



THE INSTITUTE FOR
AMERICAN INDIAN STUDIES
museum & research center

Activity Ideas For *The Hartford Courant's* “News in Education” Articles

The Institute for American Indian Studies' Education Department has been writing articles for *the Hartford Courant's* “News in Education” website. The activities below go along with the articles, which are aligned with Common Core Standards and are intended for various reading levels. Please feel free to modify the activities to fit your situation. Questions or comments can be directed to education@iaismuseum.org. Thank you for the important role you play in our communities.

Link to Articles: <https://www.nieonline.com/courantnie/iais.cfm>

Article 1: “Discovering ‘The View From the Shore’ ”

Suggested reading level: Grades 6 and 7

- *It's All About Perspective*: Have students illustrate two different drawings, or write two different journal entries, about an event using two different points of view.
 - For example, you could have students recount an event in their lives and choose the point of view of themselves as well as a family member, friend, neighbor, teacher, and/or pet.
 - They could also choose an event from a movie, television show or book and use the points of view of two different characters.
 - Have students try to explain the event from a neutral perspective, as well, and describe how the different points of view might affect the way someone experienced the event.

- *Painting Examination (Columbus Arrival, Manifest Destiny)*: Have students examine the two paintings about a similar event in history.

- Suggested paintings for the arrival of Columbus are those by Dioscoro Teofilo and Jean-Louis Nicole mentioned in the article. (This one should be done before reading the article, in order to introduce the concept)
- Suggested painting for Manifest Destiny are *American Progress* by John Gast ([https://en.wikipedia.org/wiki/American_Progress#/media/File:American_Progress_\(John_Gast_painting\).jpg](https://en.wikipedia.org/wiki/American_Progress#/media/File:American_Progress_(John_Gast_painting).jpg)) and *The Trail of Tears* by Max D Standley (<http://projects.leadr.msu.edu/youngamerica/files/original/f46036d08bcc6b6d28a4aa05e60d113e.jpg>). (This one can be done after reading the article, in order to see whether they understand the difference).
- You can use the following guiding questions, or create your own:
 - What do you think is happening in the painting? Give 3-5 specific details.
 - Is anyone showing any emotions in the painting? If so, what emotions?
 - Are there any dark or light areas in the painting, and if so, what do you see in those areas?
 - What event or time period in history do you think is being illustrated?
 - Which painting gives the Native American (View From the Shore) perspective more and which painting gives the European (View from the Boat) perspective more? Why?
 - Students could explain in a brief paragraph, or, if technology allows, you could have students chat with each other and report back to you.
- *Can our perspectives influence others?* When Europeans came to North America, many of them documented information about Native peoples for other Europeans. However, because Europeans had their own perspective, this communicated information about Native peoples was biased. Help your students understand bias and perspective with this activity.
- Activity Materials: Paper bag, an item placed inside this bag, a clipboard, piece of paper, and pencil.
 - Have students find a partner.
 - Have the pair stand back to back.
 - Give one student the bag with the item, and the other the clipboard with the paper and pencil
 - Ask the student with the bag to take the item out of the bag and describe it to the other student. They CANNOT say the name of the item, or what the item does or what it can be used for, they can only describe what they see and feel. For

example, if the item is an eraser, they can describe the shape, size, color, texture, but they can not describe that the item is used to erase things.

- The student with the clipboard must now draw this item.
- When they are finished, have them discuss what was easy or hard about this activity. Did the student that had to guess the item, guess it correctly?
- Have students relate this back to Europeans first coming to North America. Europeans could see certain items that Native peoples created and used, but because they had their own perspective, they may have not fully understood what they were seeing. Information would be miscommunicated and documented because of this.
- NOTE: If students are “distance” learning, you could have them set it up for two family members and report the results. Did the person drawing guess the item correctly? What was easy or hard for the participants? Connect discussion to arrival of Europeans in North America, as in above bullet point.