

CAUSES OF CONFLICT

Graphic Organizer

Use this to help you organize your thoughts and research on different points of view.

Conflict:		
Causal Factors of the Conflict:		
<p>1. Describe the factor and circle whether it is economic or historical.</p> <p>2. Name the source of the evidence and explain how the evidence supports this factor as a cause of the conflict.</p>		
Factor #1: _____ Historical or Economic	Source: _____ Evidence: _____	Source: _____ Evidence: _____
Factor #2: _____ Historical or Economic	Source: _____ Evidence: _____	Source: _____ Evidence: _____
Factor #3: _____ Historical or Economic	Source: _____ Evidence: _____	Source: _____ Evidence: _____
Position on Main Factor:		
Supporting Reason #1:	Source: _____ Evidence: _____	
Supporting Reason #2:	Source: _____ Evidence: _____	
Supporting Reason #3:	Source: _____ Evidence: _____	

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

POINTS OF VIEW STUDENT WORKSHEET RESPONDING TO ART AS A PRIMARY SOURCE



Isaac Stevens



Joseph



Spokane Garry



PeoPeoMoxMox



Timothy



Lawyer



Kamiakin



Joel Palmer



Young Chief



Bill Craig

Art Vocabulary:

space feeling of depth in 2-dimensional art

texture real or implied tactile characteristics of a surface

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 reduction of size of objects, figures, or environmental features

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

Use the art vocabulary words and definitions to help you describe, analyze and interpret the art.

RESPONDING TO ART AS A PRIMARY SOURCE WORKSHEET

NAME: _____

DATE: _____

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

Who and what is in the picture? List characteristics of facial features, gender, skin, hair style, hat, clothing, jewelry, objects...

Which art elements did the artist use to create the picture? List colors, lines, shapes, space, textures, values...

Is the picture a photograph, a painting, a drawing?

List any words or numbers on the picture...Is there a signature by the artist who made it? Go online to see these pictures in more detail.

RESPONDING TO ART AS A PRIMARY SOURCE WORKSHEET

NAME: _____

DATE: _____

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

How has the artist used art elements (line, shape, texture, value) to communicate information about the person's identity?

Where do you see the most detail in the picture?
Is the picture realistic?

Where and how does the artist create emphasis or draw attention to parts of the portrait?

RESPONDING TO ART AS A PRIMARY SOURCE WORKSHEET

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 does this portrait communicate about the identity of the person it depicts: What status or role did the person have? What emotions or character traits are expressed? Use descriptive words, details, and ideas about the artist's choices documented on this worksheet as evidence to support your interpretation.

In thinking about the greater context (time and place) of 1855 Washington Territory History, why do you think this portrait was made?

Who might look at the portrait at the time it was made?

Is there evidence of the interaction of cultures during this time period seen in this portrait? Look at articles of clothing, objects, or jewelry and think about their source. Describe.

CAUSES^{OF} CONFLICT

Student Checklist

Use this checklist to guide your work. Make sure you complete each task on the checklist.

Inquiry, Information, & Group Process

- I selected a conflict.
- I identified the setting and time of the conflict.
- I identified all the major sides (stakeholders) involved in the conflict. I will refer to each "side" as a stakeholder in my research paper.
- I researched the economic and historical factors that helped cause the conflict.
- I researched the conflict from both the economic and historical perspectives of the stakeholders. I used the following chart to identify EACH stakeholder's perspective on the conflict and to fill in the graphic organizer located on the following pages.

Economic Factors for Each Stakeholder	Historical Factors for Each Stakeholder
<ul style="list-style-type: none"> • Natural resources • Human migration effects • Characteristics of each economic system • Problems of scarcity • Specialization and comparative advantage • Role of supply and demand • Role of government(s) 	<ul style="list-style-type: none"> • Cultural differences • Effects of technological changes • Comparison of political systems • Impact of historical events • Constraints of physical environment

- I researched background, policies, and perspectives of each stakeholder ...
 - I reviewed a variety of credible sources.
 - I found relevant, reliable, and valid information on each stakeholder's point of view.
 - I identified connections between each stakeholder's point of view and the policies they implemented in the conflict.
- I listed key issues involved in the conflict from the point of view of all the major stakeholders, using data and other evidence from my research.
- I looked for the factor that played the biggest role in causing the conflict.
- I used and documented at least one primary source and several secondary sources.
- I collected evidence of my research (hard copies, notes, paraphrased summaries, charts, questions, underlining).
- I examined sources to ensure that they are valid, reliable, and credible research sources (double-check statistics, look for bias, etc.).
- I identified facts and opinions.
- I created an annotated bibliography documenting each source (including title, author, publisher, date) and a 2-3 sentence description of the credibility, reliability, value, and usefulness of the information in each source.

Group Process

- I participated in a class discussion with other students researching the same conflict.
 - ✓ I voiced original ideas.
 - ✓ I cited primary sources.
 - ✓ I demonstrated content knowledge.
 - ✓ I used specific evidence to make a persuasive argument.
 - ✓ I listened critically and built on the ideas of others.
 - ✓ I asked clarifying questions.
 - ✓ I challenged the ideas of others without criticizing people.
 - ✓ I negotiated and compromised.
- I used ideas from class discussions to develop my own thesis/perspective for my research paper.
- With my group I developed a timeline of the conflict's significant events.
- If I did not actively participate in the forum, I evaluated the relationship of arguments to the stakeholders' perspectives, the economic factors, and the historical factors.
- I took notes on key points of peers' presentations.

Preparation for Writing

- I analyzed the key points presented in the class discussion and formulated a position on the conflict.
- I organized information from notes, data, and other evidence to develop my position.
- I organized my thinking in class.

Writing & Presenting

- I wrote a draft of my persuasive position paper, which included:
 - ✓ background information on the conflict.
 - ✓ a clear timeline of events leading up to and throughout the conflict.
 - ✓ a clear thesis statement explaining why one factor was the most important in causing the conflict.
 - ✓ an evaluation of the major stakeholders' perspectives/points of view:
 - two or more references were made regarding economic factors for each stakeholder.
 - two or more references were made regarding historical factors for each stakeholder.
 - ✓ a convincing explanation of why one factor should be considered the most important cause of the conflict.
 - ✓ accurate supporting details from at least one primary source and two secondary sources in my writing.
 - ✓ making connections between the sources I researched and the conflict.
- I revised my paper to make my ideas clearer, better organized, more detailed, more accurate, and more convincing.
- I edited my work to improve grammar, punctuation, spelling, and capitalization.
- I used APA¹ or MLA² style to give reference to any readings or sources I used within the body of the paper.
- I included the annotated bibliography to clearly document the sources of my ideas.
- I revised and edited my work and turned in my final essay.

¹American Psychological Association.

²Modern Language Association.

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

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

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.
--	--

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.
--	---

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.