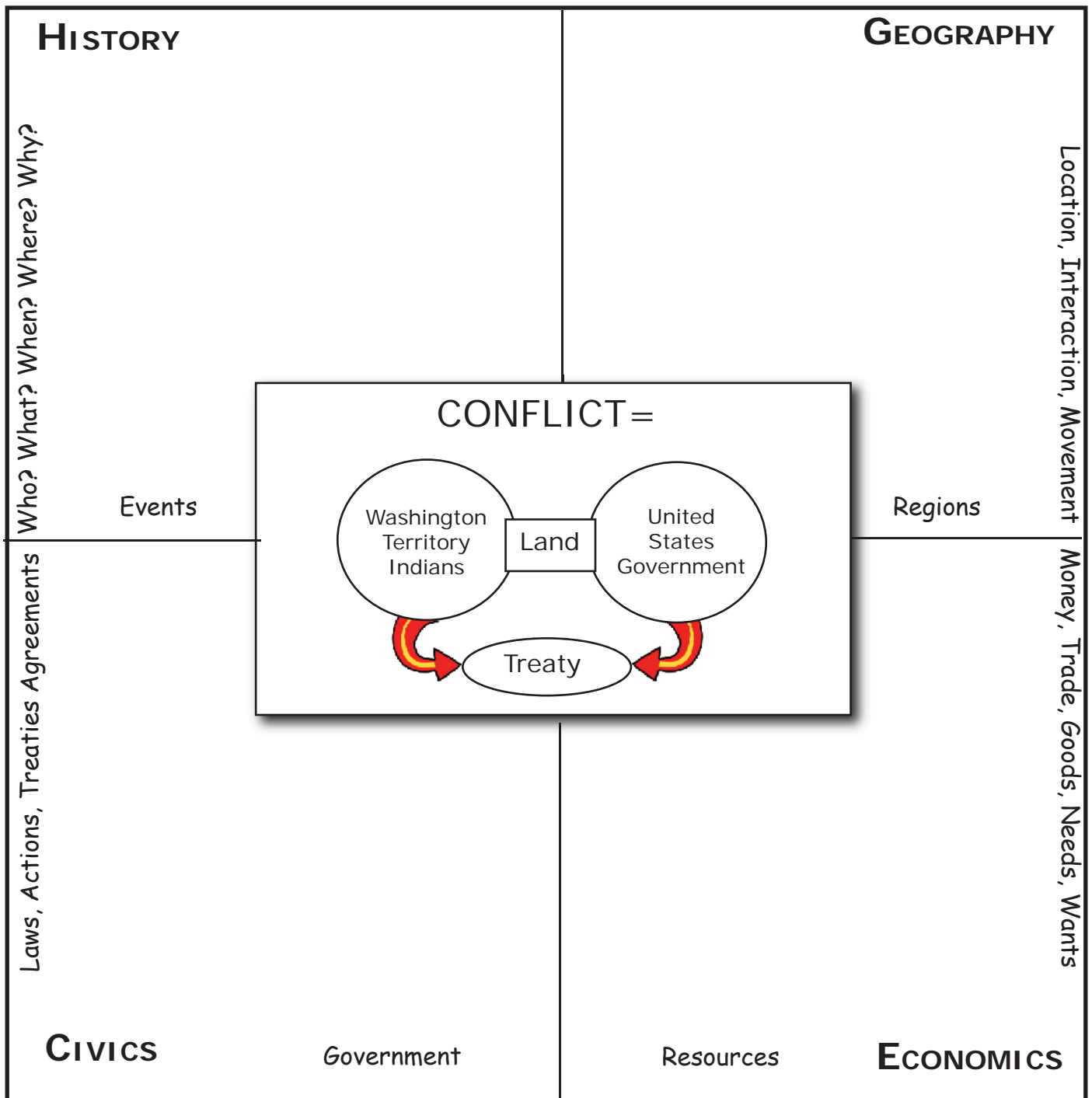


# The Treaty Trail: U. S. - Indian Treaty Councils in the Northwest

## Causes of Conflict GRAPHIC ORGANIZER

Use the chart below to help you organize your thoughts and research on the CAUSES OF THE CONFLICT through each of the four social studies strands (history, geography, civics, and economics).



## CAUSE AND EFFECT TIMELINE

NAME:

---

Use the timeline below to keep track of the important dates in the history of the Treaty Trail.

**Chronology:** Chronology is the science of locating events in time. A chronology may be either relative -- that is, locating related events relative to each other -- or absolute -- locating these events to specific dates in a Chronological Era. An arrangement of events, with absolute dates, from either earliest to latest or the reverse, is also called a chronology or a timeline.

May 1855  
Gustav Sohon paints  
Arrival of the Nez  
Perce at Walla Walla.

1810

1820

1830

1840

1850

1860

# The Treaty Trail: U. S. - Indian Treaty Councils in the Northwest

## CAUSE AND EFFECT STUDENT WORKSHEET RESPONDING TO ART AS A PRIMARY SOURCE



- *Read Gustav Sohon's biography to learn more about the artist who made the art.*
- *Read Chief Lawyer's biography to learn more about one of the leaders of the Nez Perce people.*
- *Use the art vocabulary words and definitions to help you describe, analyze and interpret Gustav Sohon's Arrival of the Nez Perce Indians at Walla Walla Treaty, May 1855.*

### Art Vocabulary:

**space** the illusion that a flat piece of art has three dimensions or depth

**texture** the characteristic of the surface of a work of art resulting from the way in which an artist uses materials

**value** lightness or darkness of an area of color or tone

**composition** the organization of art elements into a unified whole

**emphasis** use of contrasts (color, size, shapes) to place greater attention on specific parts of a work of art

**pattern** repeating sequence of lines, shapes or colors

**rhythm** movement in art created through repetition of elements

**atmospheric perspective** the illusion of distance created through reducing detail and muting colors as objects or figures recede in space

**horizon** where earth and sky meet

**landscape** art representing a place in the natural environment

**perspective** the illusion of distance created in a 2-dimensional work of art through reducing the size of objects, figures, or environmental features

**scale** the relative size of objects, figures or features of the environment

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**Observe and describe:  
Create an inventory of what you see...**

<p>Who or what is in the picture? List people, animals, objects...</p>	<p>Where is the place or setting? List buildings, structures, landforms, plants, trees...</p>
<p>What time of day or season is it? What is the weather like? Temperature?</p>	<p>Which art elements did the artist use to create the picture? List colors, lines, shapes, space, texture, values...</p>
<p>How was the picture made? Is it a photograph, a painting, a drawing?</p>	<p>When was the picture made?</p>

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**Question and analyze:**  
**Investigate what you see by examining the details...**  
**Consider the artist's choices in making the art...**

Where do you see the most detail or information in the picture? How did the artist create **emphasis** or draw attention to certain parts of the picture?

Who are the people? What clues tell us about their cultural identity? Are there distinct cultural groups represented? How many?

Where are the people and objects in space? How does the artist use **perspective**?

Where do you see **rhythm** in the picture? How does the artist's use of repetition show movement?

Why do you think the artist made this picture?

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

Use observations and clues to develop a historical interpretation of the art:  
What is the artist communicating about time, place,  
and the interaction of cultures?

What is happening in the picture? Use descriptive words, details and ideas about choices the artist made (documented on this worksheet) to support your interpretation.

What do you think Governor Isaac Stevens is thinking at the moment of this painting? Use one of your secondary readings to support your argument.

What do you think Chief Lawyer was thinking at the moment of this painting? Use one of your secondary readings to support your argument.

How might a Nez Perce artist have drawn this moment in 1855 differently?

## Student Checklist

Name: <input style="width: 90%;" type="text"/>
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<b>Graphic Organizer Rubric:</b>	
<b>Task</b>	<b>Yes or No?</b>
Historical Cause Listed?	
Geographic Cause Listed?	
Economic Cause Listed?	
Civic Cause Listed?	

<b>Timeline Rubric:</b>	
<b>Task</b>	<b>Yes or No?</b>
Event(s) Related to Historical Causes Identified and Labeled?	
Event(s) Related to Geographic Causes Identified and Labeled?	
Event(s) Related to Economic Causes Identified and Labeled?	
Event(s) Related to Civic Causes Identified and Labeled?	

<b>Responding to Art as a Primary Source Rubric:</b>	
<b>Task</b>	<b>Yes or No?</b>
Have you talked about the different details of a historic work of art (what you see and think about the art)?	
Have you discussed what the different people might have been thinking, and supported this with your reading?	

<b>Essay/Presentation Rubric:</b>	
<b>Task</b>	<b>Yes or No?</b>
Historical Cause Explained?	
Geographic Cause Explained?	
Economic Cause Explained?	
Civic Cause Explained?	

### WHAT YOU NEED TO KNOW

#### **HISTORY:**

History is the who, what, where, when and why of an event. To complete your task, you need to make sure that you either have all of these questions answered in your project or that you have listed a series (at least two) of specific events related to the issue's history.

#### **GEOGRAPHY:**

This is the area where you should discuss location, place, human/environmental interaction, movement or regions.

#### **CIVICS:**

Here is where you can talk about government, laws, civic actions, treaties, agreements, or rights and responsibilities. Don't forget to be as specific as you can!

#### **ECONOMICS:**

For this section, you need to make sure that you have discussed money, trade, goods, or needs and wants.



**THE TREATY TRAIL: CAUSE AND EFFECT**  
**Student Self Assessment Checklist**

Student	Treaty Trail: Causes and effects		Art as Primary Source: Making inferences		total points 5
	Map Comparison	Have you written in the graphic organizer words or phrases about the causes of the U.S.-Indian treaties?	Have you entered the outcomes (or effects) of the treaties in the graphic organizer?	Have you talked about the different details of a historic work of art (what you see and think about the art)?	
	Have you written down one example of how Indian life changed because of treaties? <b>(1 pt.)</b>	<b>(1 pt.)</b>	<b>(1 pt.)</b>	<b>(1 pt.)</b>	