



MASSILLON MUSEUM

LESSON TITLE:

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

GRADE LEVEL:

2nd

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:

Second Grade

Social Studies

History Strand

Historical Thinking and Skills:

1. Time can be shown graphically on calendars and timelines.
2. Change over time can be shown with artifacts, maps, and photographs.

Heritage:

3. Science and technology have changed daily life.

Geography Strand

Spatial Thinking and Skills:

5. Maps and their symbols, including cardinal directions, can be interpreted to answer questions about location of places.

Places and regions:

6. The work that people do is impacted by the distinctive human and physical characteristics in the place where they live.

Human Systems:

7. Human activities alter the physical environment, both positively and negatively.
8. Cultures develop in unique ways, in part through the influence of the physical environment.
9. Interactions among cultures lead to sharing ways of life.

Economics Strand

Economic Decision Making and Skills:

13. Information displayed on bar graphs can be used to compare quantities.

Scarcity:

14. Resources can be used in various ways

Production and Consumption:

15. Most people around the world work in jobs in which they produce specific goods and services.

Markets:

16. People use money to buy and sell goods and services

Production and Consumption:

17. People earn income by working.

Fine Arts**Visual Arts****Creating (CR):**

2.1CR: Generate artmaking ideas from multiple sources.

2.2CR: Combine materials to explore personal artistic ideas.

2.3CR: Investigate ways to organize elements of art to express meaning.

Performing (PE):

2.1PE: Show perseverance in the creative process.

2.2PE: Apply increasing skill in the appropriate use of materials and tools.

2.3PE: Produce works that intentionally incorporate the elements of art.

Responding (RE):

2.1RE: Compare works of art using descriptive language.

2.2RE: Use self-assessment strategies with current artworks to inform future artmaking.

2.3RE: Share personal interpretations of works of art.

Connecting (CO):

2.1CO: Recognize and discuss the different ways in which art communicates ideas and serves many purposes.

2.2CO: Analyze how art, exhibited inside and outside of schools, contributes to communities.

2.3CO: Respect and support peer ideas and creativity.

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!