



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:**

3<sup>rd</sup>

**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:**

**Third Grade**

**Social Studies**

**History Strand**

**Historical Thinking and Skills:**

1. Events in local history can be shown on timelines organized by years, decades and centuries.
2. Primary and secondary sources can be used to show change over time.

**Heritage:**

3. Local communities change overtime

**Geography Strand**

**Spatial Thinking and Skills**

4. Physical and political maps have distinctive characteristics and purposes. Places can be located on a map by using the title, key, alphanumeric grid and cardinal directions.

**Places and Regions:**

5. Daily life is influenced by the agriculture, industry and natural resources in different communities.

**Human Systems:**

6. Evidence of positive and negative human modification of the environment can be observed in the local community.
7. Systems of transportation and communication move people, products and ideas from place to place.
8. Communities may include diverse cultural groups.

## **Economics Strand**

### **Economic Decision Making and Skills:**

**14.** Line graphs are used to show changes in data over time.

### **Scarcity:**

**15.** Both positive and negative incentives affect individuals' choices and behaviors.

**16.** Individuals must make decisions because of the scarcity of resources. Making a decision involves a trade-off.

### **Production and Consumption:**

**17.** A consumer is a person whose wants are satisfied by using goods and services. A producer makes goods and/or provides services.

### **Markets:**

**18.** A market is where buyers and sellers exchange goods and services

## **Fine Arts**

### **Visual Arts**

#### **Perceiving/Knowing (PE):**

**1PE:** Observe and compare similar themes, subject matter and images in artworks from historical and contemporary eras.

**2PE:** Identify the relationships between and among selected elements and principles of art and design.

**3PE:** Use historical and cultural artworks to answer questions about daily life.

**4PE:** Recognize selected artists who contributed to the cultural heritages of the people of the United States.

**5PE:** Provide examples of how we encounter art and artists in everyday life.

**6PE:** Recognize and identify choices that give meaning to a personal work of art.

#### **Producing/Performing (PR):**

**1PR:** Demonstrate skill and expression in the use of art techniques and processes.

**2PR:** Use appropriate visual art vocabulary during artmaking processes.

**3PR:** Find and solve problems of personal relevance and interest when developing artmaking ideas.

**4PR:** Create artworks that demonstrate awareness of two- and three-dimensional space.

**5PR:** Show increasing attention to the nuances of elements and principles of design when creating personal works of art.

#### **Responding/Reflecting (RE):**

**1RE:** Examine and describe how art and design principles are used by artists to create visual effects.

**2RE:** Select an object and explain reasons why they think it is a work of art.

**3RE:** Compare and contrast their opinions of a work of art with those of their peers.

**4RE:** Identify artworks from their communities or regions and communicate how they reflect social influences and cultural traditions.

**5RE:** Use feedback and self-assessment to improve the quality of personal artworks

### **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 17<sup>th</sup>, 18<sup>th</sup>, and early 19<sup>th</sup> 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!