

Curated Resources: The Assimilation, Removal and Elimination of Native Americans

- 1.** *Boarding Schools*
nativepartnership.org/site/PageServer?pagename=airc_hist_boardingschools
North Plains Reservation Aid

This resource explains the operation of boarding schools for the purposes of assimilation of the Native American children. This resource does a good job of highlighting the goals of assimilation and how they were accomplished through means such as history, school holidays, summer outings with white families, and changing outward signs of tribal life. This resource briefly highlights the existence of a range of schools from those in which children were better cared for and rewarded for “appropriate behavior” as compared to others that were less well-monitored, more exploitative, and relied on corporal punishment to encourage certain behavior. In addition, there is mention of resistance by parents and entire villages with the boarding schools and the US government’s policy enforcement even in the face of such resistance. There are other links on the side of the page.

- 2.** *“Fort Sumner Historic Site/Bosque Redondo Memorial”*
nmhistoricsites.org/bosque-redondo | **New Mexico Historic Sites**

This short resource provides some of the details of the Long Walk of the Navajo tribe in the 1860s. Its description includes the brutal treatment of the Navajo and the cultural impacts of being forced to reside in captivity and forgo their customs, including their usual diet.

- 3.** *“Wounded Knee Massacre”*
britannica.com/event/Wounded-Knee-Massacre | **Encyclopaedia Britannica**

This resource includes texts and images (of both key people from each side as well as original documents) in its description of the US government’s massacre of the Lakota at Wounded Knee. The massacre is placed within the context of the US government’s interaction with the Plains tribal leaders as the US government repeatedly made and then broke treaties involving land ownership, taking more and more land each time.

- 4.** *American Indian Urban Relocation*
archives.gov/education/lessons/indian-relocation.html | **National Archives**

This resource discusses the voluntary urban relocation program that arose in response to the US government’s elimination of much of its support for Native American tribes. Interestingly this resource includes a few images of propaganda used in the 1950s to encourage Native Americans to leave their land and move to the cities..

5. *The Dawes Act*
[khanacademy.org/humanities/us-history/the-gilded-age/american-west/a/the-dawes-act](https://www.khanacademy.org/humanities/us-history/the-gilded-age/american-west/a/the-dawes-act)
Khan Academy

This resource gives a brief description of the US government's efforts to partition and sell the land of the Native Americans to white settlers, specifically as related to the Dawes Act. It explains that the US government used the Dawes Act as one method to destroy the society and culture of the Native Americans and assimilate them into white America.

6. *Boarding School memories haunt Lakota man*
listen.sdpb.org/post/boarding-school-memories-haunt-lakota-man | SDBP Radio

This resource talks about one particular man's experience at the Native American boarding schools that he was forced to attend beginning when he was 5. He says that his experience in the boarding school is even more bothersome than his time serving in the front lines of Vietnam. The end of the interview links the experience of the Native Americans with that of Holocaust victims and slaves. Students can choose to read through the text or listen to the interview with the gentleman.

7. *Trail of Tears*
[history.com/topics/native-american-history/trail-of-tears](https://www.history.com/topics/native-american-history/trail-of-tears) | History

While this resource explains the Trail of Tears, it also includes a significant amount of historical context leading to the Trail of Tears, including the white settlers' desires for land to grow cotton and terrible treatment of the Native Americans who were living on the land they desired.