

**Native American Boarding School Curriculum:
Chilocco Indian Boarding School
K-2nd and 3rd-5th Grades aligned to C3 Standards**

Intro

These lesson plans are targeted to elementary students from grades Kindergarten through second and from grades three through five. The standards align to the C3 Framework Standards. The lessons are designed as stand-alone inquiry lessons, allowing the educators to use one or both lessons. The lessons draw from primary and secondary resources, including oral histories from alumni of Chilocco Indian Boarding School in northern Oklahoma.

Context

While the timeline of the resources is primarily from the latter years of the school's operation, earlier years are referenced as well. Much of the resources from latter years demonstrate positive perceptions of the Native students who attended, and it is of importance to them that the curriculum and lessons demonstrate this as well. Although not all experiences were positive, the lessons for these early and middle elementary grades will focus on the positive experiences and perceptions. As students enter middle school grades, they can be exposed to the harsher realities, which are included in the curriculum for those grades.

Assessments

Assessments will include both summative and formative. Formative assessments will include grand discussion, vocabulary activities, noticing and wondering activities, depicting understanding via pictures, and creating a "journal entry" from the perspective of a student. Summative assessment can be performance of Reader's Theater and/or the journal entries.

Lesson Structure and Procedures

Learning activities will be introduced and will include links to relevant primary and secondary sources. Teachers can select to use full lesson plans, which could span over 2-3 days, or select the parts that are most relevant to their own state standards. It is highly recommended that teachers read information about Chilocco Indian Boarding School as well as other information pertaining to Indian boarding schools. Lessons draw heavily from data collected via oral history interviews conducted by Oklahoma State University's Oklahoma Oral History Program. Information specific to Chilocco can be found at [OSU's site](#) and also at [Chilocco's](#) alumni association site.

STAGE 1 – DESIRED RESULTS	
Unit Title: _____ Chilocco Boarding School: An Institution for Native American Students	
C3 Framework Standards - D-1: Developing Questions and Planning Inquiries D1.3.K-2 Identify facts and concepts associated with supporting questions - D-2: Developing Disciplinary Concepts and Tools D2.Civ.10.K-2 Compare their own point of view with others' perspectives D2.Geo.4.K-2 Explain how weather, climate, and other environmental characteristics affect people's lives in a place or region D2.His.10.K-2 Explain how historical sources can be used to study the past - D4.3.K-2 Present a summary of an argument using print, oral, or digital technologies	
Understandings: <i>Students will understand that...</i> - Boarding school life for Native American students was very different than home life - Boys and girls had very different roles in schools - We can use historical sources, including photos and interviews, to better understand events from the past - Climate and other environmental characteristics determine the kinds of crops that can be grown and the kind of farm animals that can be raised in regions	Essential Questions: What was attending boarding schools like for some Native American students at Chilocco? How was living at boarding school different from living at home? How were boys and girls treated differently? How did boys' clothing differ from girls' clothing?
Students will know:	Students will be able to: - Draw conclusions about what living at boarding school was like for some Native American students - Compare their own points of view with those of others - Determine why particular kinds of crops and animals were appropriate for the climate in the northern Oklahoma region - Create a detailed picture of how they (individuals) might have appeared as a Chilocco student, including clothing, hair, and work - Write/draw journal entries of what one day might have been like away from families while attending school in the morning and doing physical work/vocational training in the afternoons
STAGE 2 – ASSESSMENT EVIDENCE	
Performance Tasks:	Other Evidence:
Key Criteria:	

STAGE 3 – LEARNING PLAN**Summary of Learning Activities:**

- Vocabulary
- Introduction discussion
- Comparing and contrasting
- Noticing and wondering
- Analyzing text
- Reader's Theater
- Present summary

Vocabulary:

- Agriculture
- Native American
- Oklahoma
- Animal husbandry
- Livestock

Vocabulary could be represented by using the 4-square vocabulary method in which students write the word, a short definition, a synonym, and draw a picture representing the term. An alternative or additional vocabulary activity would be to put students into small groups and have them act out their perception of what the term means, such as doing short skits and/or using props.

Materials: paper and writing utensils, links to resources

Learning Activities Introduction:

- Begin by asking students how much time they spend at school each day.
- Ask how they would feel if they were not allowed to wear their own clothes but had to wear those that belonged to the school.
- Guide discussion about how this might be different if they actually lived at their school and only went home over some holidays and for the summer.
- Discuss how schools might have been different "a long time ago," such as 100 years.
- Discuss who Native Americans are (original inhabitants of Americas, here referred to specifically as original inhabitants of the US) and where they live today.
- States with high populations of Native people include Oklahoma, Alaska, Arizona, New Mexico, and California.
- Share with students the estimated Native population of your state and your community.
- Make the connection that for a long time (1879 – 1973 with the passage of the Indian Child Welfare Act), Native children could be sent to boarding schools whether or not they wanted to go.
- Ask students to consider these questions:
 - How students might have dressed
 - How boys and girls dressed differently
 - How the uniforms were different from the students' own clothing
 - What kind of classes they took
 - What kind of foods they ate
 - Where the students slept,
 - What kind of work they had to do

Clothing (Males):

- For each image, have them state a few things they notice and also pose at least two questions.
- Show image of 2 Chilocco Men in Traditional Native American Clothing
<https://cdm17279.contentdm.oclc.org/digital/collection/p17279coll5/id/580/rec/2>
- Image of 12 Young Men in Work Coveralls
<https://cdm17279.contentdm.oclc.org/digital/collection/p17279coll5/id/694/rec/9>
- Image of 4 Boys with Fish
<https://cdm17279.contentdm.oclc.org/digital/collection/p17279coll5/id/661/rec/58>
- Image of 5 Chilocco Young Men
<https://cdm17279.contentdm.oclc.org/digital/collection/p17279coll5/id/656/rec/68>

Clothing (Females):

- For each image, have them state a few things they notice and also pose at least two questions.
- Image of 20 girls in Uniform
- <https://cdm17279.contentdm.oclc.org/digital/collection/p17279coll5/id/735/rec/45>
- Image of a Group of Young Women Near a Bus
- <https://cdm17279.contentdm.oclc.org/digital/collection/p17279coll5/id/875/rec/106>
- Image of female student and Pottery
- <https://cdm17279.contentdm.oclc.org/digital/collection/p17279coll5/id/47/rec/353>
- Image of Girl in Dress
- <https://cdm17279.contentdm.oclc.org/digital/collection/p17279coll5/id/649/rec/388>
- Ask students what they think Native Americans look like today (responses may vary greatly depending on location, student ages, and other variables)
- Share with them publicly available photographs to demonstrate that Native people today dress in clothing just like the students, yet many also wear the traditional clothing of their tribes. Some photos from Google images are appropriate:
https://www.google.com/search?biw=1465&bih=891&tbm=isch&sa=1&ei=0YwIXIP_CY6EtQWK0I4Q&q=american+indians+today&oq=american+indians+today&gs_l=img.3..0j0i5i30l2.172197.172657..172976...0.0..0.74.382.6.....1....1..gws-wiz-img.....0i67j0i8i30.2whGfJ0nJM0

Classes & Curriculum:

- Discuss with students what some of their favorite classes are.
- Ask them if they would like to learn how to sew, cook, take care of farm animals, and grow crops.
- For many years, this is what students at Chilocco and other boarding students learned. Through the 1920s, students would spend half of their day in academic learning and half in vocational learning/training. This changed in 1929 because of how the drudgery dominated student life. After this, three quarters of the day was allocated to academic learning, which included extracurricular activities (art, music, PE, and other). [Lomawaima, 1994].
- Many changes in curriculum took place at this time. Native history could be taught (wasn't allowed previously); girls could take higher math courses; students had options of kinds of work that contributed to the daily running of the school, such as food preparation, doing laundry, machinery repairs, taking care of animals, and groundskeeping; the athletic program was expanded, including boxing, football, baseball, marching band, and pep squad with twirlers.

Share the following pairs of statements in writing and verbally with students and have them compare and contrast their meanings:

"My favorite class was English because I had actually brought that from the elementary school at Rocky Mountain. I believe I was so hungry for knowledge that I must've read every book in that school. That was actually my favorite subject, and I was really good at it." –Anile Locust

"Then we had the library down in the bottom of the school building. I worked there six weeks, helping Mrs.... The boys called her a name. 'Dumb Dora.' I said, 'She's not dumb! She is a librarian.' 'Well she is do us!' I never would call her that. She taught me a lot of things about library and how to mark the books and file them away and everything." – Davene Alford

Potential conclusion: The library was very important to some students.

"Yeah, it was kind of scary, and, of course, I became lonesome. I stayed in a room that was four of us to a room, so I got to know four of these guys pretty well. All four of us stayed all four years at Chilocco." –Frank Kekahbah

"You learned to take care of yourself... They mixed us up and put a older girl in with young ones. When we were in Home Three, though, we were roommates. It was three girls to a room. Bobbie was one of them... I just remember Bobbie because we chummed around pretty good, got along all right." – Davene Alford

Potential conclusion: Students lived in small groups and learned to be independent. Friendships with roommates may have become important.

"When I went to high school at Chilocco I worked on the dairy. They taught you a trade, you know. I picked the dairy because I could make money working on it. I made my spending money." –Joe Thornton

"What was most helpful to me, I think, besides the academic classes, you chose a vocation when you went in there... They had, like, forty-five shops or something... They had all these vocations that you could choose: 'printing, baking, power plant operation, masonry, food prep, farming, dry cleaning, foundry' (which was metal casting), 'plumbing, shoe repair and leather craft, auto mechanics, dairy operation, printing, carpentry, electricity, blacksmith and welding, cosmetology, and animal husbandry.' And home ec. I chose home ec. – Claudine King

Potential conclusion: Students learned more than academics at Chilocco and had choices.

Formative Assessment: Students write or draw a journal entry from the perspective of a Chilocco student. They should tell what they did that day and describe how they feel at the end of the day.

Reader's Theater

Students will work in small groups to participate in Reader's Theater. Students can be encouraged to bring items and/or clothing from home to represent the person whom they will portray. For larger classes, some scripts will be repeated among groups.

Reader's Theater

A Welcoming Introduction

Characters (all male): Amos, Jack, Curtis, Coleman

Setting: Dorm room with 4 beds and 4 dressers

Amos: Hello, I will be living in the dorm with you. I am Amos and am Muscogee Creek. I am from Okmulgee, Oklahoma.

Jack: Hi Amos, I'm Jack. You can have the top bunk above me. I am Seminole, and I'm from a small town called Little, Oklahoma. It's about 80 miles from here.

Curtis: Hi Amos, my name is Curtis, and I am Kiowa. My family lives in southwest Oklahoma in Anadarko. I think you will like it here at Chilocco.

Coleman: I'm Coleman, and I'm not from Oklahoma. My people are Sac and Fox, and I come from northern Kansas. I am a long way from home.

Amos: It is good to meet all of you. I am very nervous to be here.

Curtis: It is OK to be nervous. We will help you feel better.

Coleman: You will like the food here. We will take you to the cafeteria in a few minutes when it is time for dinner. We were just playing a game since we finished working today.

Jack: Have you thought about what vocation you would like to try? You get to try one for three weeks and then decide if you like it or not.

Amos: My father went to school here, and he learned to do plumbing. I think I would rather work with animals. What do you do?

Jack: I work at the dairy and even make extra money. Maybe you would like to try working with me.

Coleman: Amos, I don't work with animals, but I am learning how to safely work with electricity. It is difficult, but I am good at it and want to become an electrician. Maybe you would like to try doing that with me.

Curtis: Amos, I am always hungry, so I am learning to bake! People used to think that baking was only for girls, but I am one of the best bakers in my group. Everyone should know how to cook! (all boys laugh)

Amos: Thank you all so much for making me feel welcome and for offering to help me get used to being here.

Coleman: You might not feel so welcome when we have to get up at 5:00 every morning and do chores before we can have breakfast!

Curtis: Yeah, thanks to Jack keeping us up late laughing every night, we don't go to bed very early. 5:00 sure does come early every day!

Jack: The best part of the day is goofing around with my friends. Amos, you will fit right in here. Be ready to work hard, study hard, and laugh hard!

Amos: I have a feeling I am in the right place. When is dinner? (all boys laugh)

Life in Home Three

Characters (all female): Charlotte, Betty, Juanita, Noreen, Marian, Sally

Setting: Commons area of Home Three

Charlotte: Has anyone seen my curlers? I know they were in my room. Betty, Sally, you are my roommates. Did you take them?

Betty: I haven't seen them. Besides, our hair is too short for curlers.

Charlotte: I know we all have short hair, but the photographer is coming tomorrow. I want to look just right!

Juanita: Charlotte, you lent them to me last week for the Friday night dance. Remember?

Charlotte: Oh yeah, now I remember!

Noreen: Juanita, did Edgar ever ask you to dance? He is so shy!

Juanita: No, he didn't. But I just might ask him next time! (girls laugh)

Marian: Why do we have to get up so early on school days? We should be able to sleep until time for class!

Sally: It would be nice to sleep later. But we have to make our beds perfectly, get dressed, and do our chores before breakfast. I don't want to miss breakfast!

Marian: That is true. I don't want to be late to breakfast because the boys at our table will get all of the biscuits if we aren't there to get our fair share! (girls laugh)

Betty: Charlotte, do you remember when Curtis took the last biscuit before you had one, and you stabbed him with your fork?

Charlotte: I sure do! Ma Grinwell made me work four weeks in the laundry because of that! I learned to iron a white dress shirt in four minutes.

Juanita: And we all learned not to touch Charlotte's food! (girls laugh)

Noreen: Sometimes it's just too easy to get in trouble when we are just trying to have fun. Remember when I got in trouble for not doing my Latin lesson and had to peel potatoes for three weeks? I would rather have been outside playing on the new tennis courts.

Sally: Let's stop talking about getting in trouble and figure out how we are going to look perfect for the photographer tomorrow. These pictures are so important – they will go in the Chilocco yearbook since we are seniors!

Marian: Ugh, that means we will have to get up even earlier tomorrow to get ready for the photographer. This Potawatomi hair of mine is so straight that no curlers could ever make a difference.

Betty: Marian, you are lucky. My Cherokee hair has just enough curl to not be straight, but it won't curl with curlers either. I am so glad the style is short hair now!

Sally: I'm so glad it isn't summer right now. The Oklahoma humidity in the summer makes my hair go absolutely crazy! No curlers would fix that even if I did still have long hair.

Noreen: I think we should get up at 4:30 in the morning to get ready for the photographer. That means if we go to bed now, we can still get almost six hours of sleep, and I need my beauty sleep!

Juanita: Charlotte, that means you need to go to bed without keeping your roommates talking and laughing until 2:00 in the morning!

Charlotte: All right, I will only keep them up until 1:30. (girls laugh and all tell each other good night)

Welcome to Chilocco

Characters:

Male: Mr. Fife, Thomas, Clem, Titus, Virgil

Female: Emma, Agnes, Ruth, Leola

Setting: Academic building – Mr. Fife is explaining to the new students

Mr. Fife: So students, now that you have learned some about your new school, what can you tell me about it? And what questions do you have?

Thomas: Mr. Fife, I know that Chilocco became a school in 1884, but why is it in Oklahoma? It took me three days of traveling to get here from Arizona. And I haven't seen even one sheep since I got here. At my home we had dozens of sheep.

Ruth: Thomas, as a Hopi Indian, I am also from the Southwest and miss my sheep. But did you notice how different Oklahoma is from Arizona? I have seen hundreds of cows here, more than I ever saw before. My parents explained to me that sheep could live here, and a few are here at Chilocco, but that cattle would not be able to live very well in our beautiful desert lands back home. Maybe you will learn more about cattle while you are here.

Mr. Fife: Ruth is absolutely correct. We do have a few sheep that we use for shearing. We then sell fleece. But we primarily raise cattle here because of our climate. We get very cold winters and must be able to shelter them in barns in the winter and provide hundreds of acres of grass for them in the summer to graze.

Leola: Some of the girls told me that summers get very hot here. I am from the Pine Ridge Reservation in South Dakota, and it gets very hot there too. Does it get hotter here?

Virgil: Leola, I am a citizen of the Osage Nation in northern Oklahoma, just about 90 miles east of here, and I can tell you that it does get very hot here. The humidity in the air makes it feel even hotter than the temperature.

Clem: Mr. Fife, I am a Pawnee, and I would like to room with other Pawnee students. Why do I have to be with Wichitas and Comanches? We don't have anything in common. I don't know anything about them.

Emma: Clem, I asked my family about that also. Both of my parents went here. My father is Cherokee, and my mother is Muscogee Creek, two tribes that have not always gotten along with each other. But they told me that I would make friends with people from lots and lots of other tribes. I am excited that I am rooming with a Shawnee girl and an Arapaho!

Titus: Can anyone tell me why the Navajos get to room together? They are always talking to each other in their own language. They call themselves "The People" and the rest of us "Indians."

Ruth: The Navajos are different from us because they have not learned English yet. That is why they have different classes until they get used to speaking English. Since they are from a desert climate, they

are not accustomed to using water the way that many here use it. Water is sacred. Since we have so much more water here in Oklahoma, we are able to use it to bathe more frequently and to keep our clothes clean. The Navajos are not used to taking showers. My aunt went to school here and told me all about how different people live here than in my home in Hopi country.

Agnes: I am worried that we won't ever get to do anything for fun. We go to classes half of each and work the other half. How are we supposed to have fun?

Titus: I heard that we get to lots of fun things. Sometimes we will have dances on Friday nights. And I saw some of the guys cleaning the hall floors last night. They were using blankets and pulling each other up and down the hall to make the floors shiny! That looks like a fun way to work.

Virgil: What if we want to play sports? I want to be a really good athlete. If I'm spending all of my time in school and doing work, when can I be an athlete?

Mr. Fife: You will find that there will be plenty of time to practice your athletic skills. Did you know that we have one of the best boxing teams in the country? Our boxers can take on any other team and come out on top!

Leola: What about basketball? I used to play basketball against my brothers, and I am just as good as they are.

Mr. Fife: Leola, you will enjoy playing basketball with the other students here. We even have a new basketball court in the gym.

Thomas: I am not really interested in playing sports, but I do like to run long distances. It helps me think more clearly. Will I be able to do that here?

Mr. Fife: Yes, Thomas, we have several students who like to run. I believe you will find running to be different here due to the difference in climate and in the hills.

Titus: I would rather learn how to fix radios. Where I am from in western Oklahoma, we don't have many radio stations. If a radio isn't working well, we don't get any news. My family wants me to learn how to keep radios working well. Weather can ruin our crops if we aren't prepared for it. News and weather reports are very important to us. One time we planted 100 acres of wheat too early, and frost killed it all. My mother said that if we had a working radio, we would have known to wait two more weeks before we planted.

Agnes: My Anishinabe people in Minnesota collect minomin, wild rice, every year. We eat it all year round. It will be hard for me to get used to eating so much bread and potatoes instead of rice. I wish we could collect rice here. I've only been here three days, and I already miss it.

Ruth: Agnes, I understand that well. At home we hardly ever eat beef. Instead we eat lots of mutton. My grandmother makes the best mutton stew in the world.

Clem: It appears as though we all have lots to get used to. I am ready to learn how to repair cars. When can we start?