



MASSILLON MUSEUM

LESSON TITLE:

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

GRADE LEVEL:

2nd

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:

Second Grade

Social Studies

History Strand

Historical Thinking and Skills:

1. Time can be shown graphically on calendars and timelines.
2. Change over time can be shown with artifacts, maps, and photographs.

Heritage:

3. Science and technology have changed daily life.

Geography Strand

Spatial Thinking and Skills:

5. Maps and their symbols, including cardinal directions, can be interpreted to answer questions about location of places.

Places and regions:

6. The work that people do is impacted by the distinctive human and physical characteristics in the place where they live.

Human Systems:

7. Human activities alter the physical environment, both positively and negatively.
8. Cultures develop in unique ways, in part through the influence of the physical environment.
9. Interactions among cultures lead to sharing ways of life.

Economics Strand

Economic Decision Making and Skills:

13. Information displayed on bar graphs can be used to compare quantities.

Scarcity:

14. Resources can be used in various ways

Production and Consumption:

15. Most people around the world work in jobs in which they produce specific goods and services.

Markets:

16. People use money to buy and sell goods and services

Production and Consumption:

17. People earn income by working.

Fine Arts**Visual Arts****Perceiving/Knowing (PE):**

1PE: Notice and point out details and respond to expressive features in artworks.

2PE: Distinguish the subject matter and artistic style of two or more visual artists.

3PE: Compare the form, materials and techniques in selected works of art using descriptive language.

4PE: Identify and compare the purposes for creating art objects from various cultures.

5PE: Identify and describe cultural symbols, image and contexts of works of art.

6PE: Identify and share the uses of visual art outside the classroom and provide examples.

7PE: Generate artmaking ideas from their daily experiences and the environment.

Producing/Performing (PR):

1PR: Demonstrate increasing skill and craft in the use of art tools and materials with attention to their diverse qualities.

2PR: Envision what cannot be observed directly and depict it visually.

3PR: Create artworks based on imagination and observation of familiar objects and scenes.

4PR: Demonstrate flexibility in their creative processes and use of art materials.

5PR: Identify, select and use art and design elements and principles to express emotions and produce a variety of visual effects (e.g., nuances of surface, contour, pattern and tone).

6PR: Use visual art materials to express an idea that reflects their own social or cultural identity.

Responding/Reflecting (RE):

1RE: Use basic self-assessment strategies to improve their artworks.

2RE: Understand the difference between assessing the quality of an artwork and their personal preference for the work.

3RE: Relate the subject matter and ideas in their own artworks to those in the works of others.

4RE: Share their personal interpretations of the meanings conveyed in various works of art.

5RE: Describe how an artist uses the elements and principles of design to create expressive impact in a work of art.

6RE: Identify and articulate important historical and cultural contributions of selected visual artists.

7RE: Recognize and discuss that people have various opinions about art and value art for different reasons.

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!