

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

POINT OF VIEW: RESEARCH AND PRESENTATION	Group Members:
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## RESEARCH

As a group, read the biography that corresponds with your assigned portrait and discuss your individual impressions of this person.

Who were they? Give their name(s), cultural identity, title or role.	What kind of information do historical documents give us about their personality (e.g., kind, aggressive, friendly)? As a group, write a description of their character traits in three sentences or less.
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Select and highlight personal history information that helped form the beliefs and the attitudes of that person: Find evidence of people, places, and events that influenced them during their lifetime.

In your own words, describe what their opinions, beliefs and attitudes were.	What did they actually say? Give a significant quote clearly reflecting that person's point of view and note the source of the quote.
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## SUMMARIZE

Review all of the highlighted words or phrases in the biography. Create a draft paragraph as a summary of key ideas. Compare draft with biography for accuracy of information. Create a final summary.

## REVIEW

Review group ideas recorded in Responding to Art as Primary Source student worksheet. Compare with Point of View research and summary: Identify one idea that your group recorded (on the Responding to Art worksheet) about identity, role, emotions, character traits, and/or cultural interactions of the person in the portrait that is consistent with your point of view research findings and summary.

Example: your group might have interpreted details of dress in a portrait as evidence of strong cross-cultural influence and then found out, through research, that the person lived among people of another culture for most of their life or an expression of doubt identified in a portrait might directly reflect a general attitude of skepticism described in the biography.

## GROUP PRESENTATION

As a group, present research findings:

- State the name, cultural identity, and role or title, of the person you are studying as you display their portrait.
- Introduce their point of view by describing their character traits, quoting them and reading your group's summary.
- Describe at least one example where a group idea recorded in the *Responding to Art as Primary Source* worksheet is consistent with Point of View research findings.