



MASSILLON MUSEUM

LESSON TITLE:

Pottery, Baskets, and Arrowheads: The Native American Collection of the Massillon Museum

GRADE LEVEL:

5th

GROUPING OF STUDENTS:

Individual

MATERIALS:

Clay, acrylic/tempera paint, paintbrushes, hairspray/fixative

OBJECTIVES:

- To make students aware of the processes used by Native Americans to create their work.
 - To give students experience in creating ceramic pottery of their own.
 - To give students insight into cultures that existed before their own.
 - To discuss the artifacts and work being made with classmates.

OHIO LEARNING STANDARDS:

Fifth Grade

Social Studies

History Strand

Historical Thinking and Skills:

1. Events can be arranged in order of occurrence using the conventions of B.C. and A.D. or B.C.E. and C.E.

Early Civilizations:

2. Early Indian civilizations (Maya, Inca, Aztec, Mississippian) existed in the Western Hemisphere prior to the arrival of Europeans. These civilizations had developed unique governments, social structures, religions, technologies, and agricultural practices.

Heritage:

3. European exploration and colonization during the 1400s–1600s had lasting effects which can be used to understand the Western Hemisphere today.

Geography Strand

Spatial Thinking and Skills:

4. Geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include in maps.

5. Latitude and longitude can be used to make observations about location and generalizations about climate.

Places and Regions:

6. Regions can be determined using data related to various criteria including landform,

climate, population, and cultural and economic characteristics.

Human Systems:

7. The variety of physical environments within the Western Hemisphere influences human activities. Likewise, human activities modify the physical environments.

8. American Indians developed unique cultures with many different ways of life. American Indian tribes and nations can be classified into cultural groups based on geographic and cultural similarities.

9. Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Western Hemisphere and results in diversity.

10. The Western Hemisphere is culturally diverse (e.g., language, food, religion, art, music) due to the influences and interactions of a variety of world cultures.

Economic Decision Making and Skills:

13. Information displayed in circle graphs can be used to show relative proportions of segments of data to an entire body of data.

14. The choices made by individuals and governments have both present and future consequences.

Scarcity:

15. The availability of productive resources (i.e., entrepreneurship, human resources, capital goods and natural resources) promotes specialization that could lead to trade.

Production and Consumption:

16. The availability of productive resources and the division of labor can have a positive or negative impact on productive capacity.

Markets:

17. Regions and countries become interdependent when they specialize in what they produce best and then trade with other regions to increase the amount and variety of goods and services available.

Fine Arts

Visual Arts

Perceiving / Knowing (PE):

1PE: Understand that the context of an art object has an effect on how that object is perceived.

2PE: Identify and communicate how historical and cultural contexts influence ideas that inform artists.

3PE: Investigate the role of cultural objects in our everyday environment.

4PE: Compare and contrast how form and style are influenced by social, environmental and political views in artworks.

5PE: Focus attention on selected artworks to identify and pose questions about aesthetic qualities (e.g., sensory, organizational, emotional) in the works.

6PE: Select and access contemporary digital tools media arts to investigate ideas and inform artmaking.

Producing / Performing (PR):

1PR: Integrate observational and technical skills to strengthen artmaking.

2PR: Use digital tools to explore ideas, create and refine works of art during the

artmaking process.

3PR: Experiment with various ideas and visual art media to solve a problem that addresses a contemporary social issue.

4PR: Select and use the elements and principles of art and design to communicate understanding of an interdisciplinary concept.

5PR: During collaborative artmaking experiences, demonstrate respect and support for peer ideas and creativity

Responding (RE):

1RE: Apply reasoning skills to analyze and interpret the meaning in artworks.

2RE: Describe how personal experiences can influence artistic preferences.

3RE: Explain the reasons and value of documenting and preserving works of art and art objects in some cultures.

4RE: Communicate how personal artistic decisions are influenced by social, environmental and political views.

5RE: Express what was learned and the challenges that remain when assessing their artworks.

6RE: Use criteria to assess works of art individually and collaboratively.

PREPARATION:

An explanation and brief history of the Native American cultures that existed in this region would help students in understanding and appreciating this project. These might include: the mound-building cultures of the Adena, Hopewell, and Mississippian societies as well as the modern Woodland tribes of the 17th, 18th, and early 19th centuries. Information on these cultures can be obtained from the Massillon Museum, Massillon Public Library, Ohio History Connection, or Kent State University.

The teacher should have the students observe and discuss the examples of Native American pottery. Discussion should focus on the use of patterns, images, and colors in the decoration of these examples. Exploring why certain images and effigies were used in only a few colors is important to this discussion.

Students' designs can mimic traditional Native American motifs or can be original and represent images that are important in their life. Acrylic or tempera paints can be used to apply the designs. Another approach might be to mix natural pigments with water and vegetable oil to create paints more like Native Americans used. Some natural pigments include: iron oxide, raspberries, blackberries, and chalk. Native American potters did not develop the use of glazes; they painted their pottery with pigments made from natural ingredients.

Coil construction was the most commonly used building method of the early peoples of the Western hemisphere. Teachers could attempt to use "dug clay" to simulate the process used by the Native Americans. However, it is strongly suggested that manufactured clay be used, to ensure the success of the students' experience. Dug clay does not always have a consistency of

ingredients necessary to its use in construction, nor can the proper firing of the clay be guaranteed.

PROJECT:

Each student builds a small to medium-sized clay pot, using the coil construction method. The focus of this project should be the decorating of the students' pottery. The students should first create the decorative designs they want to use on paper. The bisque pottery will absorb the paint when it is applied and a design cannot be changed once it has been applied to the pot.

POST ACTIVITY:

A follow-up to this project is to ask students to write an artist statement explaining the processes they used to complete the project, why they chose the designs they used, and how their project relates to Native American cultures. Then visit the American Indian Gallery at the Massillon Museum to learn more about Native Americans in our region!