



M A S S I L L O N M U S E U M

LESSON TITLE:

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

GRADE LEVEL:

4th

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:

Fourth Grade

Social Studies

History Strand

Historical Thinking and Skills:

1. The order of significant events in Ohio and the United States can be shown on a timeline.
2. Primary and secondary sources can be used to create historical narratives.

Heritage:

3. Various groups of people have lived in Ohio over time including American Indians, migrating settlers and immigrants. Interactions among these groups have resulted in cooperation, conflict and compromise.
4. The 13 colonies came together around a common cause of liberty and justice, uniting to fight for independence during the American Revolution and to form a new nation.
5. The Northwest Ordinance incorporated democratic ideals into the territories. It provided a process for territories to become states and recognized them as equal to the other existing states.
6. Ongoing conflicts on the Ohio frontier with American Indians and Great Britain contributed to the United States' involvement in the War of 1812.
7. Following the War of 1812, Ohio continued to play a key role in national conflicts including the anti-slavery movement and the Underground Railroad.
8. Many technological innovations that originated in Ohio benefitted the United States.

Geography Strand

Spatial Thinking and Skills:

9. A map scale and cardinal and intermediate directions can be used to describe the relative location of physical and human characteristics of Ohio and the United States.

Place and Regions:

10. The economic development of the United States continues to influence and be influenced by agriculture, industry and natural resources in Ohio.

11. The regions of the United States known as the North, South and West developed in the early 1800s largely based on their physical environments and economies.

Human Systems:

12. People have modified the environment throughout history resulting in both positive and negative consequences in Ohio and the United States.

13. The population of the United States has changed over time, becoming more diverse (e.g., racial, ethnic, linguistic, religious). Ohio's population has become increasingly reflective of the multicultural diversity of the United States.

14. Ohio's location and its transportation systems continue to influence the movement of people, products and ideas in the United States.

Economics Strand

Economic Decision Making and Skills:

20. Tables and charts organize data in a variety of formats to help individuals understand information and issues.

Production and Consumption:

21. Entrepreneurs in Ohio and the United States organize productive resources and take risks to make a profit and compete with other producers.

Fine Arts

Visual Arts

Perceiving/Knowing (PE):

1PE: Use sensory details and descriptive language to identify and describe universal themes, subject matter and ideas expressed across arts disciplines.

2PE: Notice and describe different visual effects resulting from artmaking techniques.

3PE: Compare and contrast art forms, techniques and functions and artistic styles from a variety of cultures and historical periods.

4PE: Identify and describe how artists from various cultural and ethnic groups have impacted Ohio's history.

5PE: Link ideas in and design of works of art to the emotions and moods expressed in them.

6PE: Identify and name the sources for artmaking ideas (e.g., self, environment and other people).

Producing/Performing (PR):

1PR: Identify, select and vary art materials, tools and processes to achieve desired results in their artwork.

2PR: Experiment with art materials by using them in unexpected and creative ways to express ideas and convey meaning.

3PR: Generate ideas and employ a variety of strategies to solve visual problems.

4PR: Demonstrate motivation, independence and persistence during studio practices to complete artworks.

5PR: Combine the elements and principles of art and design to create visually effective compositions in original works of art.

6PR: Demonstrate technical skill through the integration of common processes and topics from other subject areas.

Responding/Reflecting (RE):

1RE: Identify qualities that contribute to the design and meaning of their artworks and the works of others.

2RE: Develop and share their ideas, beliefs and values about art.

3RE: Recognize and describe the relationship of artworks to their social and cultural contexts.

4RE: Generate criteria for discussing and assessing works of art.

5RE: Refer to criteria and use art vocabulary when discussing and judging the quality of artworks.

6RE: Give and use constructive feedback to produce artworks that achieve learning goals.

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!