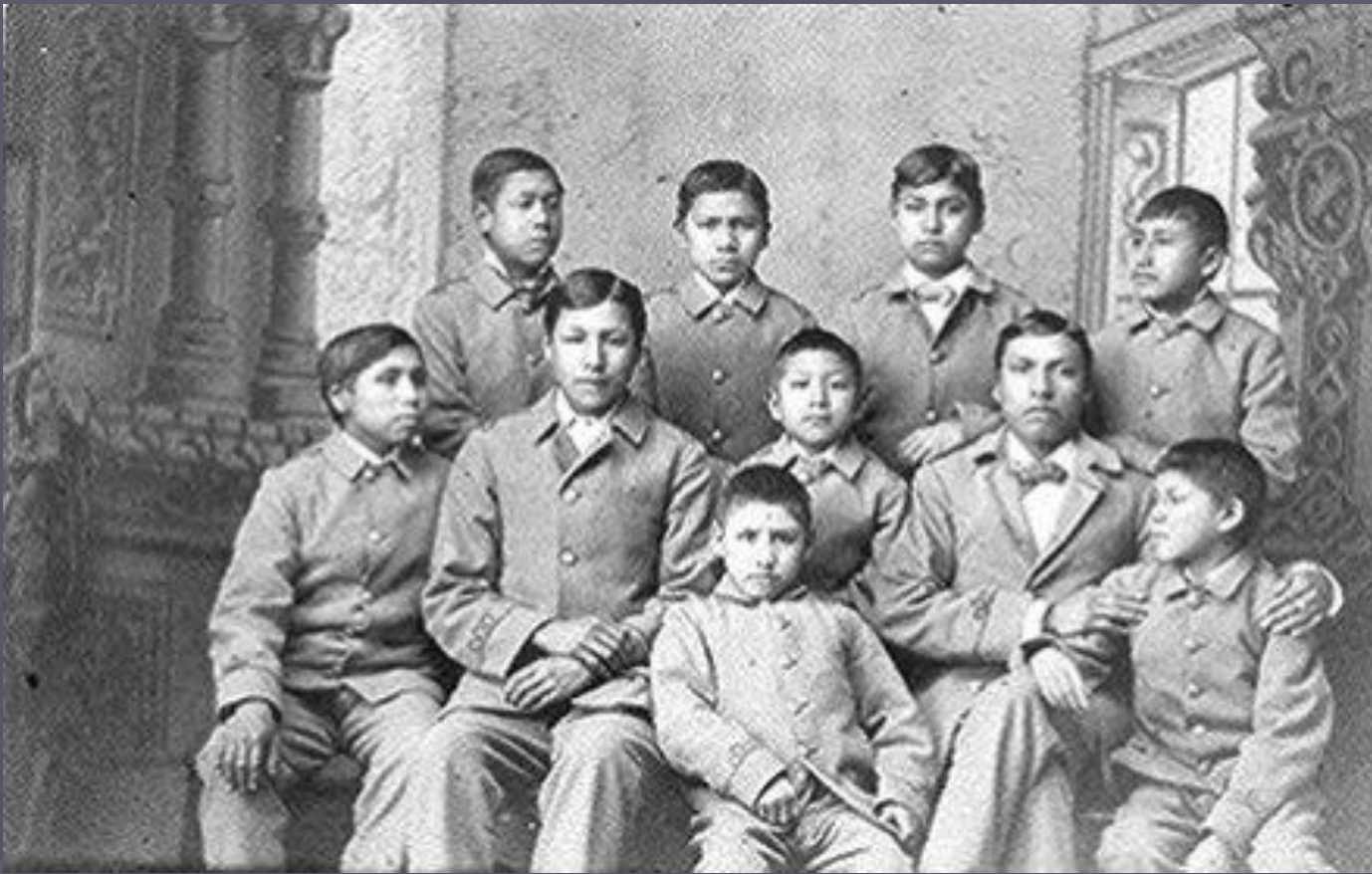
■ New Clothing

► Boys:

- Suits of gray wool
- Vests
- Caps
- Work boots
- Red long johns
- Suspenders
- Socks

Gotschal, 2007

Jenkins, S. (2007). The Real All Americans.
New York, NY: Doubleday.



Gotschal, 2007

<http://www.archives.gov/research/native-americans/pictures/images/indians-153a.jpg>

“Civilization” Process: Step 1

► Appearance:

■ New Clothing

► Girls

- Ankle-length pinafores
- Capes
- Thick stockings

Gotschal, 2007

Jenkins, S. (2007). *The Real All Americans*.
New York, NY: Doubleday.



Gotschal, 2007

http://www.bringinghistoryhome.org/image_library/5_6/6-22.gif

“Civilization” Process: Step 2

► Renaming

► Reasons:

- Most of the teacher’s could not pronounce the children’s names, or translate them
- Anglicizing pupils’ names made it easier to keep records

“Civilization” Process: Step 2

► Renaming

■ Process

- Teachers would write European names on the chalkboard and the Indian students would be asked to go to the chalkboard and point at a name. From that moment on, that was the name of the student.

Gotschal, 2007

Jenkins, S. (2007). *The Real All Americans*.
New York, NY: Doubleday.

“Civilization” Process: Step 3

- ▶ Language
- ▶ In order to prevent tribal cliques and to discourage speaking in their native dialects, Pratt scattered the tribes as widely as possible in the dormitories and forbade them to speak in their own languages on campus.

Gotschal, 2007

Jenkins, S. (2007). *The Real All Americans*.
New York, NY: Doubleday.

“Civilization” Process: Step 3

“Civilization is a habit. Language is nothing but a habit. We aren’t born with language, nor are we born with ideas either of civilization or savagery. All these things are forced upon us by our environment after birth.”

-Richard Henry Pratt

Gotschal, 2007

Jenkins, S. (2007). The Real All Americans.
New York, NY: Doubleday.

Daily Schedule

- ▶ 6:00 a.m.- students rose and performed chores and military exercises
- ▶ Breakfast
 - Based on Army rations
 - Oatmeal, milk, bread, syrup, and coffee or cocoa
- ▶ Mornings were devoted to academics
- ▶ Lunch
 - Thin beef stew called “gravy” or a hash with dumplings or potatoes, perhaps prune pudding, and tea

Gotschal, 2007

Jenkins, S. (2007). *The Real All Americans*.
New York, NY: Doubleday.

Daily Schedule

- ▶ Afternoons- Industrial Instruction
- ▶ Supper-
 - Soup or beans with cornbread, and fruit if available
- ▶ Evenings:
 - Monday and Tuesday nights- Study Hall
 - Wednesday and Thursday nights- gathered in chapel for hymns, prayers, and religious instruction
 - Friday nights- weekly health lecture
- ▶ Sundays- church

Gotschal, 2007

Jenkins, S. (2007). The Real All Americans.
New York, NY: Doubleday.

Academic Curriculum

- ▶ Mornings were devoted to academics
 - Mostly ENGLISH
 - Science
 - Agriculture

Gotschal, 2007

Industrial Curriculum

- ▶ Afternoons were for trade and shop classes
 - Wagon building
 - Cobbling
 - Blacksmithing
 - Tin- and coppersmithing
 - Carpentry
 - Painting
 - Tailoring
 - Harness making

Gotschal, 2007

Jenkins, S. (2007). *The Real All Americans*.
New York, NY: Doubleday.

Industrial Curriculum



<http://images.jupiterimages.com/common/detail/53/20/23212053.jpg>

Gotschal, 2007

Jenkins, S. (2007). *The Real All Americans*.
New York, NY: Doubleday.

► Girls were taught:

- Sewing
- Cooking
- Canning
- Ironing
- Child care
- Cleaning
- Stenography
- Bookkeeping
- Typing

Additional Curriculum

- ▶ Students were also taught the basic elements of a Victorian-era school
 - Folding hands
 - Sitting in chairs
 - Climbing stairs
 - Walking in line

Gotschal, 2007

The Outing System

- ▶ Instead of returning students to the reservation for the duration of the summer months, the students would be placed in the household of a non-Indian family
- ▶ Worked for farms, businesses, or craftsmen
- ▶ Provided cheap labor in the home and on the farm
- ▶ The ultimate means of acculturation
- ▶ Teach to be wage earners

Gotschal, 2007

Carlisle Indian Industrial School History.
<http://home.epix.net/~landis/history.html>

Extra-Curricular Activities

- ▶ Students wrote and performed dramas
- ▶ Choral concerts
- ▶ School band
- ▶ Drawing
- ▶ Debate Societies
- ▶ Athletics

Gotschal, 2007

Athletics

- ▶ Football
- ▶ Foot Races
- ▶ Swimming
- ▶ Sled Riding
- ▶ Roller Skating
- ▶ Bicycling
- ▶ Shooting Bows and Arrows
- ▶ Fishing
- ▶ Camping
- ▶ Cakewalks
- ▶ Dance Socials

Gotschal, 2007

Jenkins, S. (2007). The Real All Americans.
New York, NY: Doubleday.

Conclusion

- ▶ Over the course of its 39 years, over 10,000 students were enrolled at the Carlisle School drawn from tribes all across the continent.
- ▶ Until it closed in 1918, Carlisle served as a model for dozens of other boarding schools who adopted the concept of “civilizing the Indian” by stripping away Indian identity.

Gotschal, 2007

American Philosophical Society. Speck-Choate
Photograph Collection.
[http://www.amphilsoc.org/library/mole/s/choate.
htm](http://www.amphilsoc.org/library/mole/s/choate.htm)

Resources

- ▶ American Philosophical Society. Speck-Choate Photograph Collection.
<http://www.amphilsoc.org/library/mole/s/choate.tm>
- ▶ Carlisle Indian Industrial School History.
<http://home.epix.net/~landis/history.html>
- ▶ Guenther, K. (2007). Sports in Pennsylvania. Harrisburg, PA: Huggins Printing Company.
- ▶ Jenkins, S. (2007). The real all Americans. New York, NY: Doubleday.

Carlisle Indian Industrial School Photographic Resources



<http://www.pbs.org/weta/thewest/resources/archives/images/wimg670/3pre.gif>



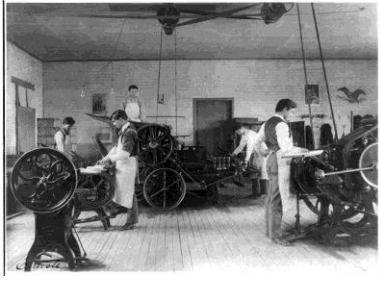
http://www.itvs.org/homeland/photos/ph_timeline4_1.jpg



http://americanhistory.si.edu/militaryhistory/img/graphics/701_1.jpg



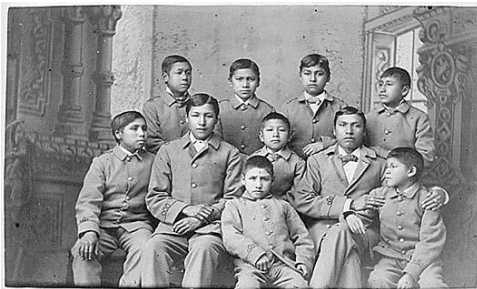
http://www.explorepahistory.com/images/ExplorePAHistory-a0h9t8-a_349.jpg



http://www.explorepahistory.com/cms/pbfiles/Project1/Scheme34/ExplorePAHistory-a0b3a8-a_349.jpg



<http://www.archives.gov/research/native-americans/pictures/images/indians-155a.jpg>



http://www.nebraskastudies.org/0700/media/0701_014401.jpg



<http://www.archives.gov/research/native-americans/pictures/images/indians-154a.jpg>



<http://www.nwhm.org/images/Education/Carlisle%20Indian%20School%20before.jpg>



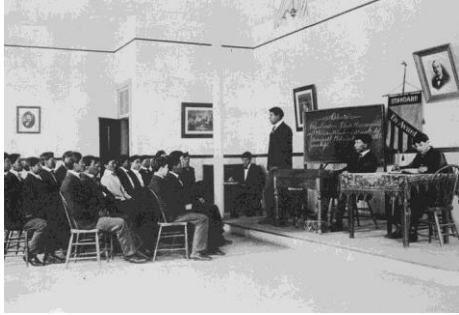
<http://www.e-lacrosse.com/2004/spotlight/car18.jpg>



<http://digital.library.okstate.edu/Oakerhater/images/DPOphoto013.gif>



http://jan.ucc.nau.edu/~jar/LIB/LIB10_2.jpg



<http://www.cliohistory.org/typo3temp/pics/331379d443.jpg>



<http://www.undeclaredutes.net/photos/etheldanielskolb.jpg>



<http://www.amerinda.org/newsletter/6-1/Lydia%20Gardner%20@@%20Carlisle%20Indian%20School.jpg>



<http://www.amphilsoc.org/library/mole/c/choate/3c.jpg>



<http://www.charleslummis.com/carlisle.jpg>



PHOTOGRAPH BY U.S. ARMY SIGNAL CORPS.
COURTESY OF THE ARIZONA HISTORICAL FOUNDATION

<http://www.nwhm.org/images/Education/Carlisle%20Indian%20School%20after.jpg>



http://www.americaslibrary.gov/assets/jb/jazz/jb_jazz_citizens_2_e.jpg



http://chronicles.dickinson.edu/encyclo/m/HF_mountpleasantF.jpg



http://www.post-gazette.com/images4/20070610ho_cumberland_450.jpg



http://i.a.cnn.net/si/2007/more/04/19/carlisle0423/p1_carlisle.jpg



<http://www.buffalosoldier.net/IndianGirlsArrivingatPratts'CarlisleSchoolforIndianStudentsL.jpg>



<http://www.amphilsoc.org/library/mole/s/choate.htm>



<http://www.amphilsoc.org/library/mole/s/choate.htm>



<http://www.amphilsoc.org/library/mole/s/choate.htm>



<http://www.amphilsoc.org/library/mole/s/choate.htm>



<http://www.amphilsoc.org/library/mole/s/choate.htm>



www.hanksville.org/sand/intellect/gof.html

EXIT SLIP

Please list one thing about this activity that you liked. Please list one thing about this activity that you did not like. Finally, list one suggestion for improving this activity.

DATE:

EXIT SLIP

Please list one thing about this activity that you liked. Please list one thing about this activity that you did not like. Finally, list one suggestion for improving this activity.

DATE: