



EXPLORING FEDERAL POLICY ABOUT NATIVE AMERICANS IN THE LATE 1800S

Activity Items

The following items are part of this activity and appear at the end of this student version.

- Item 1: Chiricahua Apache Upon Arrival at Carlisle Indian School
- Item 2: Chiricahua Apache Four Months After Arriving at Carlisle Indian School
- Item 3: Report on Indians Taxed and Indians Not Taxed in the United States (Except Alaska) at the Eleventh Census: 1890

Student Learning Objectives

- I will be able to gather information from primary sources.
- I will be able to explain post-Civil War federal policy for Native Americans and discuss its effects on Native American youths.

Note: The U.S. Census Bureau now uses the term American Indian or Alaska Native to identify populations previously referred to as Native Americans.

Item 1: Chiricahua Apache Upon Arrival at Carlisle Indian School

This photograph shows children of the Chiricahua Apache tribe when they arrived at the Carlisle Indian Industrial School in Carlisle, Pennsylvania, on Nov. 4, 1886.



Upon Arrival — National Museum of the American Indian, Smithsonian Institution (P06848). Photo by John N. Choate.

Information provided with the permission of the National Museum of the American Indian, Smithsonian Institution, 4th and Independence Ave. SW, Washington, DC 20560.

<https://chnm.gmu.edu/cyh/primary-sources/290>

Item 2: Chiricahua Apache Four Months After Arriving at Carlisle Indian School

This photograph shows the same children of the Chiricahua Apache tribe — in the same order — four months after they arrived at the Carlisle Indian Industrial School, in March 1887.



After Arrival —National Museum of the American Indian, Smithsonian Institution (P06848). Photo by John N. Choate.

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Item 3: Report on Indians Taxed and Indians Not Taxed in the United States (Except Alaska) at the Eleventh Census: 1890

“The greatest and most difficult problem now of Indian education is what to do with the Indian boys and girls belonging to reservations after they have been educated in government boarding or industrial schools away from their reservations? Shall they be sent back to the reservations? If so, what will they do when they go back, and once back, will they resume their Indian customs?”

PURPOSES OF INDIAN SCHOOLS

The general purpose of the government is the preparation of Indian youth for assimilation into the national life by such a course of training as will prepare them for the duties and privileges of American citizenship. This involves the training of the hand in useful industries; the development of the mind in independent and self-directing power of thought; the impartation of useful practical knowledge; the culture of the moral nature; and the formation of character. Skill, intelligence, industry, morality, manhood, and womanhood are the ends aimed at.”

Issued by the Department of the Interior, Census Office. Printed by the Government Printing Office, Washington, D.C., 1894. Pages 73–74.

<https://books.google.com/books?id=ZadCAQAAMAAJ&pg=PA74&dq=The+general+purpose+of+the+government+is+the+preparation+of+Indian+youth+for+assimilation+into+the+national+life+by+such+a+course+of+training+as+will+prepare+them+for+the+duties+and+privileges+of+American+citizenship.+This+involves+the+training+of+the+hand+in+useful+industries%3B+the+development+of+the+mind+in+independent+and+self-directing+power+of+thought%3B+the+impartation+of+useful+practical+knowledge%3B+the+culture+of+the+moral+nature%3B+and+the+formation+of+character.+Skill,+intelligence,+industry,+morality,+manhood,+and+womanhood+are+the+ends+aimed+at.&hl=en&sa=X#v=onepage&q&f=false>