

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?