



MASSILLON MUSEUM

LESSON TITLE:

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

GRADE LEVEL:

8th

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:

Eighth Grade

Social Studies

History Strand

Historical Thinking and Skills:

1. Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.

Colonization to Independence:

2. North America, originally inhabited by American Indians, was explored and colonized by Europeans for economic and religious reasons.

3. Competition for control of territory and resources in North America led to conflicts among colonizing powers.

4. The practice of race-based slavery led to the forced migration of Africans to the American colonies and contributed to colonial economic development. Their knowledge, skills and traditions were essential to the development of the colonies.

5. The ideas of the Enlightenment and dissatisfaction with colonial rule led English colonists to write the Declaration of Independence and launch the American Revolution.

6. Key events and significant figures in American history influenced the course and outcome of the American Revolution.

A New Nation:

7. The outcome of the American Revolution was national independence and new political, social and economic relationships for the American people.

9. Actions of early presidential administrations established a strong federal government, provided peaceful transitions of power and repelled a foreign invasion.

Expansion:

10. The United States added to its territory through treaties and purchases.

11. Westward expansion contributed to economic and industrial development, debates over sectional issues, war with Mexico and the displacement of American Indians.

Civil War and Reconstruction:

12. Disputes over the nature of federalism, complicated by economic developments in the United States, resulted in sectional issues, including slavery, which led to the American Civil War.

13. Key events and significant figures in American history influenced the course and outcome of the Civil War.

14. The Reconstruction period resulted in changes to the U.S. Constitution, an affirmation of federal authority and lingering social and political differences.

Geography Strand

Spatial Thinking and Skills:

15. Modern and historical maps and other geographic tools are used to analyze how historic events are shaped by geography.

Human Systems:

16. The availability of natural resources contributed to the geographic and economic expansion of the United States, sometimes resulting in unintended environmental consequences.

17. The movement of people, products and ideas resulted in new patterns of settlement and land use that influenced the political and economic development of the United States.

18. Cultural biases, stereotypes and prejudices had social, political and economic consequences for minority groups and the population as a whole.

19. Americans began to develop a unique national identity among diverse regional and cultural populations based on democratic ideals.

Economics Strand

Economic Decision Making and Skills:

24. Choices made by individuals, businesses and governments have both present and future consequences.

Fine Arts

Visual Arts

Perceiving/Knowing (PE):

1PE: Identify how an artist's choice of media relates to the ideas and images in the work

2PE: Develop awareness and articulate various functions of art

3PE: Connect science and technology with the development of art in various cultures

4PE: Understand how social, cultural and political factors affect what contemporary artists and designers create.

5PE: Discover how culture, age, gender and background influence audience

perception of art.

6PE: Identify professions that use artistic and problem-solving skills.

Producing/Performing (PR):

1PR: Select, organize and manipulate skills, elements and techniques appropriate to the art form when making art

2PR: Demonstrate increased technical skill and craftsmanship by using more complex processes and materials to design and create two and three-dimensional artworks.

3PR: Use critical thinking and visual literacy to communicate a specific idea.

4PR: Present personal artworks that show competence in the use of art elements to create meanings and effects.

5PR: Collaborate to create a thematic work that combines visual art with other arts disciplines

Responding/Reflecting (RE):

1RE: Examine various qualities in artworks to understand how an artist's choice of media relates to the images and ideas in the work

2RE: Explain and defend their artistic decisions using visual art vocabulary.

3RE: Identify examples of visual culture and discuss how visual art is used to shape individual and social behavior.

4RE: Recognize how public discussion can affect beliefs about the nature and value of art.

5RE: Identify professions that use art and design, and explore the relationship between art, technology and industry.

6RE: Develop and apply criteria to assess personal works for content and craftsmanship.

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!