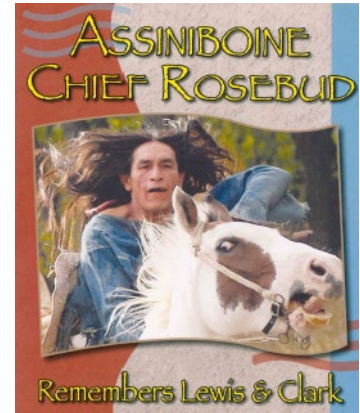


# Analyzing Point of View – Chief Rosebud Remembers Lewis and Clark

## Fast Facts

Curriculum Area: Social Studies  
Grade Level: Grades 6-8  
Suggested Duration: Two – 50-minute class periods

Note: Students will view and analyze American Indian perspectives specifically from the Nakona (Assiniboiné) regarding the Lewis and Clark expedition. The original lesson was based on the DVD – Assiniboiné Chief Rosebud Remembers Lewis and Clark and has been modified due to limited availability of the film.



## Stage 1 Desired Results

### Established Goals

SS.H.6-8 The history content standards for sixth through eighth grade are that each student will

SS.H.6-8.3 analyze how, since European contact, historical events and policies have mutually impacted American Indian and European societies

SS.H.6-8.5 explain how Montana has changed over time and how this history impacts the present

SS.H.6-8.6 understand that there are multiple perspectives and interpretations of historical events

SS.H.6-8.7 analyze how people's perspectives shaped the historical narratives they created

SS.H.6-8.8 identify limitations and biases in primary and secondary sources, specifically regarding misinformation and stereotypes

### Understandings

**IEFA Essential Understanding 6** History is a story most often related through the subjective experience of the teller. With the inclusion of more and varied voices, histories are being rediscovered and revised. History told from American Indian perspectives frequently conflicts with the stories mainstream historians tell.

### Essential Questions

- Which Montana tribal nations discovered, Lewis and Clark coming through their territory?
- Does the perspective given in the video conflict with what you have previously learned?
- Why is it important to examine historical events from multiple perspectives?

Students will be able to...

- briefly describe how one Montana tribe perceived the Lewis and Clark expedition.



- analyze and compare versions from their textbook and information from the film.

Students will know...

- There are diverse American Indian perspectives regarding Lewis and Clark.

## Stage 2 Assessment Evidence

### Performance Tasks

1. Students will view and analyze the film entitled: [\*Assiniboine Chief Rosebud Remembers Lewis and Clark\*](#) (the Office of Public Instruction has sent a copy of this DVD to every Montana school library please check with your school librarian. You may also acquire a copy via interlibrary loan).

## Stage 3 Learning Plan

### Learning Activities

#### Day 1

Briefly introduce students to the topic of Lewis and Clark. Lead a class discussion/ brainstorming session to see what they already know. List topics/issues on the board.

Save at least 35 minutes of class time to allow for viewing the entire film.

Tell students they will be watching a film that has English subtitles with spoken Assiniboine (Nakona). The film is from the perspective of the Assiniboine and is a re-enactment of one group's reaction when they discovered the expedition. Ask students to write a one-page reaction paper to the film. Ask open ended questions: What new information did they learn? How may this video have conflicted with what they have been previously taught? How might these perspectives differ from what is in your history textbook? What was it like hearing the Assiniboine language being spoken? Was it hard for you to watch and read the subtitles?

Tell them their one-page reaction papers will be due at the next class.

Things to keep in mind as you hear/read primary sources from a tribe about a particular event in history:

- Regarding events such as Lewis and Clark and the Corps of Discovery, Montana tribal histories offer differing points of view from those expressed in your American history textbook.
- Your history textbook and a tribal history each represent "points of view"; the point of view changes, depending on whose story is being told.
- Identifying and respecting another culture's viewpoints of historical events is basic to your understanding of how histories can influence our ideas and points of view.
- Events from the past and how they are viewed by tribes and by the U.S. government still cause issues of concern today.
- The "discovery" of an area is not necessarily a discovery. Indigenous people had been in the area explored by the expedition for hundreds (probably thousands) of years.

## Day 2

Lead a class discussion on the major issues covered in the film. List on the board new information gained as a result of watching this film. If time permits, show the [short video](#) about how the film was made and facilitate a class discussion.

Have students review their textbook. How are Lewis and Clark portrayed? What specific words and images define them? Is a balanced perspective offered?

Next, have them read excerpts from the US History textbook and compare that to statements made in the film. Their history book and a tribal oral history each represent “points of view;” the point of view changes, depending on whose story is being told.

Ask students to write a reflection on the importance of media literacy. How does the new perspective on Lewis and Clark shape or change your understanding of the Corps of Discovery? What role should media literacy play in your future historical studies?

Allow students time to add to or revise their one-page reaction papers and have them hand it in at the end of the class period.

## Resources

[\*Assiniboine Chief Rosebud Remembers Lewis and Clark\*](#), DVD version available in your school library

[\*Chief Rosebud Remembers Lewis and Clark\*](#) – Video trailer showing the making of the film

[\*Lewis and Clark Trail - Tribal Legacy Project: Digital Archive Presenting Tribal Perspectives on Our Shared History Web site\*](#)

[Lewis and Clark journals](#)

For more American Indian perspectives regarding Lewis and Clark watch this film "[Native Homelands Along the Lewis and Clark Trail](#)," (2006)

This [resource from PBS](#) has background information about Lewis and Clark, and some of the text provides a good opportunity for close analytical reading for bias.

[History of the Assiniboine People from the Oral Tradition](#)