

**DAKOTA ACCESS PIPELINE UNIT: RESOURCE SET 3: DISCUSSION QUESTIONS**

**DISCUSSION QUESTIONS**

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1. Many of the former students said the boarding schools created long-lasting problems in their communities.
  - Do you think the families of former boarding school students should be given reparations? Why or why not?  
*(A reparation is when the government gives money or land to people that they have harmed in the past.)*
2. The boarding schools were designed by White military officers and Christian missionaries. Their goal was to destroy the culture of the American Indian students and re-educate them about White society. Imagine if the schools were designed to support the needs of the American Indian students.
  - What policies would be different?
  - What practices would be different?
3. Do you think it was necessary for American Indians to learn about White American culture in 1900? Why or why not?
  - In what ways would learning about White American culture be useful to American Indians? In what ways would learning about White American culture be potentially damaging to American Indians?
4. Consider the perspective of a 14-year-old student at an Indian boarding school in the year 1900. Your sister is also at the school. You know she has been having bad experiences with the teachers and military officers. She wants to run away from the school and go back to the reservation. The reservation is 500 miles from the boarding school.
  - Will you go with her? Or will you try to convince her to stay? How come?

### Writing Prompt

White Americans designed boarding schools to erase American Indian culture over time. Should schools be expected help maintain traditional culture, or should they serve to make everyone part of the same culture? Do you think it is possible to do both, respect and maintain traditional culture and also bring all students into the same culture? Explain. Please use evidence from the readings and documents to support your position.

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