Schools and Change

Trace how a federal policy affected Tribal families and cultures.

8.C.13.5.D "Describe the impact of Grant's policy of government-run boarding schools and missions directed to assimilate Tribal members."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline two school or mission practices supported by Grant's policy, then circle one effect of each practice. Label each action-effect pair 1 or 2.

Grant's Peace Policy and Tribal Schools

1 In 1869, President Ulysses S. Grant began a federal policy toward Native nations known as the Peace Policy. His administration hoped to reduce warfare and make Tribal members adopt the language, religion, and customs of white Americans. The government placed many reservation agencies under Christian groups, which operated missions and schools with federal support. Officials also supported government-run boarding schools, where children lived away from home while they studied. This approach was called assimilation. Its goal was to replace Tribal ways of life, not just to teach children to read and write.

2 At a boarding school, a child might spend months away from parents and grandparents. At some schools, staff cut children's hair, gave them English names, and punished them for speaking their own languages. Mission teachers taught Christianity, while schools often discouraged Tribal spiritual practices. Children could learn English and job skills, but rules against their languages and beliefs made it harder to learn stories and ceremonies from elders. Time away from home also broke up everyday family routines. A policy described as peaceful by officials could bring painful changes to children's lives.

3 Tribal families did not all respond in the same way. Some resisted sending children away or worked to keep their languages and traditions alive at home. Others wanted reading and writing lessons but objected to rules that attacked their cultures. Some students gained useful skills, while many also experienced fear, cultural loss, or lasting pain. Grant did not create every boarding school, and the system grew after he left office in 1877. Still, his policy used federal power and money to support schooling and missions meant to change Tribal life.

2 ANSWER WITH EVIDENCE

Use the passage

1. How did living at a boarding school affect children's connections to their families?

2. How could punishment for speaking a Tribal language affect a community beyond the classroom?

3. How did mission teaching affect Tribal spiritual practices?

4. Why would a description of the policy's impact be incomplete if it mentioned only the skills children gained?

3 YOUR TURN

Your own words

Design a different school plan for the 1870s in five sentences. Change where children learn and how their languages or beliefs are treated, then explain how each change might affect Tribal families or cultures compared with Grant's policy.

ANSWER KEY

Schools and Change

GRADE 8 · 8.C.13.5.D

PART 1 · READ AND MARK

Underline two school or mission practices supported by Grant's policy, then circle one effect of each practice. Label each action-effect pair 1 or 2. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How did living at a boarding school affect children's connections to their families?	**Living away from home for months separated children from relatives and disrupted everyday family routines.**
2	How could punishment for speaking a Tribal language affect a community beyond the classroom?	**It could make it harder for children to learn their language, stories, and ceremonies from elders and pass them on.**
3	How did mission teaching affect Tribal spiritual practices?	**Mission teachers taught Christianity, while schools often discouraged Tribal spiritual practices, making those practices harder to learn and continue.**
4	Why would a description of the policy's impact be incomplete if it mentioned only the skills children gained?	**Some children learned English and job skills, but many also experienced separation from family, restrictions on language and beliefs, or lasting pain.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

My plan would let children attend school near home rather than live away at a boarding school. Staying home would help children learn daily lessons from parents and grandparents. Teachers would use both English and Tribal languages instead of punishing children for speaking their own languages. This could help children gain reading skills while continuing to learn stories from elders. Schools would allow Tribal spiritual practices rather than discourage them, so families could keep passing on their beliefs.

Accept answers that connect a practice to an effect described in the passage. For Part 3, look for a five-sentence plan that changes both school location and treatment of language or beliefs, with a predicted effect for each change.