

Explaining Factors Causing Conflict and Cooperation

Fast Facts

Curriculum Area: Social Studies

Grade Level: Grade 6-8

Suggested Duration: Three class periods

Stage 1 Desired Results

Established Goals

(3) The geography content standards for sixth through eighth grade are that each student will:
(e) explain the role and impact of spatial patterns of settlement and movement in shaping societies and cultures, including Indigenous cultures.

4) The history content standards for sixth through eighth grade are that each student will:
(f) understand that there are multiple perspectives and interpretations of historical events;
(g) analyze how people's perspectives shaped the historical narratives they created.

Understandings

- Students will know why and how misunderstandings in cross-cultural settings occur. (It is easy to misinterpret things people do in a cross-cultural setting. To keep from misunderstanding the behavior of individuals from another culture, you have to try to see the world from their point of view, not just yours.)
- 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. (EU 6)
- Students will apply listening skills and point of view context to identify misunderstandings and make reasoned judgments. Point of view and context(s) of a situation (the setting) should always be accurately identified in order to prevent misunderstandings.

Essential Questions

- How can I learn to see things from another culture's point of view? Why is it important?
- What skills do I need to utilize consistently to do this?
- What are some good ways to avoid conflict and misunderstanding?
- How can respecting another's beliefs and actions, even though these differ from one's own belief and ideas, be helpful?
- When you look at conflicts, what factors should you consider in making judgments about them? Where can you get the facts?



Indian Education for All Unit

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Students will be able to...

- watch, listen and take notes about the information presented in the readings and videos.
- identify and apply their knowledge of recognizing and understanding the importance of viewing historical events from multiple perspectives.

Stage 2 Assessment Evidence

Performance Tasks

1. View the DVD *"A Blackfeet Encounter"* This should be available in your school library. The film is about the deadly encounter with Native Americans (the Blackfeet) and the Lewis and Clark expedition. The film is also available on-line if you do not have access to the DVD.
2. Individually or in pairs, students complete the Double Entry Viewing Sheet (attached); students will need time to discuss prior to reporting their results to the entire class. Reporting the results for all groups is essential to student learning. All students turn in (for a grade) their own copy of the Double Entry Viewing Sheet.
3. Students will read excerpts about this encounter from their textbook and from the journals of Lewis and Clark.
4. Students will write a short one-page essay describing what they learned about the Blackfeet encounter with Lewis and Clark. Have students incorporate answers to the Essential Questions as they write their essay.

Stage 3 Learning Plan

Learning Activities

Day 1

Begin the lesson by showing the "Two Sides to Every Story" clip from the Montana Tribes Digital Archives. What does Calvin say about perspectives? How might you use this information in your study of history?

Briefly introduce students to the topic of Lewis and Clark. Lead a class discussion/brainstorming session to see what they already know. List out topics/issues on the board. Pose this question to the class: How many tribes discovered Lewis and Clark?

Next, display this following quote from "Days of the Blackfeet" (Blackfeet Tribal Histories DVD) regarding this incident and ask students to write down four or five words that stick out in their mind. Have them write a short statement about why they chose those specific words.

There are many similarities to the stories told by the Blackfeet and the Lewis and Clark expedition and also many differences. The Lewis version states that one of the Piegan had been stabbed through the heart, and another shot in the stomach. The Blackfeet version says that one was shot in the back, and another wounded and lived. The Lewis version is that three of the party were chiefs and in recognition they were given medals and the Blackfeet version says they were young boys out venturing to become warriors with a

chance to count coup by stealing the rifle and horses. This discussion of truth will be brought out into public education based on the freedom of speech.

Ask for some initial reactions to the quote. At the very least, ask a student to paraphrase the quote so it is understandable to all.

Tell students they will be watching a film that includes interviews with several Blackfeet offering their perspectives on the Lewis and Clark expedition; in particular, an encounter at Two-Medicine between young Blackfeet boys and the expedition. It is suggested to allow two class periods for viewing the entire film and one class period for reviewing material from their textbook and for writing their reaction papers.

Share the following key concepts with the class prior to viewing the film:

- With regard to events such as Lewis and Clark and the Corps of Discovery, Montana tribal histories might offer differing points of view from those expressed in your American history textbook.
- Your history textbook and a tribal history each represent “point of view;” the point of view changes, depending on whose story is being told.
- Identifying and respecting another culture’s viewpoint 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 depending on perspective. Indigenous people had been in the area explored by the expedition for thousands of years.

Day 2

Continue watching the film and have students complete their Double Entry Viewing Sheet. Facilitate 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.

Day 3

Next, have students review what the journals of Lewis and Clark have to say about this incident. This provides an excellent opportunity for close analytical reading of written primary source documents.

Now students review their textbook. How are Lewis and Clark portrayed? Is a balanced perspective offered? Is there any mention of the incident with the Blackfeet?

In addition to the textbook review students will analyze on-line resources from the National Park Service and the Oregon History Project to gain a broader perspective.

Facilitate a class discussion regarding what students discovered in their readings about this incident. Based on this new information, allow students time to write their reaction papers and have them hand it in at the next class.

Materials Needed

[A Blackfeet Encounter](#), Vision Maker Media

[Two Sides to Every Story - Calvin Weatherwax](#), Montana Tribes Digital Archives

[Journals of Lewis and Clark](#)

[National Park Service](#), National Park Service

[Conflict with the Piegans](#), Oregon History Project

[Essential Understandings Key Concepts](#), Office of Public Instruction Indian Education for All Unit

Double Entry Viewing Sheet – Capturing Multiple Perspectives

NOTICE

Write down details or quotes from the film that stand out to you.

Who is being interviewed? What key ideas and perspectives are shared? What parts of the film did you like?

WONDER

Write down observations, questions, or comments you might have related to what you wrote down in the NOTICE column.

What does this make you think? Why is it important to view historical events from multiple perspectives? Did the historical re-enactments in the film impact your understanding? Explain.