

Identity Interrupted:
The Intergenerational Impact of American Indian Boarding Schools
on Indigenous Cultures

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Senior Division
Group Website
Website: 1,119 Words
Process Paper: 457 Words

Process Paper

When we were first introduced to the theme of this year's NHD project, turning points in history, we wanted to find something all our group members could relate to. For instance, one of our group members is Navajo, the other is familiar with mental health, and we both are familiar with Native American history. So, considering this, we researched events relevant to the theme and were within our interest, coming up with the topic of boarding schools in New Mexico and how they affected Indigenous culture. These schools were a huge turning point in U.S. history and Native American culture.

Before we started this project, we were already familiar with Indian boarding schools in New Mexico. However, when we started looking for information, we did not know precisely how Native Americans were affected by the nitty-gritty of what these schools did or how they came into existence. So, keeping this in mind, we looked for interviews of Native attendees sharing their stories, medical/health journals writing about the mental and long-term effects, government documents/records that gave information on the amount of children deaths and the U.S's motivations, and news reports about the philosophy of these schools and the more detailed descriptions of all the sides of the story.

We first drafted an outline of our website by determining which of our sources would support each argument. Then, we created a Google document that held all our notes and slowly transformed those into our finished writing. Afterward, we organized tasks that complemented our varied skill sets, such as one of our group members programming the website and making it look aesthetically pleasing, fixing any typographical errors, and so on. Lastly, with all our information organized and our sources identified, we moved it all to NHDWebCentral, strategically placing images and text in their respective places within the website software.

Throughout the 18th and early 19th centuries, federal American Indian Boarding schools created a turning point in Native American history through the forced assimilation of Indigenous children into white American society, the deliberate destruction of Native American culture, the death of Native children, and a shift in cultural perspectives of both Native and non-Native Americans. The forced separation of Indigenous children from their families disrupted the intergenerational transmission of traditional knowledge and values, which resulted in the ongoing loss of indigenous languages, identity, and cultural heritage in Native American communities today.

The existence of Indian boarding schools and how they operated had a significant impact on Native American culture and the perspectives of many people about Native American rights overall. So, the schools created a turning point in history through the deliberate destruction of Native American culture, syncretism of tribal cultures, the deaths of many Native children, and a shift in cultural perspectives of both Native and non-Native Americans.

Annotated Bibliography

Primary Sources

“About SFIS.” *Santa Fe Indian School*, Santa Fe Indian School, https://www.sfis.k12.nm.us/about_sfis. Accessed 14 Feb. 2024.

This is the official Santa Fe Indian School website, and the image we retrieved from it is the Santa Fe Indian School in New Mexico. It helped us support our argument that Indian boarding schools still exist today, but better than they used to be.

Adams, David W. “Education for Extinction.” *Google Books*, Google, 1995, www.google.com/books/edition/Education_for_Extinction/bjqhEAAAQBAJ?hl=en&gbpv=1&dq=education%2Bfor%2Bextinction&pg=PA437&printsec=frontcover.

This preview of “Education for Extinction” written by David Wallace Adams extensively goes over the assimilation era in Native American history, such as Indian boarding schools. We used some quotes from this source in our conclusion. It also helped us better understand why Indian boarding schools formed and what they did.

Allison Winter, Ohio Capital Journal July 13. “A Federal Investigation Seeks to Uncover the Painful History of Native American Boarding Schools.” *Ohio Capital-Journal*, Ohio Capital Journal, 13 July 2021,

ohiocapitaljournal.com/2021/07/13/a-federal-investigation-seeks-to-uncover-the-painful-history-of-native-american-boarding-schools/.

This website contained a photograph of Native American children at an Indian boarding school performing manual labor. The image helped us better understand what Native children did at the Indian boarding schools.

“Assistant Secretary - Indian Affairs Bryan Newland.” *Assistant Secretary - Indian Affairs Bryan Newland* | *Indian Affairs*, U.S. Department of the Interior, www.bia.gov/profile/assistant-secretary-indian-affairs-bryan-newland. Accessed 9 Feb. 2024.

This Image, from the official website of the U.S. Department of the Interior, depicts Assistant Secretary Bryan Newland. This image further informed us about who made the Indian boarding school investigative report.

Brooks, Anna, et al. “Taken from Their Families: Native American Boarding Schools.” *PBS Learning Media*, American Experience, 14 Oct. 2019, nm.pbslearningmedia.org/resource/arct.socst.ush.wounded12aschoolsa/taken-from-their-families-native-american-boarding-schools/

This video explains how Indian boarding schools operated by highlighting the past attendees’ experiences. The source allowed us to understand the boarding schools from the perspectives of Indian boarding school survivors, as well as express that in our abuse page.

Carlisle Indian School Digital Resource Center. “Kill the Indian in Him, and Save the Man’: R. H. Pratt on the Education of Native Americans.” *“Kill the Indian in Him, and Save the Man”’: R. H. Pratt on the Education of Native Americans* | *Carlisle Indian School Digital Resource Center*, Dickinson College, 14 Feb. 2023, carlisleindian.dickinson.edu/teach/kill-indian-him-and-save-man-r-h-pratt-education-native-americans.

This site contains PDFs of Richard Pratt’s speech, which explains why he believes Carlisle Indian School was a good place to send Native children back in the 1800’s. The source provided us with Richard’s viewpoint on Indian boarding schools and PDFs that we needed to support our argument.

Chen, Shawna. “Hundreds of Children Died in Native American Boarding Schools, Report Finds.” *Axios*, Axios, 11 May 2022, www.axios.com/2022/05/11/indian-boarding-schools-interior-report.

This is a news report that talks about how many Native children's deaths occurred because of Indian boarding schools. We used an image of a map recording all the Indian boarding schools in the U.S. with blue dots. This image helped us understand where the majority of the boarding schools were.

Choate, John. "Before and after Carlisle." *Omeka RSS*, Andrew W. Mellon Foundation, exhibits.ulib.iupui.edu/boardingschools/items/show/3. Accessed 4 Feb. 2024.

This photograph, retrieved from a University exhibit, depicts Tom Torlino in 1882 before he began attending the Carlisle Indian Boarding School and the same boy again in 1885 after attending only three years. This helped us support our argument on how the Indian boarding schools changed the cultural identities of the attendees.

Choate, John N. "Carlisle Indian School Student Body 1884." *Omeka RSS*, Cumberland County Historical Society, exhibits.ulib.iupui.edu/boardingschools/items/show/6. Accessed 12 Feb. 2024. This photograph, retrieved from a University exhibit, depicts the student body of the Carlisle Indian boarding school in 1884. This picture helped us understand just how many Native American children had to attend Indian boarding schools during the 1800's.

CoL, Libby Comeaux. "Studying the Sisters of Loretto's Involvement in the Native Boarding School Era." *Loretto Community*, Loretto Community, 1 Dec. 2022, www.lorettocommunity.org/studying-the-sisters-of-lorettos-involvement-in-the-native-boarding-school-era/.

This website has an image that shows a crude device used to punish Native American attendees at the St. Louis school. This photograph helped us understand how the Native American students were treated if they did not obey in the boarding schools.

"Digital Repository." *Jefferson, Confidential Message to Congress Concerning Western Exploration and Relations with Native Americans, 1803* | *Humanities Texas*, Humanities Texas, 1803, <https://www.humanitiestexas.org/archives/digital-repository/jefferson-confidential-message-congress-concerning-western-exploration>.

This source contains photographs of Thomas Jefferson's confidential Message to Congress in 1803, as well as a brief paragraph explaining it. We used this image to support our quotes on the white perspective. It helped us understand Thomas Jefferson's viewpoint on Native Americans more.

Ellis, Laura. "It's Past Time to Unearth and Acknowledge Our Role in Native American Boarding Schools." *Baptist News Global*, Baptist News Global, 12 July 2021, baptistnews.com/article/its-past-time-to-unearth-and-acknowledge-our-role-in-native-american-boarding-schools/.

This photograph from an Indian boarding school called - had this photograph taken, showing Native American children being forced to pray before bedtime in a boarding school. This photograph provided information on how Indian Boarding Schools worked without the public knowing.

"Endawnis Spears, AKOMAWT." *Portland Museum of Art*, Portland Museum of Art, www.portlandmuseum.org/magazine/endawnis-spears. Accessed 12 Feb. 2024.

This picture is of Endawnis Spears, a Navajo tribe member. She was a good source for our research because she was the voice for many victims in Indian Boarding Schools from the four corners and beyond, and gave an interview about her own experiences.

Evans-Campbell, Teresa, et al. "Indian Boarding School Experience, Substance Use, and Mental Health among Urban Two-Spirit American Indian/Alaska Natives." *The American Journal of Drug and Alcohol Abuse*, U.S. National Library of Medicine, 27 May 2017, www.ncbi.nlm.nih.gov/pmc/articles/PMC5446670/#:~:text=People%20raised%20by%20boarding%20school,their%20lifetime%20compared%20to%20others.

This Journal explains that Native Americans who have either attended an Indian boarding school or have been raised by someone who was an attendee had a higher rate of developing mental illnesses as well as other difficulties in the future. We used it to prove that Indian boarding schools have negatively impacted Native Americans today, and we were also able to use many quotes from it.

Gast, John. "Manifest Destiny Painting." *The American Yawp Reader*, 1872, <https://www.americanyawp.com/reader/manifest-destiny-2/>.

This source contained a photo of a famously known painting of manifest destiny. It provided us with evidence of the influence of manifest destiny, as well as an image to support our text on John O'Sullivan's viewpoint.

Griffith, Cynthia. "Homelessness among Native American Veterans Is Under-Researched and Under-Reported." *Invisible People*, HanesBrands, 6 May 2022, invisiblepeople.com.

[tv/homelessness-among-native-american-veterans-is-under-researched-and-under-reported/](https://www.youtube.com/watch?v=homelessness-among-native-american-veterans-is-under-researched-and-under-reported/).

This picture shows a homeless native american man. This image helped us further our understanding of the effects Indian boarding schools have on Native Americans today.

Griswold, Shaun. "Boarding School History Underpins Yazzie Martinez Findings on Native Education." *New Mexico In Depth*, New Mexico in Depth, 19 Aug. 2021, nmindepth.com/2021/boarding-school-history-underpins-yazzie-martinez-findings-on-native-education/.

This photo shows a memorial to pay respects and put gifts at the site of a massive unmarked gravesite by a now-demolished Indian Boarding School. This photo helped us in our project because it showed us that there are still unmarked gravestones with missing Native American children.

Henaio, Luis Andres. "Documents Linked to Quaker-Run Boarding Schools to Be Digitized." *ICT*, The Associated Press, 24 Aug. 2023, [ictnews.org/news/documents-linked-to-quaker-run-boarding-schools-to-be-digitized](https://www.ictnews.org/news/documents-linked-to-quaker-run-boarding-schools-to-be-digitized).

In this photo, provided by the National Native American Boarding School Healing Coalition, Indian boarding school survivors pose for a group portrait at the coalition's Healing Summit at the Tulalip Resort Casino in Tulalip, Wash. This image helped us show what Native Americans today are doing to fight against the effects of Indian boarding schools.

Lehrer-Small, Asher. "74 Interview: 3 Generations, One Navajo Family's Indian Boarding School Legacy." *The74million*, The 74, 13 May 2022, www.the74million.org/article/74-interview-3-generations-one-navajo-familys-indian-boarding-school-legacy/.

This interview with Endawnis Spears, a Navajo tribe member, explains how her family has approached the effects Indian boarding schools have had on them, as well as what they do to take back their cultural identities. It has provided us with the information needed to prove that Native Americans today are fighting back, and we have used many quotes from it to support that argument.

Luna, Devin Nalnisha, and Laurie Luna. "Interview With Laurie Luna." 12 Dec. 2023.

This interview, courtesy of one of our group members (the grandson of the interviewee and a Navajo tribe member), explains Laurie Luna's experiences in a non-reformed Indian boarding school in Salt Lake City. We chose to conduct this interview because it provided us with a first-hand account of what happened in Indian Boarding Schools, as well as how they have affected today's generation.

Magazine, Smithsonian. "Remains of Ten Native American Children Who Died at Government Boarding School Return Home after 100 Years." *Smithsonian.Com*, Smithsonian Institution, 23 June 2021, www.smithsonianmag.com/smart-news/remains-ten-native-american-children-will-return-home-after-100-years-180978043/.

This photograph, taken in the late 18th century, shows Richard Pratt, Indian boarding school staff, and Indian boarding school attendees standing outside the Carlisle boarding school. This image helped us show how Richard Pratt was involved in the Native children's lives while they attended the Carlisle Indian boarding school.

Maxey, Mark. "As Indigenous People Have Long Known, Child Separation Is an American Tradition." *People's World*, people's World, 27 June 2018, www.peoplesworld.org/article/as-indigenous-people-have-long-known-child-separation-is-an-american-tradition/.

This recovered photograph depicts a group of Indian boarding school students standing at the entrance of the Chemawa Indian Training School. The image helped us show just how many Native Americans attended Indian boarding schools in the 1800's through 1900's.

Meyers, Donald W. "It Happened Here: Indian Boarding School Established at Fort Simcoe." *Yakima Herald-Republic*, 17 Feb. 2019, https://www.yakimaherald.com/news/local/it-happened-here-indian-boarding-school-established-at-fort-simcoe/article_c062dddc-3269-11e9-b45c-132b57505e66.html.

This source provided us with a picture of the Indian boarding school at Fort Simcoe. We used it to show just one of the many Indian boarding schools in the U.S.

Myths Of The American West. "Native American Boarding Schools: Peace Amongst Cultures or Generational Trauma?" *Myths of the American West*, WordPress, 13 Nov. 2015, mythsoftheamericanwest.wordpress.com/2015/11/13/native-american-boarding-schools-peace-amongst-cultures-or-generational-trauma/.

This newspaper, from the late 18th century, depicts General Sherman abusing a native American in a Boarding school. This image informed us of the propaganda pictures posted in newspaper articles attempting to convince the general public that Indian boarding schools were a good thing at the time.

National Archives. "Dawes Act (1887)." *National Archives and Records Administration*, National Archives and Records Administration, 8 Feb. 1887, <https://www.archives.gov/milestone-documents/dawes-act#:~:text=On%20February%201887%20Congress%20passed%20the%20Dawes,small%20allotments%20to%20be%20parceled%20out%20to%20individuals.>

This source contains a photograph of the Dawes Act of 1887, as well as the transcript for the text. It helped us understand one of the many laws enacted to support Indian boarding schools and the government's goal to gain land, and we used the image to support this in our website.

National Endowment for the Humanities. "Albuquerque Evening Herald. [Volume] (Albuquerque, New Mexico) 1911-1914, May 23, 1912, Page Five, Image 5." *News about Chronicling America RSS*, The Herald Publishing Co., 1912, [https://chroniclingamerica.loc.gov/lccn/sn92070581/1912-05-23/ed-1/seq-5/#date1=1756&index=15&rows=20&words=boarding+Indian+school&searchType=basic&sequence=0&state=New+Mexico&date2=1950&proxtext="indian+boarding+school"&y=0&x=0&dateFilterType=yearRange&page=1.](https://chroniclingamerica.loc.gov/lccn/sn92070581/1912-05-23/ed-1/seq-5/#date1=1756&index=15&rows=20&words=boarding+Indian+school&searchType=basic&sequence=0&state=New+Mexico&date2=1950&proxtext=)

This Newspaper delves into the perspective of a past superintendent of an Indian boarding school. It has provided us with many quotes and gave us a better understanding of why the government and the general population thought that these schools were genuinely helpful for Native Americans.

National Endowment for the Humanities. "Evening Star. [Volume] (Washington, D.C.) 1854-1972, September 28, 1904, Page 12, Image 12." *News about Chronicling America RSS*, W.D. Wallach & Hope, 28 Sept. 1904, <https://chroniclingamerica.loc.gov/lccn/sn83045462/1904-09-28/ed-1/seq-12/#date1=1879&index=3&rows=20&words=boarding+Carlisle+non-reservation+schools&searchType=basic&sequence=0&state=&date2=1949&proxtext=non-reservation+boarding+school+carlisle&y=0&x=0&dateFilterType=yearRange&page=1.>

This Newspaper talks about the process in which a Native American child is educated through the boarding school system. This source provided us with proof that Carlisle Indian Industrial School was very influential in the 1900s, as well as an image taken of the text to support that.

National Endowment for the Humanities. "Santa Fe New Mexican. [Volume] (Santa Fe, N.M.) 1898-1951, July 22, 1901, Image 2." *News about Chronicling America* RSS, New Mexican Print. Co., 22 July 1901, <https://chroniclingamerica.loc.gov/lccn/sn84020630/1901-07-22/ed-1/seq-2/#date1=1756&index=8&rows=20&words=boarding+Indian+school&searchType=basic&sequence=0&state=New+Mexico&date2=1950&proxtext='indian+boarding+school'&y=0&x=0&dateFilterType=yearRange&page=1>.

This Newspaper talks about how Native Americans in New Mexico are being "civilized" and more on the motivations for creating Indian boarding schools. We used this source to support our argument that the schools weren't only made to help Native Americans, but also to gain land. We also used a quote to express how Native Americans were being civilized.

National Indian Law Library. "Meriam Report: The Problem of Indian Administration." *National Indian Law Library*, Native American Rights Fund (NARF), 1928, <https://narf.org/nill/resources/meriam.html>.

This source contained the Meriam report, in which the Indian administration's methods of handling Native Americans were questioned. We used this source to further understand the problems with the Indian administration in the 1800s through 1900s, as well as a major event that influenced Indian boarding schools.

Newland, Bryan. "Federal Indian Boarding School Initiative Investigative Report." Department of the Interior, May 2022, https://www.bia.gov/sites/default/files/dup/inline-files/bsi_investigative_report_may_2022_508.pdf

This report, conducted by the Department of the Interior, extensively explains what Indian boarding schools are, the school's practices, the amount of schools in the U.S., and more on Indian boarding schools. This source was vital to all of our research and provided us with a majority of our information. We also used many quotes from it, as well as PDF evidence.

O'Sullivan, John L. "The Great Nation of Futurity." Edited by David Tucker, *Teaching American History*, Teaching American History, teachingamericanhistory.org/document/the-great-nation-of-futurity/. Accessed 1 Apr. 2024

This article gives a brief introduction to "The Great Nation of Futurity" written by John L. O'Sullivan, as well as the actual text. This source gave us insight on how some

government officials felt about expanding on Native American territory as well as what manifest destiny was motivated on. We were also able to use a quote from this.

Robles, Diego James. "Hopi's Bearshield Powwow Attracts Hundreds." *Navajo-Hopi Observer News*, Navajo-Hopi Observer News, 7 Sept. 2011, www.nhnews.com/news/2011/sep/07/hopis-bearshield-powwow-attracts-hundreds/.

This photograph depicts one of the rooms in an Indian boarding school. This photo helped us in our project because it showed us the conditions native american children had to face in Indian boarding schools.

Sartore, Melissa. "What Life Was Like in an Indian Boarding School." *Ranker*, Ranker, 19 July 2018, www.ranker.com/list/what-it-was-like-in-indian-boarding-schools/melissa-sartore.

This photograph depicts a group of native American teenagers learning how to sew. This showed us some of the things Native attendees had to learn at Indian boarding schools, such as sewing.

Sartore, Melissa. "What Life Was Like in an Indian Boarding School." *Ranker*, Ranker, 19 July 2018, www.ranker.com/list/what-it-was-like-in-indian-boarding-schools/melissa-sartore.

This photograph shows a classroom full of young native american children making wooden products like wooden planes, cars, and houses. This helped us with our research because it showed that these schools wanted these kids to learn carpentry at a young age so they could get a job in the modern world.

Sartore, Melissa. "What Life Was Like in an Indian Boarding School." *Ranker*, Ranker, 19 July 2018, www.ranker.com/list/what-it-was-like-in-indian-boarding-schools/melissa-sartore.

This photograph shows the daily activities native attendees had to do at Indian boarding schools. This image shows the many laborious activities Indian boarding schools made children do.

"Secretary Deb Haaland." *U.S. Department of the Interior*, U.S. Department of the Interior, 16 Mar. 2021, www.doi.gov/secretary-deb-haaland.

Those photographs show an old native american woman named Secretary Deb Haaland, a U.S. Secretary of Interior. This image is important because it shows us who is a secretary and is part of the same family that went to boarding schools for generations.

“Stolen Children | Residential School Survivors Speak Out.” *YouTube*, CBC New: The National, 15 June 2015, www.youtube.com/watch?v=vdR9HcmiXLA.

This documentary gave us first-hand interviews with Native American Indian boarding school survivors talking about their experiences as young children. It also gave us insight into how Indian school victims were affected and allowed us to express their horrors more accurately.

“Student Life.” Santa Fe Indian School, Santa Fe Indian School, www.sfis.k12.nm.us/student_life. Accessed 6 Feb. 2024.

This is the official website for the Santa Fe Indian School in New Mexico, a reformed Indian boarding school. This source allowed us to show the evidence that Indian boarding schools are better now and today help Native children connect with their culture.

Urell, Aaryn. “Interior Department to Investigate Abuse of Indigenous Children at American Boarding Schools.” *Equal Justice Initiative*, EJI, 16 Aug. 2021, eji.org/news/interior-department-to-investigate-abuse-of-indigenous-children-at-american-boarding-schools/.

This image depicts a memorial of the missing headstones of the unmarked grave sites at Indian Boarding Schools. This image helped us understand that many Native children have passed away from Indian boarding schools.

Valentine, R G. “Locations of Off-Reservation Indian Boarding Schools in the U.S.” *Carlisle Indian School Digital Resource Center*, accessed 28 Mar. 2024, [Locations of Off-Reservation Indian Boarding Schools in the U.S. | Carlisle Indian School Digital Resource Center \(dickinson.edu\)](http://LocationsofOff-ReservationIndianBoardingSchoolsintheU.S.|CarlisleIndianSchoolDigitalResourceCenter(dickinson.edu)).

This image shows a map with the locations of off-reservation Indian boarding schools in the U.S. labeled on it. We used it to support our argument that, because of Carlisle Indian Industrial School and its apparent success, Off-reservation schools were becoming more common in the U.S.

Whitney, Stu. "South Dakota Cities Take New, More Compassionate Approach to Addressing Homelessness." *Mitchell Republic*, Mitchell Republic, 7 Dec. 2022, www.mitchellrepublic.com/news/south-dakota/south-dakota-cities-take-new-more-compassionate-approach-to-addressing-homelessness.

This picture depicts a homeless Native American sitting on a sidewalk near a Safeway store in Rapid City. This image showed us that many native Americans were negatively affected by Indian Boarding Schools.

Winter, Allison. "A Federal Investigation Seeks to Uncover the Painful History of Native American Boarding Schools." *Ohio Capital-Journal*, Ohio Capital Journal, 13 July 2021, ohiocapitaljournal.com/2021/07/13/a-federal-investigation-seeks-to-uncover-the-painful-history-of-native-american-boarding-schools/.

This photo shows a small group of young native american students doing an activity outside of an Indian boarding school. This image helped us depict one of the many ways Native attendees were punished at these schools.

Wolf, Jessica. "The Wow of Pow Wow." *UCLA*, UCLA, 12 June 2023, newsroom.ucla.edu/magazine/native-american-indigenous-heritage-pow-wow.

This website contained a photograph of a Native American woman celebrating a Powwow. It informed us how Native Americans take back their culture today, such as powwows.

Zalcman, Daniela. "Mary Cohoe." *Omeka RSS*, IUPUI, <https://exhibits.ulib.iupui.edu/boardingschools/items/show/11>. Accessed 4 Feb. 2024.

This photo, extracted from IUPUI University, depicts Mary Cohoe, who is a member of the Navajo tribe, when she was a girl she was punished for speaking Navajo while she was at boarding school. This image allowed us to express how much Indian boarding schools have affected Native Americans.

Secondary Sources

Bardot, Clara, et al. "Misguided Responsibilities and Disregarded Rights: The Cultural Assimilation of American Indians." *Weebly*, Weebly, 2014, <http://25297776.weebly.com>.

This website was a very important source for our website, as it contains many relevant sources that we used. We also used many of the quotes to support our argument for the background pages.

Carrillo, Sequoia, and Allison Herrera. “Federal Indian Boarding Schools Still Exist, but What’s Inside May Be Surprising.” *NPR*, NPR, 6 June 2023, www.npr.org/2023/06/06/1155723922/federal-indian-boarding-schools-still-exist#:~:text=In%20the%20mid-20th%20century,Four%20are%20still%20open%20today.

This website talks about how Riverside, an Indian boarding school, has changed compared to what it used to be. The source has provided us with information about reformed boarding schools today and how they operate in comparison to how they were in the 1800’s to 1900’s.

Chatelain, Ryan, and Reuben Jones. “Report: U.S. Funded 400 Boarding Schools to Assimilate Indigenous Children.” *U.S. Funded 400 Schools to Assimilate Indigenous Children*, Spectrum News, 11 May 2022, ny1.com/nyc/all-boroughs/politics/2022/05/11/report-finds-u-s--funded-over-400-boarding-schools-to-assimilate-indigenous-children.

This news report, based on an investigative report conducted by the Interior Department explains what Indian boarding schools are and what they used to do, as well as other important information. The article furthered our understanding of what happened in Indian boarding schools, as well as what the federal investigative report was. It also provided us with many useful quotes.

Griswold, Shaun. “Boarding School History Underpins Yazzie Martinez Findings on Native Education.” *New Mexico In Depth*, New Mexico in Depth, 19 Aug. 2021, nmindepth.com/2021/boarding-school-history-underpins-yazzie-martinez-findings-on-native-education/.

This source discusses the poor Native American education in New Mexico, as well as known and unknown Native children's burial sites, both of which were affected because of Indian boarding schools. We extracted quotes from this, as well as used some of its images to support our arguments.

“How Boarding Schools Affected Native American Children.” *Omeka RSS*, IUPUI, exhibits.ulib.iupui.edu/boardingschools/about. Accessed 9 Feb. 2024.

This exhibit, from Indiana University–Purdue University Indianapolis, showcases informative media about Indian boarding schools, and more specifically explains them from beginning to end. We were able to find many images and quotes from the source, as well as primary sources.

Little, Becky. “Government Boarding Schools Once Separated Native American Children from Families.” *History.Com*, A&E Television Networks, 10 July 2023, <https://www.history.com/news/government-boarding-schools-separated-native-american-children-families>

This article talks about the founder of Indian boarding schools, why he made them, and how Native Americans were affected by the schools. This source informed us about the history behind Indian boarding schools and also more about the laws that allowed these schools to exist.

Luci, Tapahonso. “For More than 100 Years, the U.S. Forced Navajo Students into Western Schools. The Damage Is Still Felt Today.” *Smithsonian*, Smithsonian Institution, 1 July 2016, www.smithsonianmag.com/history/decades-us-government-forcibly-placed-native-students-western-schools-effects.

This article explains how the U.S. government made Native Americans move from their homelands to reservations, in which Natives had poor living conditions. Later, the U.S. started taking Native children to Indian boarding schools to be “Civilized.” This source Helped us better understand the timeline in which Native Americans started entering Indian boarding schools.

National Native American Boarding School Healing Coalition. “US Indian Boarding School History.” *The National Native American Boarding School Healing Coalition*, NABS, boardingschoolhealing.org/education/us-indian-boarding-school-history/#:~:text=Beginning%20with%20the%20Indian%20Civilization,genocide%20through%20the%20removal%20and. Accessed 2 Feb. 2024.

The National Native American Boarding School Coalition made this article to educate people on how Indian boarding schools came into existence and what they did to native children. This source informed us of some of the laws that made Indian boarding schools and ended these schools. We were also able to use some helpful quotes from it.

“Native American Community Academy Home.” *Native American Community Academy*, NACA, www.nacaschool.org/. Accessed 3 Feb. 2024.

NACA, Native American Community Academy, teaches Native children today. We used this source to prove that Native American boarding schools today are a far cry from what they used to be, such as teaching Native children about their cultures rather than taking them away from them.

Nativehope. “The Restoration of Native American Life and Culture.” *Building a Hopeful Future*, Native Hope, www.nativehope.org/building-a-hopeful-future. Accessed 28 Jan. 2024.

This article showcases six stories of the experiences past Indian boarding school attendees had to face. However, they also explain how now that they do have free speech, they will keep fighting to inspire others. This source informed us on how Native Americans today deal with the effects of Indian boarding schools.

Npr. “History of Indian Schools Traced through Reports.” *WUSF*, 4 July 2023, <https://www.wusf.org/2008-05-12/history-of-indian-schools-traced-through-reports>.

This News article has many major quotes that highlight how the Indian boarding schools began and how they ended. We used this source for its multitude of quotes and to better explain the white perspective.

Pitawanich, Christine. “The Dark History of Indian Boarding Schools in the U.S.” *KGW8*, KGW-TV, 14 Oct. 2021, www.kgw.com/article/life/indian-boarding-schools/283-33780bb7-cdc4-4ad8-80b4-b95de7554297.

This new report explains how Indian boarding schools once treated Native children, however, it also talks about how present-day Indian boarding schools are the exact opposite of their past now. This article helped us understand how the schools operated, how the children who attended were treated, how these boarding schools have changed, and how they affect Native American generations today. We were also able to use many useful quotes from this source.

Sartore, Melissa. “What Life Was Like in an Indian Boarding School.” *Ranker*, Ranker, 23 Sept. 2021, www.ranker.com/list/what-it-was-like-in-indian-boarding-schools/melissa-sartore.

In this source, writer Melissa Sartore explains what everyday life at Indian boarding schools was like and how they removed the individualism and cultural identity of Native children. This article gave us insight into how the schools operated and how the children who attended were treated, as well as how daily life was for them. It was also one of the primary sources we used for images.

Savages & Scoundrels. "1928 - Meriam Report." *Savages & Scoundrels*, 1928, <http://www.savagesandscoundrels.org/events-landmarks/1928-meriam-report/>.

This source gave us a brief insight on what the Meriam Report was. It helped us provide a suitable quote, as well as gave us a better understanding of this important report.

Schrank, Aaron. "Today's Remaining Native American Boarding Schools Are a Far Cry from Their History." *Wyoming Public Radio*, Wyoming Public Media, 26 Feb. 2016, www.wyomingpublicmedia.org/open-spaces/2016-02-26/todays-remaining-native-american-boarding-schools-are-a-far-cry-from-their-history#stream/o.

This News report talks about how different Indian Boarding Schools today are compared to what they were like in the 1800s and 1900s. The source helped us understand how Indian boarding schools are today, as well as the effects they had on the future Native American generations.

University at Albany. "Libguides: Native American Law: Native American / Indian law." *Native American / Indian Law - Native American Law - Libguides at University at Albany*, State University of New York, 22 Dec. 2023, https://libguides.library.albany.edu/native_am_law/irs

This Journal explains the more legal side of how Indian boarding schools came into existence and how they ended, such as the many laws and movements involved. This source was vital to understanding the history of Indian boarding schools. We also used some well-placed quotes from this.

Waxman, Olivia B. "Historian: American Indian Boarding Schools and Their Impact." *Time*, Time, 17 May 2022, <https://time.com/6177069/american-indian-boarding-schools-history/>.

This interview with Brenda Child explains how the Indian boarding schools started, the Investigative Report made by Deb Haaland and Bryan Newland, and how

the schools have impacted her. We used this source for a multitude of relevant quotes and also to further understand the importance of Carlisle Indian Industrial School.