
THE ARTS AS HISTORY

LESSON PLAN

OVERVIEW: STUDENTS EXAMINE ART, JOURNALISM, AND LETTERS RELATING TO THE POTAWOTAMI EMIGRATION IN INDIANA TO LEARN ABOUT EARLY STATE HISTORY AND HISTORICAL SOURCES.

Learning Goals:

- *Distinguish primary sources from secondary and tertiary sources, and articulate the differences.*
- *Examine facsimiles and transcriptions for “real world” experience.*
- *Distinguish trustworthy, unbiased sources and identify author/publisher bias in documents.*
- *Evaluate historical information and summarize the contents.*
- *Understand that history is relative and create a document for posterity.*

APPLICABLE LITERACY STANDARDS FOR HISTORY/SOCIAL STUDIES:

<i>6-8.RH.2</i>	<i>9-10.RH.1</i>	<i>11-12.RH.2</i>
<i>6-8.RH.6</i>	<i>9-10.RH.2</i>	<i>11-12.RH.3</i>
<i>6-8.RH.8</i>	<i>9-10.RH.6</i>	<i>11-12.RH.4</i>
	<i>9-10.RH.8</i>	<i>11-12.RH.6</i>
	<i>9-10.RH.9</i>	<i>11-12.RH.8</i>

Teacher Preparation:

1. *Review lesson outline (see attached). A visual presentation to accompany the lecture is available for download on the IHB website or at Prezi.com.*
2. *Prepare Documents for examination. This is an interactive activity, best done by small groups of students. Make copies of the accompanying Documents for each group.*

LESSON OUTLINE

1. Introduction to sources

- a. Primary sources are original materials. They are from the time period involved and have not been filtered through interpretation or evaluation. Primary sources are original materials on which other research is based. They are usually the first formal appearance of results in physical, print or electronic format. They present original thinking, report a discovery, or share new information. **Note:** The definition of a primary source may vary depending upon the discipline or context. **Examples include:**
 - i. Artifacts (e.g. coins, plant specimens, fossils, furniture, tools, clothing, all from the time under study);
 - ii. Internet communications on email, listservs;
 - iii. Interviews (e.g., oral histories, telephone, e-mail);
 - iv. Original Documents (i.e. birth certificate, will, marriage license, trial transcript);
 - v. Photographs
 - vi. Video recordings (e.g. television programs);
 - vii. Works of art, architecture, literature, and music (e.g., paintings, sculptures, musical scores, buildings, novels, poems).
 - viii. Web sites
- b. Secondary sources are less easily defined than primary sources. Generally, they are accounts written after the fact with the benefit of hindsight. They are interpretations and evaluations of primary sources. Secondary sources are not evidence, but rather commentary on and discussion of evidence. However, what some define as a secondary source, others define as a tertiary source. Context is everything. **Note:** The definition of a secondary source may vary depending upon the discipline or context. **Examples include:**
 - i. Bibliographies (also considered tertiary);
 - ii. Biographical works;
 - iii. Commentaries, criticisms;
 - iv. Dictionaries, Encyclopedias (also considered tertiary);
 - v. Histories;
 - vi. Journal articles (depending on the discipline can be primary);
 - vii. Magazine and newspaper articles (this distinction varies by discipline);
 - viii. Monographs, other than fiction and autobiography;
 - ix. Textbooks (also considered tertiary);
 - x. Web site (also considered primary).
- c. Tertiary sources consist of information which is a distillation and collection of primary and secondary sources.
 - i. Almanacs;
 - ii. Bibliographies (also considered secondary);
 - iii. Chronologies;
 - iv. Dictionaries and Encyclopedias (also considered secondary);
 - v. Directories;
 - vi. Fact books;
 - vii. Guidebooks;
 - viii. Indexes, abstracts, bibliographies used to locate primary and secondary sources;
 - ix. Manuals;
 - x. Textbooks (also be secondary).

2. Perspective

- a. Perspective is a point of view
- b. A primary source is from the perspective of someone who was there
- c. Most primary sources reflect their author's particular point of view; this does not make them less valuable.
- d. The reader simply needs to be aware of the author's perspective and to avoid taking the source at face value.
- e. Good researchers never use just one primary source, with one perspective, with one point of view. Multiple primary sources reflect different views of a historical event.

3. Historical Context

- a. refers to the moods, attitudes, and conditions that existed in a certain time
- b. is the "setting" for an event that occurs, and it will have an impact on the relevance of the event
- c. is the political, social, cultural, and economic setting for a particular idea or event
- d. those things which surround it in time and place and which give it its meaning.

4. Putting George Winter in Context

- a. By the 1830s, the Indian tribes of Indian had lost their lands through questionable treaties. Their religions and their culture were compromised. Except for a few, most of the Indians were destitute. They were also unwanted. Whites, anxious to get their remaining land, demanded the Indians be moved west of the Mississippi. The government complied with the 1830 Indian Removal Act.
 - b. Treaties were made with Indian tribes, but instead of just giving up their land for money, they “agreed” to move west. These treaties were made by any means possible, including getting Indians drunk or using out-and-out threats. It was move or be moved!
 - c. George Winter was an English artist who moved to America in 1830. In 1837, Winter went to Logansport, Indiana later writing, “I came to the Wabash for the purpose of seeing and learning something of the Indians and exercising the pencil in that direction.” It was during this time that the government was planning for the removal of the Potawatomi Indians.
 - i. not the first artist to paint Indians in Indiana, but
 - ii. historically significant for his written, detailed observations and his journals
 - iii. eyewitness to an extraordinary time in the Indiana, the removal of a people from their homeland
 - iv. he knew the Indians personally, stayed with them in their camps, attended councils and literally watched them ride away towards the west
5. An example: *Burial of Indian Girl*
- a. This is a painting done by Winter in 1837. We know someone is being buried, but nothing more. Winter was an eyewitness to the burial and his careful observation and written account provides us with some answers. This is a primary source. Winter was there, he saw it with his own eyes and he wrote about it as it happened:
 - i. “. . . an Indian who had maliciously and in a very remarkable manner caused the death of the sister of Chief O-ga-maus. The inhuman monster had fled . . . We know she was the sister of a chief, we have the chief’s name, and we know she was murdered. But, we don’t know why, or by whom.
 - ii. “. . . The Indians, with the assistance of a white man, A. Goslin, the husband of Mas-saw, were employed in chopping a six foot log off of a prostrate tree. Afterwards they split off boards preparatory to making a “che-pe-em-kuk,” or rude coffin. . . We know she was buried in a wooden coffin, Winter gives us the Indian name for coffin and how they made it.
 - iii. These operations were made near the village and in close vicinity to the burial ground bordering the margin of the lake . . . The aboriginal burial ground was unfenced and did not cover a space of more than 150 feet. We know where she was buried.
 - iv. The body was wrapped in white muslin and laid upon a board . . .The corpse was then placed with much care and the lid board put on . . . then in solemn manner each gathered up a handful of freshly turned up soil and sprinkled it upon the coffin . . . Then the relatives sat down and partook of food . . . the Indians left the place in gloomy silence . . . We know how she was buried.
6. Exploring the Potawatomi Emigration
- a. Viewing Winter’s next sketch, what questions does the class have about the images? (Who are the people? Why are they in a line? Where are they going?)
 - b. Activity instructions:
 - i. In small groups, students should review the documents in the documents packet to answer these questions and present findings to the class.
 - ii. You may wish to provide students with the [National Archives’ Written Document Analysis Worksheet](#) to guide their readings of the primary and secondary sources.
 - c. Teacher: Winter describes sketching the Potawatomi as they left for Kansas in George Winter’s Eyewitness to the Emigration (GWMSS 2-24 [1], 1-15 [13]), included in Documents.