

Exploring the Carlisle Indian School Digital Resource Center – Student Files

An introductory lesson into the Carlisle Indian School website at <http://carlisleindian.dickinson.edu/>

Grade Level: Upper Elementary/Middle School

Time Frame: 2-3 class periods, depending on the length of your classes

Objective: To familiarize students how to find people from the Nez Perce (or their own) tribe and find out what information they can obtain from the records available.

Utilizing a database is an important life skill, especially in regards to historical records. Many students in our area also have connections to families that went to Carlisle Indian School, so there might also be a personal connection.

Common Core Standards:

6-8.RH.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

6.RI.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Resources/Materials needed:

The Lost Ones: Long Journey Home documentary film trailer (bi-lingual: English and Spanish – 18 minutes): <https://youtu.be/I4jF22bXeA>

Computers – 1 for every 2 students, or 1 per student. (Depending on if you want them to work individually or in pairs.)

Carlisle Indian School student files, images, school publications – [Carlisle Indian School Digital Resource Center](#)

Directions:

First, play the video *The Lost Ones: Long Journey Home* documentary film trailer. Allow for 5-10 minutes of whole group discussion about impressions about the movie.

Here are possible leading questions:

- 1.) Were Nez Perce (or your tribe's name here) people taken away to boarding schools?
- 2.) Do you know of anyone who has a relative that was taken away to a boarding school?
- 3.) Would people be able to do this to Natives (or any other group) in this day and age?
- 4.) Were all students forced to go to boarding schools?
- 5.) What would be the positive/negatives of going to a boarding school?

Next, direct students to go to the computers (decide beforehand if you prefer students to work individually or in pairs). If your tribe has very few Carlisle students, you may prefer pairs, or if you have students from another tribe, you may want to pair them together specifically so they can collaborate over their tribe's information.

After students have logged on, direct them to: Carlisle Indian School Digital Resource Center

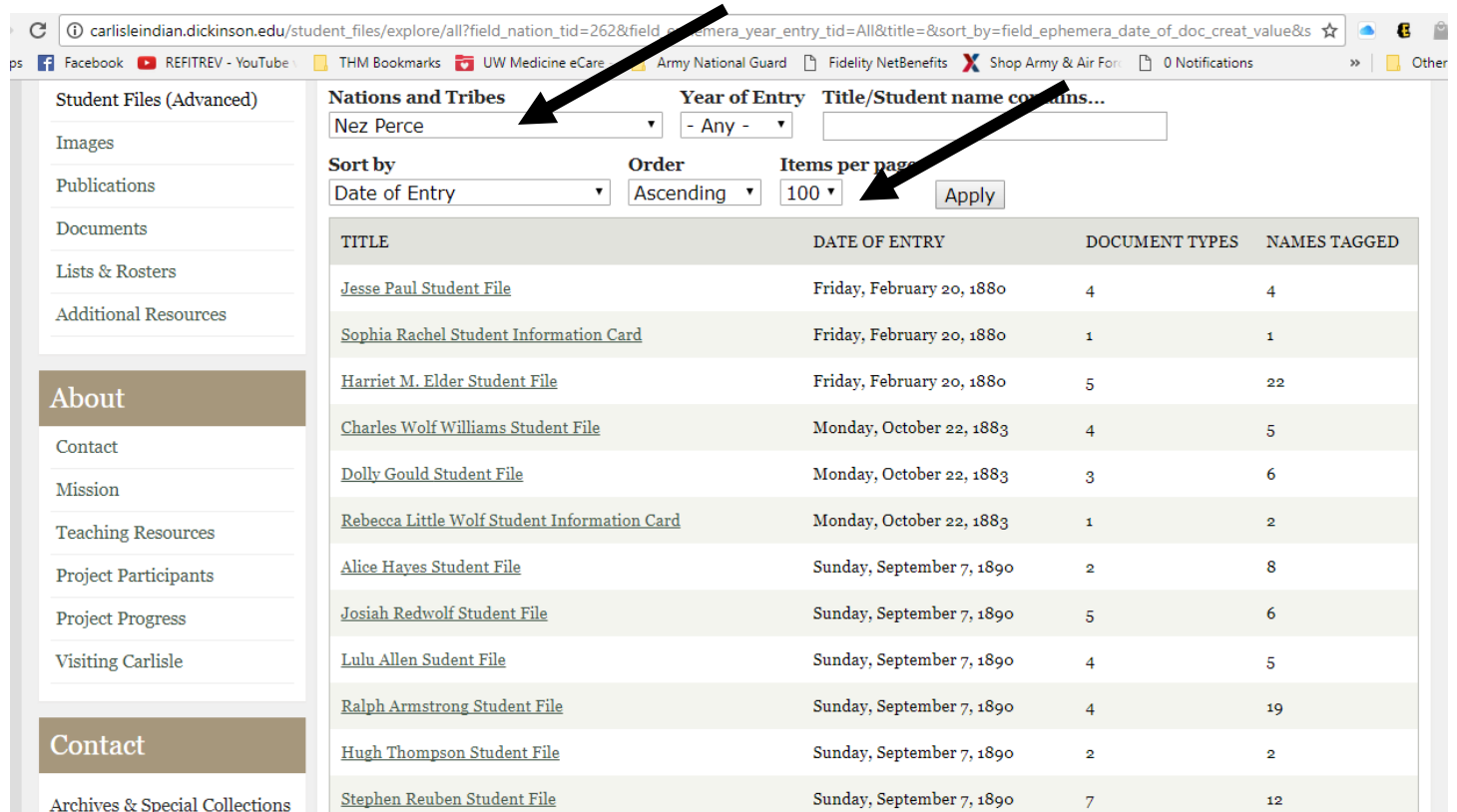
The screenshot shows the homepage of the Carlisle Indian School Digital Resource Center. The browser address bar displays "carlisleindian.dickinson.edu". The page features a dark header with the site name and navigation links for HOME, CONTACT, and MISSION. Below the header is a large historical photograph of Native American students. A search bar is located on the left side. The main content area includes a "Welcome" section with a paragraph about the school's history and a gallery of images showing students in athletic wear.

From here, direct them to the left hand side under “Find” and select *Student Files (Advanced)*. The page should look something like this:

The screenshot shows the "Explore Student Files" page. The browser address bar displays "carlisleindian.dickinson.edu/student_files/explore". The page features a dark header with the site name and navigation links for HOME, CONTACT, and MISSION. Below the header is a large historical photograph of Native American students. A search bar is located on the left side. The main content area includes a "Explore Student Files" section with a paragraph about the characteristics of student files and a "Project progress" section showing a total of 6,170 files. A black arrow points to the "Student Files (Advanced)" link in the left-hand navigation menu.

Next, scroll down. Under *Nations and Tribes* put **NEZ PERCE** (or the find the name of your tribe) and change the *Items per page* to 100 and hit “**APPLY.**”

** At this time, even if a student knew that they had a family member go to CIIS, I would still have them do this general search. Their family member *should* show up on the list anyway. **



The screenshot shows a web application interface for searching student files. The browser address bar shows the URL: carlisleindian.dickinson.edu/student_files/explore/all?field_nation_tid=262&field_ephemera_year_entry_tid=All&title=&sort_by=field_ephemera_date_of_doc_creat_value&is. The search filters are set to "Nations and Tribes" (Nez Perce), "Year of Entry" (- Any -), and "Title/Student name contains...". The "Sort by" is "Date of Entry", "Order" is "Ascending", and "Items per page" is "100". An "Apply" button is visible. The table below shows the search results.

TITLE	DATE OF ENTRY	DOCUMENT TYPES	NAMES TAGGED
Jesse Paul Student File	Friday, February 20, 1880	4	4
Sophia Rachel Student Information Card	Friday, February 20, 1880	1	1
Harriet M. Elder Student File	Friday, February 20, 1880	5	22
Charles Wolf Williams Student File	Monday, October 22, 1883	4	5
Dolly Gould Student File	Monday, October 22, 1883	3	6
Rebecca Little Wolf Student Information Card	Monday, October 22, 1883	1	2
Alice Hayes Student File	Sunday, September 7, 1890	2	8
Josiah Redwolf Student File	Sunday, September 7, 1890	5	6
Lulu Allen Student File	Sunday, September 7, 1890	4	5
Ralph Armstrong Student File	Sunday, September 7, 1890	4	19
Hugh Thompson Student File	Sunday, September 7, 1890	2	2
Stephen Reuben Student File	Sunday, September 7, 1890	7	12

Scroll through the list, and here are some following things to possibly note/question:

1. What does “Date of Entry” mean?
2. What does it mean by “Document Types?”
3. What does it mean by “Names Tagged?”
4. Why do some students have multiple documents/tags, and some have very few?

Instead of giving these answers right away, open up a student’s file that has few vs. one that has many.

Go through one Carlisle student’s file (that has many documents) and show them the type of files that might be under each student.

Next, have each student (or pair) choose a name that is of interest to them. They can go through more than one just to compare and contrast files.

As individuals or partners, students will fill out the **Carlisle Student Questionnaire** (attached).

Give students time to finish their questionnaire and as time permits, have them compare with another pair/individual and what they have found.

Presenting materials – Have students (either volunteers or each student, depending on what you prefer) present their findings to the class, and allow them to show 1-2 items of interest they found in their student’s file.

My name: _____ Class: _____

Carlisle Student Questionnaire

The name of the Carlisle Student: _____

Native name (if listed): _____

Tribe: _____ Birthdate: _____

Date enrolled: _____ Date left: _____

Does your student file have information about their life after they left Carlisle? _____

If so, what did you find out? _____

Other information you found interesting: _____

What information do you wish you had found in the file? _____

List 2 questions that you would have for this student.

1.) _____

2.) _____
