



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:**

7<sup>th</sup> Grade

**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:**

**Seventh Grade**

**Social Studies**

**History Strand**

**Historical Thinking and Skills:**

1. Historians and archaeologists describe historical events and issues from the perspectives of people living at the time to avoid evaluating the past in terms of today's norms and values

**First Global Age:**

11. The Columbian exchange (i.e., the exchange of fauna, flora and pathogens) among previously unconnected parts of the world reshaped societies in ways still evident today.

**Geography Strand**

**Spatial Thinking and Skills:**

12. Maps and other geographic representations can be used to trace the development of human settlement over time

**Human Systems:**

13. Geographic factors promote or impede the movement of people, products and ideas.

14. Trade routes connecting Africa, Europe and Asia helped foster the spread of ideas, technology, goods and major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism) that impacted the Eastern Hemisphere.

15. Improvements in transportation, communication and technology have facilitated cultural diffusion among peoples around the world.

## **Economics Strand**

### **Markets:**

**21.** The growth of cities and empires fostered the growth of markets. Market exchanges encouraged specialization and the transition from barter to monetary economies.

## **Fine Arts**

### **Visual Arts**

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

**1PE:** Explore how personal experiences, interest, cultural heritage and gender influence an artist's style and choice of subject matter

**2PE:** Identify professions that use artistic skills and problem-solving.

**3PE:** Identify sources of visual culture in society and the media and discuss how the messages they convey affect personal and consumer choices.

**4PE:** Observe a variety of artworks noticing details, themes and ideas and group them into patterns and categories.

**5PE:** Examine designed objects and identify the processes and decisions made to produce them with attention to purpose, aesthetics, social issues and cultural and personal meaning.

**6PE:** Connect various art forms to their social, cultural or political purposes and include regional examples.

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

**1PR:** Improve craftsmanship and refine ideas in response to feedback

**2PR:** Manipulate materials, tools and technology in conventional and unconventional ways to create a work of art.

**3PR:** Represent depth and volume in their two-dimensional works of art.

**4PR:** Apply art and design principles in the construction of three-dimensional artworks.

**5PR:** Create a work of art in collaboration with others to address a social or cultural issue.

**6PR:** Demonstrate understanding of visual literacy, illustration and graphic communication.

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

**1RE:** Speculate about an artist's intentions and message in a work using relevant references to the work.

**2RE:** Compare and contrast diverse viewpoints about works of art.

**3RE:** Interpret selected artworks and synthesize their interpretations with the interpretations of others

**4RE:** Classify and categorize examples of artworks from various eras and cultures.

**5RE:** Describe how experiences in galleries, museums and other cultural institutions can stimulate the imagination and enrich people's lives.

**6RE:** Develop and use criteria to guide reflection and assessment of selected personal artworks.

**7RE:** Assess one's own work and working process and the work of others in relation to criteria and standards.

### **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!

