



MASSILLON MUSEUM

<p>LESSON TITLE: Pottery, Baskets, and Arrowheads: The Native American Collection of the Massillon Museum</p> <p>GRADE LEVEL: 1st</p>	<p>GROUPING OF STUDENTS: Individual</p> <p>MATERIALS: Clay, acrylic/tempera paint, paintbrushes, hairspray/fixative</p>
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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:
First Grade

Social Studies
History Strand
Historical Thinking and Skills:
1. Time can be divided into categories (e.g., months of the year, past, present and future).
2. Photographs, letters, artifacts and books can be used to learn about the past.
Heritage:
3. The ways basic human needs are met have changed over time.

Geography Strand
Spatial Thinking and Skills:
4. Maps can be used to locate and identify places.
Places and Regions:
5. Places are distinctive because of their physical characteristics (land forms and bodies of water) and human characteristics (structures built by people).
Human Systems:
6. Families interact with the physical environment differently in different times and places.
7. Diverse cultural practices address basic human needs in various ways and may change over time

Economics Strand
Scarcity:
11. Wants are unlimited and resources are limited. Individuals make choices because

they cannot have everything they want.

Production and Consumption:

12. People produce and consume goods and services in the community.

Markets:

13. People trade to obtain goods and services they want.

Fine Arts

Visual Arts

Creating (CR):

1.1CR: Differentiate between personal ideas and the ideas of others when developing artmaking concepts.

1.2CR: Explore materials to devise imagery and symbols.

1.3CR: Experiment with various elements of art to communicate meaning.

Performing (PE):

1.1PE: Develop independence during artmaking.

1.2PE: Engage with materials and tools to develop artmaking skills.

1.3PE: Convey ideas and emotions using the elements of art.

Responding (RE):

1.1RE: Describe the meaning of symbols and images in works of art.

1.2RE: Recognize and identify strengths in personal artwork.

1.3RE: Explore and describe how works of art are produced.

Connecting (CO):

1.1CO: Use historical and cultural works of art to answer questions about daily life.

1.2CO: Identify examples of art and artists in students' everyday lives.

1.3CO: Communicate personal emotions and read emotional content in works of art.

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!