

### Overview

This lesson explores the history of racial and ethnic relations through the lens of American Indian education and the example of Haskell Indian Nations University. Students will examine primary documents from Haskell to determine how relations between American Indians and the United States government have changed over the years. The lesson is written for one class session. An optional research assignment is provided to address additional state education standards and 21st century learning skills.

### Standards

Current standards can be found on [kshs.org](http://kshs.org).

## Objectives

### Content:

- The student will learn about and describe American Indian education in the United States.
- The student will identify how changes in racial relations impacted students at Haskell.

### Skills:

- The student will evaluate primary documents to determine patterns of change over time.
- The student will write a brief expository text.
- The student will research how racial relationships still affect American Indians  
[Optional research activity]
- The student will research a contemporary topic using available, reliable sources.  
[Optional research activity]
- The student will use an appropriate digital format to submit summary research findings.  
[Optional research activity]

## Essential Questions

- How can racial relations affect government policy?
- How can government policy affect racial relations?

## Activities

This activity uses the following *Read Kansas!* cards:

- **A History of American Indian Education**
- **Two Visions of Haskell's Purpose**
- **Photographs of Haskell Students**
- **Reading Primers Used at Haskell**
- **Newspapers and Public Perception**

### Day 1

1. Introduce the lesson through a general discussion about race relations in America. Explain that race relations have been a challenging component of American society since the colonial period. Ask students for examples in American history where important events were tied to the issue of race relations. Answers may include the *Brown v. Board of Education* ruling, the role of slavery in the Civil War, and Martin Luther King, Jr.'s, "I Have A Dream" speech.
2. Explain that students will be studying the relationships between American Indians and the white majority government over the last 150 years by learning about American Indian education.
3. Distribute copies of the **A History of American Indian Education** *Read Kansas!* card.
4. Ask for volunteers to read the text aloud. Once the class has read the text review key concepts in a question-based format. Who was in control of American Indian education? How do you think American Indian students felt at the off-reservation boarding schools? Do you think all students felt the same? What could an American Indian student gain from attending such a school? What might a student give up at such a school? In what ways did off-reservation boarding schools differ from most schools today?

5. Explain that students will continue their study of relations between American Indians and the government by focusing on Haskell Indian Nations University. Explain that Haskell is a four-year college for American Indians located in Lawrence, Kansas. Haskell was first opened in 1884 as an off-reservation boarding school.
6. Divide the class into four groups. Explain that each group will receive a *Read Kansas!* card with two primary documents relating to Haskell, as well as an **Exploring Primary Source Documents** graphic organizer and two copies of **Notes About Primary Source Documents**. Each group will examine its documents and complete the **Exploring Primary Source Documents** graphic organizer.
7. Have one or two students from each group present their group's document pair summary to the class. Students listening to the presentations should use their **Notes About Primary Source Documents** graphic organizer to record notes about each document. Examined together, the primary documents should reveal patterns of change in racial relations at Haskell.
8. After all presentations, ask students to review their notes. What aspects of race relations are revealed through the study of the primary documents? How are American Indian traditions viewed in the earlier documents? In the later documents? Who had authority over American Indian education in the earlier documents? In the later documents? What do these patterns suggest about racial relations at Haskell?
9. Have students write a five-paragraph essay on patterns of change in American Indian education, based upon information provided in the **A History of American Indian Education** *Read Kansas!* card and the primary sources. Students should use the information from their **Notes About Primary Source Documents** graphic organizer and should cite at least three primary sources in support of their statement. This may be assigned as homework if class time is limited.
10. Collect essays for assessment.

### **Optional Research Activity**

*Prior to beginning the lesson determine if student groups will research only one or multiple contemporary issues regarding American Indian rights. Suggested topics include: Indian gaming enterprises (casinos), Indian tribal sovereignty (reservation authority), and the Baker-Haskell wetlands controversy.*

1. Review the previous day's observations on racial relations and American Indians. Discussion should focus on how the government controlled many aspects of American Indian life, including settlement opportunities, cultural expression, and educational policies in an attempt to force American Indians to assimilate and abandon their cultural traditions.
2. Explain to students that changes in racial relations and United States government policies within the last 50 years have restored freedoms to American Indians, who can once again openly practice cultural traditions.
3. Explain to students that they will research how American Indians still confront issues that may be viewed as limiting their rights. After researching topics students will compile information into a digital format (PowerPoint, Photo Story 3, iMovie, etc.) to present to the class.
4. Introduce the research topic(s), using the background information provided in this lesson plan.
5. Divide students into small groups of two to five students each. Allow groups to pick their topic, or assign topics.
6. Students should utilize textbooks and books from the library to complete their research. Considerable information is available on the Internet and may serve as an important resource for students, but it should be emphasized that the reliability of information on the Internet varies greatly from website to website.

7. Additional days of research may be assigned at the teacher's discretion. Allow student groups time to create a digital format project.
8. Have each group present its project to the class, allowing time for any questions or clarifications between presentations.

## Assessment

- Evaluate the student's ability to complete the **Exploring Primary Source Documents** graphic organizer.
- Evaluate the student's ability to complete the **Notes About Primary Source Documents** graphic organizer
- Evaluate the student's ability to complete the short paragraph essay.
- Optional activity: Evaluate student's involvement in the completion of the digital project and presentation.

## For the Teacher

Recommended bibliography for history of American Indian education:

- Adams, David Wallace. *Education for Extinction: American Indians and the Boarding School Experience 1875-1928*. Lawrence, KS: University of Kansas Press, 1997.
- Vučković, Myriam. *Voices from Haskell: Indian Students Between Two Worlds, 1884-1928*. Lawrence, KS: University of Kansas Press, 2008.

### Notes about using primary sources

- Historians use primary sources to determine what happened in the past.
- A primary source is a document or an artifact that was created at the time of an event or by a person who was present at the event. This makes it a first-hand account. Photographs, newspapers, broadsides, census records, letters, and diaries are all primary sources.
- Once a historian pieces together the events of the past through primary sources, he or she interprets those materials to tell the story of the past.
- When primary sources are edited they may contain bracketed words ([ ]). This may be done when the original word is misspelled. The word(s) in brackets indicates a word that was inserted by the editor.
- When primary sources are edited for length they will contain ellipses (...). This means there are words or sentences removed.
- When a primary source is transcribed there may be words that cannot be deciphered and they will be marked in a specific way (xxx).
- If a primary source is difficult to read and understand try reading it out loud. This generally helps with comprehension.

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Resources for this lesson are from:

- Kansas Historical Society collections
- Library of Congress
- Haskell Indian Nations University

## **Answer Key – Exploring Primary Source Documents graphic organizers**

### **Two Visions of Haskell's Purpose**

#### **Document A**

1. Superintendent Marvin's vision is to have complete assimilation of the American Indians into white culture.
2. His words imply that American Indian cultural traditions are inferior and backward in comparison to white ways.

#### **Document H**

1. According to this mission statement the two principles important to student learning are sovereignty and self-determination, which allow the student to be free from outside forces and control how they live their lives.
2. The role of American Indian culture at Haskell is to be central to learning, creating a "culturally based holistic lifelong learning environment."

#### **Summary:**

1. Our group studied documents outlining two different views of Haskell's purpose. The first document, which includes excerpts from the opening ceremony speech in 1884, shows that the goal during Haskell's early years was assimilation of American Indians.
2. The second document, the 2008 Haskell mission statement, shows that today, American Indian culture is a central part to education at Haskell. Instead of being forced to change, cultural traditions are celebrated.

### **Photographs of Haskell Students**

#### **Document C**

1. This is a group photograph of older, maybe high-school-aged students. They are wearing military-style uniforms and are lined up in a regimented manner (other observations are possible).
2. The students in this photo have been told exactly what to do and how to dress, and may feel like their actions are restricted. They may feel disconnected from their families.

#### **Document G:**

1. A large group of people ranging in age from young children to older adults. They are dressed in casual clothing.
2. The people in this photograph are proud and happy to be connected with Haskell.

#### **Summary:**

1. Our group studied photographs of Haskell students. The first photograph, from 1923, shows that students were put into uniforms for their school picture. They all have similar haircuts and are standing the same way. There is no evidence of cultural or traditional heritage.
2. The second photograph, from 2010, shows Haskell students, faculty, and staff dressed alike in casual, contemporary clothes. They look like they are enjoying being at Haskell.

### **Haskell Reading Books**

#### **Document D:**

1. The pictures both depict a white boy. In the first picture, he is standing with a white man who is a blacksmith, putting a shoe on the pony. In the second picture, he is riding a toy horse. They are dressed in western-style clothing.
2. A Haskell student might not identify with the boy in the picture. A Haskell student would likely not have

experienced the activities depicted, nor would they have likely worn the same style of clothes as the boy in the picture.

**Document E:**

1. The pictures show two Navajo people performing traditional work. The mother is spinning and herding sheep. The father is on horseback, leading another horse. The text is in both English and Navajo.
2. A Haskell student would have likely identified with this passage. Students may have seen their own parents completing the same tasks at home, or they may have done these things themselves.

**Summary:**

1. Our group studied pages from reading books at Haskell. The first book, from 1936, shows that children were taught using white methods. This is one way that Haskell attempted to assimilate the students.
2. The second book, from 1949, shows that as time went on, American Indian traditions were embraced and used as educational tools.

**Newspapers and Public Perception**

**Document B:**

1. According to this article, education and Christianity will rescue students from extermination.
2. Based on this article, the public's perception of Haskell would most likely be of a place where American Indian children behave like white children.

**Document F:**

1. The heart of the institution is teaching students to express their history, beliefs, and aspirations.
2. Based on this article, the public's perception of Haskell would most likely be of a place where American Indians are able to not only express, but celebrate their heritage and cultural traditions.

**Summary:**

1. Our group studied two newspaper articles about Haskell. The first article, from 1900, shows that in the early years, Haskell was focused on changing American Indians, rather than allowing them to be who they were.
2. The second article, from 1978, shows that in more recent years, Haskell has changed its mission to one of preserving cultural heritage.

## Exploring Primary Source Documents

### Pair #1 – Two Visions of Haskell’s Purpose

#### Document A

**Item:** Excerpts from a September 18, 1884, article from the *Lawrence Journal* newspaper, entitled “Haskell Institute.”

**Description:** Article highlights the opening ceremony for Haskell Institute. The provided excerpt is from a speech given by Superintendent James Marvin.

1. What is Superintendent Marvin’s vision of Haskell’s legacy? \_\_\_\_\_

\_\_\_\_\_

2. What do his words imply about his opinion of American Indian cultural traditions? \_\_\_\_\_

\_\_\_\_\_

#### Document H

**Item:** Haskell Indian Nations University’s 2008 mission statement.

**Description:** A mission statement is a written proclamation outlining the purpose of a company or organization. Mission statements are used to guide the organization in planning and decision-making activities.

1. According to the mission statement, what two principles are important to student learning?

Define these terms. \_\_\_\_\_

\_\_\_\_\_

2. According to the mission statement, what is the role of American Indian culture at Haskell? \_\_\_\_\_

\_\_\_\_\_

#### Document Pair Summary

Our group studied documents outlining two different views of Haskell’s purpose. Document A, which includes excerpts from the opening ceremony speech in 1884, shows that \_\_\_\_\_

\_\_\_\_\_

Document H, the 2008 Haskell mission statement, shows that \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Exploring Primary Source Documents

### Pair #2 – Photographs of Haskell Students

#### Document C

**Item:** Photograph of Haskell students, circa 1923.

**Description:** Photograph of tribal representative officers included in the *1923-1924 Catalogue and Calendar of Haskell Institute*, a school publication distributed to enrolled families and prospective students.

1. Describe what you see in the photograph. \_\_\_\_\_  
\_\_\_\_\_

2. Using your knowledge of the school, what emotions do you think the students in the picture are experiencing? \_\_\_\_\_  
\_\_\_\_\_

#### Document G

**Item:** Photograph of Haskell students, Fall 2010.

**Description:** A photograph of Haskell staff, faculty, and students taken in their football stadium.

1. Describe what you see in the photograph. \_\_\_\_\_  
\_\_\_\_\_

2. What emotions do you think the people in the picture are experiencing? \_\_\_\_\_  
\_\_\_\_\_

#### Document Pair Summary

Our group studied photographs of Haskell students. Document C, from 1923, shows that \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

Document G, from 2010, shows \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.



## Exploring Primary Source Documents

### Pair #3 – Haskell Primers

#### Document D

**Item:** Page from *Bobbs Merrill First Reader*, 1936.

**Description:** This page is from a book like those used to teach reading at Haskell in the early 1900s. The book is approximately first or second grade reading level.

1. Make three observations about the text and illustrations. \_\_\_\_\_  
\_\_\_\_\_

2. Do you think a Haskell student in 1936 would identify with the text and illustrations? Explain your answer.  
\_\_\_\_\_  
\_\_\_\_\_

#### Document E

**Item:** Page from *Navajo Life Series: Primer*, 1949.

**Description:** This is a page from a book used to teach reading at Haskell in the 1950s. The book was illustrated by a Navajo artist and includes passages in the Navajo language.

1. Make three observations about the text and illustrations. \_\_\_\_\_  
\_\_\_\_\_

2. Do you think a Haskell student in the 1950s would identify with the text and illustrations? Explain your answer. \_\_\_\_\_  
\_\_\_\_\_

#### Document Pair Summary

Our group studied pages from reading books used at Haskell. Document D, from a 1936 textbook, shows \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

Document E, from a 1949 textbook, shows \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

## Exploring Primary Source Documents

### Pair #4 – Newspapers and Public Perception

#### Document B

**Item:** Excerpts from *Jeffersonian Gazette* article, “The World’s Civilizing Wonder-Worker,” 1900.

**Description:** The article outlines the history and organization of studies at Haskell Institute.

1. According to the article, what will “rescue” American Indian students from extermination? \_\_\_\_\_

\_\_\_\_\_

2. What do you think the public perception of Haskell would be, based upon the reading of this article?

\_\_\_\_\_

#### Document F

**Item:** Excerpts from *Lawrence Journal-World* article, “Cultural Aspects Set Haskell Apart,” 1978.

**Description:** The article describes a particular program of study at Haskell Indian Junior College.

1. What is described as the “heart of the institution?” \_\_\_\_\_

\_\_\_\_\_

2. What do you think the public perception of Haskell would be, based upon the reading of this article?

\_\_\_\_\_

\_\_\_\_\_

#### Document Pair Summary

Our group studied two newspaper articles about Haskell. Document B, from 1900, shows that \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Document F, from 1978, shows that \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

## Notes About Primary Source Documents

Document A: 1884 newspaper article	<b>Notes:</b>  <hr/>
Document B: 1900 newspaper article	<b>Notes:</b>  <hr/>
Document C: 1923 photographs of students	<b>Notes:</b>  <hr/>
Document D: 1910 reading book	<b>Notes:</b>  <hr/>
Document E: 1949 reading book	<b>Notes:</b>  <hr/>
Document F: 1978 newspaper article	<b>Notes:</b>  <hr/>
Document G: 2010 photograph of students, faculty, and staff	<b>Notes:</b>  <hr/>
Document H: 2008 mission statement	<b>Notes:</b>  <hr/>