



MASSILLON MUSEUM

LESSON TITLE:

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

GRADE LEVEL:

Kindergarten

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:

Kindergarten

Social Studies

History Strand

Historical Thinking and Skills:

1. Time can be measured.
2. Personal history can be shared through stories and pictures.

Heritage:

3. Heritage is reflected through diverse cultures and is shown through the arts, customs, traditions, family celebrations and language.
4. Symbols and practices of the United States include the flag, Pledge of Allegiance and the National Anthem. Other nations are represented by symbols and practices too.

Geography Strand

Spatial Thinking and Skills:

5. Terms related to direction and distance, as well as symbols and landmarks, can be used to talk about the relative location of familiar places.
6. Models and maps represent real places.

Human Systems:

7. Humans depend on and impact the physical environment in order to supply food, clothing and shelter.
8. Individuals are unique but share common characteristics of multiple groups

Fine Arts

Visual Arts

Perceiving/Knowing (PE):

- 1PE:** Describe the meaning in the marks they make on paper.
- 2PE:** Name and point out subject matter and details observed in works of art.
- 3PE:** Describe different ways that an artwork expresses an emotion or mood.
- 4PE:** Distinguish between common visual art forms (e.g., painting, drawing, sculpture).
- 5PE:** Identify and name materials used in visual art.
- 6PE:** Recognize and point out basic elements of art in their own artworks and that of others.
- 7PE:** Explore their environments and experiences for artmaking ideas.

Producing/Performing (PR):

- 1PR:** Explore and experiment with a range of art materials and tools to create and communicate personal meaning.
- 2PR:** Generate ideas and images for artwork based on observation, memory, imagination and experience.
- 3PR:** Discover, select and combine art and design elements to communicate subject matter in various visual forms.
- 4PR:** Reduce objects into basic shapes and lines in relation to the whole image.
- 5PR:** Engage in artmaking that explores and combines various forms of symbolic representation including words, symbols, images, music and movement.
- 6PR:** Create artwork that explores a central theme across disciplines.

Responding/Reflecting (RE):

- 1RE:** Describe their artworks and efforts and share their artmaking processes.
- 2RE:** Show confidence and pride in their artistic accomplishments.
- 3RE:** Connect their personal experiences to what they see in works of art.
- 4RE:** Communicate the ideas and stories they see in works of art.
- 5RE:** Describe what they see and feel in selected works of art.
- 6RE:** Recognize and point out the similarities and differences between artistic styles.
- 7RE:** Recognize that people have different opinions and responses to works of art.
- 8RE:** Consider and talk about why people make and enjoy works of art.

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. 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!