



## ZIIBIWING CENTER

*of Anishinabe Culture & Lifeways*

THE SAGINAW CHIPPEWA INDIAN TRIBE OF MICHIGAN

# The Boarding School Era Curriculum Tie-Ins

Special thanks to the Michigan Department of Education for allowing us to publish these curriculum points on our Ziibiwing Center website. The complete MDE standards and curriculum documents may be accessed at:  
<http://www.michigan.gov/mde/0,1607,7-140-28753---,00.html>

## 6<sup>th</sup> Grade

### Social Studies

- K1.3** → Understand the diversity of human beings and human cultures.
- 6- H1.4.1** → Describe and use cultural institutions to study an era and a region (political, economic, religion/belief, science/technology, written language, education, family).
- 6- G4.1.1** → Identify and explain examples of cultural diffusion within the Americas (e.g., baseball, soccer, music, architecture, television, languages, health care, Internet, consumer brands, currency, restaurants, international migration).
- 6- G4.4.1** → Identify factors that contribute to conflict and cooperation between and among cultural groups (control/use of natural resources, power, wealth, and cultural diversity).

### Science

None

### English Language Arts

- L.CN.06.01** → Students will respond to, analyze, and evaluate the speaker's effectiveness and content when listening to or viewing a variety of speeches and presentations.
- L.CN.06.02** → Students will listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive); critically examine the verbal and non-verbal strategies during speeches and presentations.

## Arts Education

None

## 7<sup>h</sup> Grade

### Social Studies

**K1.3**→ Understand the diversity of human beings and human cultures

**7- H1.4.1**→ Describe and use cultural institutions to study an era and a region (political, economic, religion/belief, science/technology, written language, education, family).

**7- G4.4.1**→ Identify and explain factors that contribute to conflict and cooperation between and among cultural groups (e.g., natural resources, power, culture, and wealth).

### Science

None

### English Language Arts

**L.CN.07.01**→ Students will distinguish facts from opinions and question their validity when listening to or viewing a variety of speeches and presentations.

**L.CN.07.02**→ Listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive); critically examine the verbal and non-verbal strategies during speeches and presentations.

## Arts Education

None

## 8<sup>th</sup> Grade

### Social Studies

**K1.3**→ Understand the diversity of human beings and human cultures

**8-U4.2.4**→ **Consequences of expansion-** Develop an argument based on evidence about the positive and negative consequences of territorial and economic expansion on American Indians, the institution of slavery, and the relations between free and slaveholding states.

**8-U6.1.1**→ **America at Century's End-** Compare and contrast the United States in 1800 with the United States in 1898 focusing on similarities and differences in

- territory, including the size of the United States and land use
- population, including immigration, reactions to immigrants, and the changing demographic structure of rural and urban America
- systems of transportation (canals and railroads, including the Transcontinental railroad), and their impact on the economy and society
- governmental policies promoting economic development (e.g., tariffs, banking, land grants and mineral rights, the Homestead Act)
- Economic change, including industrialization, increased global competition, and their impact on conditions of farmers and industrial workers
- the treatment of African Americans, including the rise of segregation in the South as endorsed by the Supreme Court's decision in *Plessy vs. Ferguson*, and the response of African Americans
- the policies toward American Indians including removal, reservations, the Dawes Act of 1887, and the response of American Indians

## **Science**

None

## **English Language Arts**

**L.CN.08.01**→ Students will analyze main idea, significant details, fact and opinion, bias, propaganda, argumentation, or support when listening to or viewing a variety of speeches and presentations.

**L.CN.08.02**→ Students will listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive); critically examine the verbal and non-verbal strategies during speeches and presentations.

## **Arts Education**

None

## **High School**

### **Social Studies**

**K1.5**→ Understand the diversity of human beings and human cultures

**USHG 8.3.4→ Civil Rights Expanded-** Evaluate the major accomplishments and setbacks in civil rights and liberties for American minorities over the 20<sup>th</sup> Century, including American Indians, Latinos/Latinas, new immigrants, people with disabilities, and gays and lesbians.

## Science

None

## English Language Arts

**CE 2.1.10→** Listen to and view speeches, presentations, and multimedia works to identify and respond thoughtfully to key ideas, significant details, logical organization, fact and opinion, and propaganda.

**CE 2.1.11→** Demonstrate appropriate social skills of audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate questions, and tolerating ambiguity and lack of consensus.

**CE 2.1.12→** Use a variety of strategies to enhance listening comprehension (e.g., monitor message for clarity and understanding, ask relevant questions, provide verbal and nonverbal feedback, notice cues such as change of pace or emphasis that indicate a new point is about to be made; and take notes to organize essential information).

**CE 2.2.2→** Examine the ways in which prior knowledge and personal experience affect the understanding of written, spoken, or multimedia text.

**CE 2.2.3→** Interpret the meaning of written, spoken, and visual texts by drawing on different cultural, theoretical, and critical perspectives.

**CE 4.2.1→** Understand how languages and dialects are used to communicate effectively in different roles, under different circumstances, and among speakers of different speech communities (e.g., ethnic communities, social groups, professional organizations).

**CE 4.2.2→** Understand the implications and potential consequences of language use (e.g., appropriate professional speech; sexist, racist, homophobic language).

**CE 4.2.3→** Recognize and appreciate language variety, understand that all dialects are rule-governed, and respect the linguistic differences of other speech communities.

**CE 4.2.4→** Understand the appropriate uses and implications of casual or informal versus professional language; understand, as well, the

implications of language designed to control others and the detrimental effects of its use on targeted individuals or groups (e.g., propaganda, homophobic language, and racial, ethnic, or gender epithets).

**CE 4.2.5**→ Recognize language bias in one's community, school, textbooks, the public press, and in one's own use of language.

**Arts Education**

**None**