LOC TPS US History  19th century education of Native Americans and African Americans
How did popular attitudes and governmental policies impact these populations?

Grades 9-12
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This activity is sponsored in part by the Library of Congress Teaching with Primary Sources Eastern Region Program, coordinated by Waynesburg University.

Two class periods of 45 – 60 minutes
Description of activity: Students investigate educational programs for Native Americans and African Americans during the late 19th century to identify goals and

Focus Question: How did popular attitudes and governmental policies impact Native American and African American populations?

Context: This inquiry belongs in a unit on US expansionism and treatment of American Indians and post-Reconstruction social policies.

Objectives:
Virginia SOLS
USI.1 The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to
a) identify and interpret primary and secondary source
STANDARD VUS.6a
The student will demonstrate knowledge of the major events during the first half of the nineteenth century by
a.) identifying the economic, political, and geographic factors that led to territorial expansion and its impact on the American Indians (First Americans).
STANDARD VUS.7c
The student will demonstrate knowledge of the Civil War and Reconstruction Era and its importance as a major turning point in American history by
c) examining the political, economic, and social impact of the war and Reconstruction, including the adoption of the 13th, 14th, and 15th Amendments to the Constitution of the United States of America.
STANDARD VUS.8a
The student will demonstrate knowledge of how the nation grew and changed from the end of Reconstruction through the early twentieth century by
a) explaining the relationship among territorial expansion, westward movement of the population, new immigration, growth of cities, and the admission of new states to the Union.
STANDARD VUS.8c
The student will demonstrate knowledge of how the nation grew and changed from the end of Reconstruction through the early twentieth century by
b) analyzing prejudice and discrimination during this time period, with emphasis on “Jim Crow” and the responses of Booker T. Washington and W.E.B. Du Bois.
AP US History
Time Period 5: 1844-1877 and Period 6: 1865-1898
Key Concept 5.1, 5.3, 6.3  Thematic Learning Objectives CUL-1, CUL-4, MIG-2, POL-2
Causation, argumentation, sourcing

Assessment: Supporting questions guide thinking and provide structure. Formative assessments check in on learning for accuracy and understanding. Summative assessments gauge the level of actual understanding and provide valuable practice on written assessments.

Activity Details
Primary Sources: find below
Procedure: Supporting questions guide student inquiry. Formative assessments check for understanding. The teacher should lead a class debriefing after completion of the formative assessments before asking students to move on to the summative assessment and action steps.

What you will need before implementing:
This lesson is dependent on computer and internet access for all students. The documents and directions should be shared digitally with all students (through Google Classroom or another format).

Teachers may wish to refer to the Library of Congress Teacher's materials and primary source set available at
Map showing the location of the Indian reservations within the limits of the United States and territories
United States. Office of Indian Affairs
John H. Oberly
Washington, D.C. : Office of Indian Affairs, 1888
https://www.loc.gov/item/2009579476/
Chiricahua Apaches as they arrived at Carlisle from Fort Marion, Florida
1886 November 4th

http://cdm15330.contentdm.oclc.org/cdm/ref/collection/p15330coll22/id/36689

Hugh Chee, Bishop Eatennah, Ernest Hogee, Humphrey Escharzay, Samson Noran, Basil Ekarden, Clement Seanilzay, Beatrice Kiatel, Janette Pahgostatum, Margaret Y. Nadasthilah, Fred’k Eskelsejah, Native American (Chiricahua Apache) boys and girls pose outdoors at the Carlisle Indian School, Carlisle, Pennsylvania after their arrival from Fort Marion, Florida.
Chiricahua Apaches four months after arriving at Carlisle

John N. Choate

1887

http://cdm15330.contentdm.oclc.org/cdm/ref/collection/p15330coll22/id/36690

Studio portrait (sitting and standing) of Samson Noran, Fred’k Eskelsejah, Clement Seanilzay, Hugh Chee, Ernest Hogee, Margaret Y. Nadasthilah, Humphrey Escharzay, Beatrice Kiahdel, Janette Pahgostatum, Bishop Eatennah, and Basil Ekarden, Native American (Chiricahua Apache) boys and girls at the Carlisle Indian School in Carlisle, Pennsylvania.

Describe the transformation that was evident here.
Include specific details as evidence.
What do you think was the photographer’s purpose or motive in taking these?
Captain Richard H. Pratt


Read this excerpt from Capt. Richard H. Pratt's speech "Kill the Indian, and Save the Man" from 1892
http://carlisleindian.dickinson.edu/sites/all/files/docs-resources/CIS-Resources_PrattSpeech.pdf

Describe Platt's views on “the Indian problem.”
What seems to have been the motivation of this and similar schools?
Do you see any apparent contradictions in his message?
The Carlisle Indian Boys’ & Girls’ Friend (Vol. 1, No. 1) - Transcript Only
http://carlisleindian.dickinson.edu/publications/carlisle-indian-boys-girls-friend-vol-1-no-1

http://carlisleindian.dickinson.edu/sites/all/files/docs-publications/BoysGirlsFriend_v01_n01_transcript.pdf

What do you think about the choice of news?
What does it seem to try to convey?

What questions do you have about the Carlisle Indian School?
Discuss your questions with a small group and then investigate the online sources available at Carlisle Indian School Digital Resource Center http://carlisleindian.dickinson.edu/

Report your findings to the class.

Excerpt from Report of the Board of Education for Freedmen, 1864
http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/civilwar/freedmen/gulf.html
According to this document, when did schools for African-Americans first emerge?
What problems did they face?

Investigate the program at Hampton Normal and Agricultural Institute, Hampton, Virginia
Saluting the flag at the Whittier Primary School
Frances Benjamin Johnston
[1899 or 1900]
http://www.loc.gov/pictures/item/2001703861/resource/

What does this image imply?
Why do you suppose the photographer took this picture?

[Hampton Institute, Hampton, Va., 1899 - male and female African American and Indian students in Ancient History class studying Egypt]
Frances Benjamin Johnston
[1899 or 1900]
http://www.loc.gov/pictures/item/2001703810/
Describe the irony here.
Indian youth in Indian costume, Hampton, Va.
Frances Benjamin Johnston
[1899 or 1900?]
http://www.loc.gov/pictures/item/2001703686/
Improving Historical Thinking Skills through Source-Based Instruction
Paige K Solomon, Norfolk Collegiate, psolomon@norfolkcollegiate.org

What do you think was the photographer’s purpose or motive in taking these?
What are some different possibilities?
Peruse this collection of photographs from the Frances Benjamin Johnston Collection (Library of Congress) of Hampton Normal and Agricultural Institute, Hampton, Virginia

http://www.loc.gov/pictures/item/86706170/
Gather four or five images that characterize the program provided there.
Write up a paragraph or two explaining your conclusions and how the images you have chosen support that assertion.

Describe the purpose of the education students received Hampton Institute

“The Indian Boys at Hampton”
The American Missionary Volume 0032 Issue 6 (Jun 1878)
Rev. Addison P. Foster

http://ebooks.library.cornell.edu/cgi/t/text/pageviewer-idx?c=amis;cc=amis;rgn=full%20text;idno=amis0032-6;didno=amis0032-6;view=image;seq=177;node=amis0032-6%3A1;page=root;size=100
Read pages 163 and 164
How was the treatment of Native Americans portrayed by the author?
Upon whom did he place responsibility for the wretched conditions of the Native Americans?
What seems to have been the purpose of this article?

Harper's New Monthly Magazine Volume 0062 Issue 371 (April 1881)
Indian Education at Hampton and Carlisle [pp. 659-676]
Helen W. Ludlow
Read page 675

http://ebooks.library.cornell.edu/cgi/t/text/pageviewer-idx?c=harp;cc=harp;rgn=full%20text;idno=harp0062-5;didno=harp0062-5;view=image;seq=685;node=harp0062-5%3A1;page=root;size=100

Considering that Hampton Institute began educating Native Americans in 1878, what may have been the author's purpose?
Twenty-two years' work of the Hampton Normal and Agricultural Institute at Hampton, Virginia: records of Negro and Indian graduates and ex-students with historical and personal sketches and testimony on important race questions from within and without, to which are added ... some of the songs of the races gathered in the school: illustrated with views and maps by [Hampton institute, Hampton, Va. [from old catalog]]
1893
https://www.loc.gov/item/07042232/
https://babel.hathitrust.org/cgi/pt?id=loc.ark:/13960/t6n01wz3g;view=2up;seq=28;skin=mobile
Read the first two pages of the Preface.
Read “From the Beginning” by S.C. Armstrong

Briefly explain the origin of Hampton Institute as described by the author, S.C. Armstrong.  
Who was S. C. Armstrong?  How might his position have affected his conclusions?  
What did the author see as the purpose of Hampton Institute?  
To what extent did the author believe Hampton Institute had been successful in its mission?  
Any difference between African- Americans and Indians?

Summative Assessment Tasks - choose one or both
SAQ
How were popular attitudes regarding African Americans and Native Americans different?  In what ways were they similar?

How were governmental policies regarding African Americans and Native Americans different?  In what ways were they similar?

Who would have been more supportive of the program at Hampton Institute to gaining equality - Booker T. Washington or W.E.B. Du Bois?  Explain your answer.

LEQ
How did prejudice and discrimination affect US government policies regarding African American and Native American populations in the 19th century?  
In what ways were African Americans and Native Americans treated in a similar fashion?  In what ways were they treated differently?
Taking Action - choose one or both

A. To what extent did these efforts by the US government and private charities work to alleviate past injustices? How successful were these efforts at raising the populations? Propose a plan for further historical inquiry to study the effectiveness of these programs. How might historians go about studying this? What evidence might be useful and how?

B. Did the United States “do right” by the African American and Native American populations? Brainstorm alternative approaches would have produced better results. Propose a plan for political action in that late 19th century that you believe would have brought better results.