

## For Over 100 Years, the U.S. Forced Navajo Students Into Western Schools Text Dependent Questions

1. HOW does the article develop the idea that language is an important part of culture?

- A. by suggesting that Diné ideas are so specific, they cannot be understood in English
- B. by suggesting that the Diné language was how the author made friends at boarding school
- C. by explaining how other languages were considered as important as English in the boarding schools
- D. by explaining how language can keep a community together through stories, songs and Traditions

2. Which of the following statements BEST represents the U.S. government's approach toward the Diné children?

- A. The U.S. government wanted to send Diné children to boarding school to give them the best education possible.
- B. The U.S. government wanted Diné children to grow up separate from their culture and be educated more like white Americans.
- C. The U.S. government wanted Diné children to learn white American values, but let them sing Navajo songs in their free time.
- D. The U.S. government wanted Diné children to live in fear and develop long-lasting problems by cutting them off from their parents.

3. Which of the following BEST explains HOW Luci Tapahonso develops her personal perspective in this article?

- A. by directly pleading with the reader to have sympathy for her and the other Diné children who suffered in the boarding schools
- B. by using an objective, scientific tone that establishes trustworthiness and a lack of bias
- C. by openly critiquing the practices of the U.S. government and contrasting them with the values of the Diné
- D. by using traditional Diné stories to help readers understand more about Diné culture

4. What is the author's MOST LIKELY purpose for including the following paragraph in the section "Native languages begin to receive protection"?

In time, injustices in the school system became known to the public. A 1928 report by the Brookings Institution stated "frankly and unequivocally that the provisions for the care of Indian children in boarding schools are grossly inadequate." Almost half a century later, a 1969 Senate report deemed the education program a failure. The report's hundreds of pages were not enough to tell the whole story, the authors wrote, of "the despair, the frustration, the hopelessness, the poignancy ... of families which want to stay together but are forced apart."

- A. to show that white Americans were generally on the side of the Diné people throughout the 1900s
- B. to provide relevant historical facts that also support the author's personal experiences and perspective
- C. to explain the first steps that were taken by the government to rectify its mistakes and apologize to the Diné people
- D. to demonstrate proof that every single Diné child forced to attend boarding school had the exact same experience as the author