

Pairing Paintings & Primary Source

Adapted Lesson from Montana Historical Society

Teaching Notes:

This lesson is an adaptation of a framework created by Martha Kohl at the Montana Historical Society. It provides students the opportunity to examine a visual source and compare it to a piece of text, (primary or secondary source).

Students are asked to look at the visual image and the text for a geographical perspective. Then write a reflection Comparing and contrasting the two pieces to go gain a deeper understanding. An optional assignment is to have the students answer a writing prompt using the paired texts. This truly becomes a higher-level reading, thinking, and writing activity when you use a paired passage.

There are two separate segments to this lesson. One with art questions to look at the visual piece. The second segment looks at the text and visual portion together. This combination creates a complex text.

Article about Daniel Long Soldier

https://rapidcityjournal.com/thechadronnews/community/long-soldier-s-paintings-tell-native-american-stories/article_1933fcb8-acab-11e0-9215-001cc4c03286.html

Essential Questions:

Ask Essential Questions involving:

- How does who I am shape my views about the Battle of the Little Bighorn?
- How might a source (only relying on textbook information) limit my understanding of this event?
- What might I misunderstand about the Battle of the Little Bighorn because of my own prejudices, habits and/or styles?
- What was the writer feeling, thinking, seeing, and trying to make me feel and see as this event was discussed in my history book?

Objectives

- Compare and contrast images and written text of an historical event.
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Visual Thinking Strategies

1. What's going on in this picture?
2. What do you see what makes you say that?
3. What more can we find?





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Additional Questions

<p>What shapes do you see in this photograph? Circle Square Triangle Other shapes</p>	<p>What kind of lines can you see? Thick Jagged Curved Diagonal Fuzzy Straight Smooth Thin Horizontal</p>	<p>Is this a photograph of something real or imaginary? Is the subject modern or from history?</p>	<p>What is happening just outside the edges of this photograph? What happened right after this photograph was made?</p>	<p>Are there any shadows in this photograph? How does the lighting create a mood?</p>
<p>Think of an open ended question you could ask one of the people in the picture. What would you ask</p>	<p>What caption would you give this photograph? Does the title of this photograph make sense to you?</p>	<p>Can you tell the time of day or the season in this photograph? What clues do you have?</p>	<p>What does this photograph make you think about? Or what do you think the artist is trying to get you to think about?</p>	<p>What is the best part of this photograph? Do you like the photograph more after taking a good look at it?</p>
<p>What is the mood of the photograph? (look at subject, colors, lighting)</p>	<p>What do you think other people say about this photograph?</p>	<p>Would this be a picture that you would collect? Where would you display it?</p>	<p>Pretend you are inside this photograph. What does it feel like? Think of three words to describe the feeling.</p>	<p>Think of the photographer, create an open ended question to ask him.</p>



Initiate investigation by viewing images of the civilian's (white society) perspective of the events of June 25, 1876:

Examine the picture and:

- describe what is happening;
- describe the emotions evoked by the image; and
- describe the message being conveyed by the image.

Next, analyze the images of the event from the Native American perspective:

Examine the pictures and:

- describe what is happening;
- describe the emotions evoked by the image;
- describe the message being conveyed by the image; and
- describe how this image differs from the first.

Do the images convey different interpretations of the same event? Why or why not?

Each of the visual representations expresses an interpretation of the events that occurred on June 25, 1876, and how the representation sheds light on the recent controversy over what to call the battle's location.

**Custer's battlefield.
Lettering the
head-boards.**

Where were the headboards (locate them geographically)?

- Washington Territory
- Montana Territory
- South Dakota
- Wyoming Territory

Spring
Fall

Summer
Winter

List two notable (interesting or important) things that happened here or about this picture.

Create an open ended question about this scene or event.

The advance was begun under favorable conditions, and the Little Bighorn Mountains were reached on June 25 and the Indian village located. A slight accident gave the red men warning. Nobody knows exactly how the battle of Little Bighorn was fought. The statements made afterward by the Indians were contradictory, but they all agreed that Custer's appearance was a great surprise. The best evidence shows that the Indians closed in on both the right and left and placed Custer at once on the defensive. Closer and closer the coil tightened around that plucky band. One after the other the troopers fell, the horses were stampeded, the ammunition ran low, no messenger had been able to break through the lines, and the mortality among the officers was heavy.

Then Custer and his troops fire two volleys in succession, the usual cry for help. It was heard in Reno's camp. Its significance was understood, but no help came. Soon came the final act of the tragedy. The Indians closed in from all sides, led by the cruel chiefs Crow King, Gall, Crazy Horse and Rain-In-the-face. It was a hand to hand fight. It was 150 against 1,000. Grouped about Custer were twenty or thirty desperate men. They fought with their leader, they fought for their leader, until the last man lay dead.

The Daytona daily news. (Daytona, Fla.), 03 Jan. 1911. *Chronicling America: Historic American Newspapers.* Lib. of Congress. <<https://chroniclingamerica.loc.gov/lccn/sn93063916/1911-01-03/ed-1/seq-3/>>

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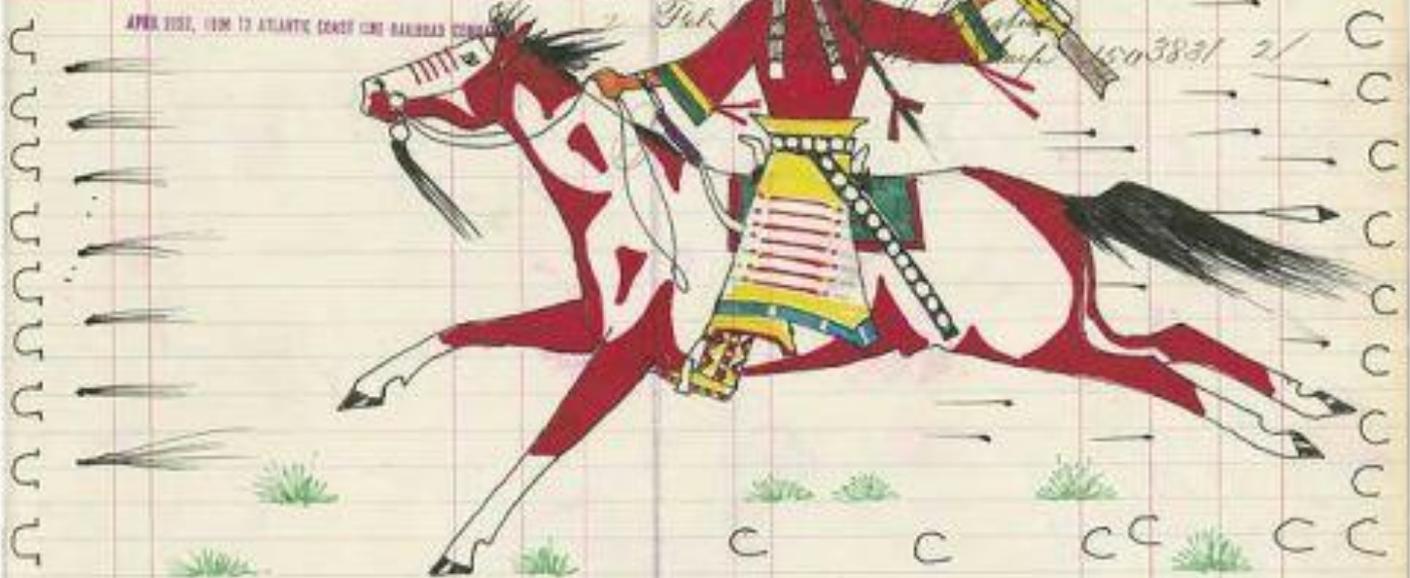
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'Moving Robe Woman' - Sioux - Led counter attack
against Cavalry at Battle of Little Big Horn 1876.
- David Long Solner ©

Initiate investigation by viewing images from a Native American perspective (how would it vary from different tribes) of the events of June 25, 1876:

Examine the picture and:

- describe what is happening;
- describe the emotions evoked by the image; and
- describe the message being conveyed by the image.

Next, analyze the images of the event from the civilian's perspective:

Examine the pictures and:

- describe what is happening;
- describe the emotions evoked by the image;
- describe the message being conveyed by the image; and
- describe how this image differs from the first.

Do the images convey different interpretations of the same event? Why or why not?

Each of the visual representations expresses an interpretation of the events that occurred on June 25, 1876, and how the representation sheds light on the recent controversy over what to call the battle's location.

Moving Robe Woman
by Daniel Long Soldier

Where were the headboards
(locate them geographically)?

- Washington Territory
- Montana Territory
- South Dakota
- Wyoming Territory

Spring Summer
Fall Winter

List two notable (interesting or
important) things that happened here
or about this picture.

Create an open ended question about
this scene or event.

“Behold there is among us a young woman.” I shouted. “Let no young man hide behind her garment.” I knew that would make those young men brave.

The woman was Teshenamai, or Moving Robe [Woman], whose brother had been killed in the fight with Three Stars. Holding her brother’s war staff over her head, and leaning forward upon her charger, she looked as pretty as a bird. Always when there is a woman in the charge, it causes the warriors to vie with one another in displaying their valor.

Writing prompt.

If you could have a conversation with someone who was at either the Rosebud Battle or the Battle of the Little Bighorn (Also known as Greasy Grass); who would you have it with? What would the conversation be about?

The advance was begun under favorable conditions, and the Little Bighorn Mountains were reached on June 25 and the Indian village located. A slight accident gave the red men warning. Nobody knows exactly how the battle of Little Bighorn was fought. The statements made afterward by the Indians were contradictory, but they all agreed that Custer's appearance was a great surprise. The best evidence shows that the Indians closed in on both the right and left and placed Custer at once on the defensive. Closer and closer the coil tightened around that plucky band. One after the other the troopers fell, the horses were stampeded, the ammunition ran low, no messenger had been able to break through the lines, and the mortality among the officers was heavy.

Then Custer and his troops fire two volleys in succession, the usual cry for help. It was heard in Reno's camp. Its significance was understood, but no help came. Soon came the final act of the tragedy. The Indians closed in from all sides, led by the cruel chiefs Crow King, Gall, Crazy Horse and Rain-In-the-face. It was a hand to hand fight. It was 150 against 1,000. Grouped about Custer were twenty or thirty desperate men. They fought with their leader, they fought for their leader, until the last man lay dead.

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"Mourning Dove" kills two Calumet
 men - One a black man who
 was married to a Sioux woman
 but took sides with the Calumet when
 the Battle of Little Big Horn started
 June 25, 1876. She carries her brother's
 shield.

More Exploration

Interpretation of an Historical Event

https://www.warrenhills.org/cms/lib/NJ01001092/Centricity/Domain/145/Instruction_packet.pdf

MT OPI Study Guide

https://www.bsd7.org/UserFiles/Servers/Server_112418/File/Bozeman%20Public%20Schools/Indian%20Education/OPI%20IEFA%20Lesson%20Plans/Social%20Studies/G78%20Perspctv%20LittleBigHorn.pdf

Art Questions

<https://harmonyfinearts.org/2013/09/art-question-cards-help-with-picture-study/>