

---

# Pottery, Baskets and Arrowheads:

## The Native American Collection of the Massillon Museum



Teacher's Guide

---

---

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

---



Pottery Jar  
Gift of C.P. Wallace  
San Ildefonso (New Mexico)  
c. 1890-1900  
OC 76.1364



Pottery Jar  
Gift of C.P. Wallace  
OC 76.1370



Ceremonial Kiva  
Pottery Jar  
Gift of C.P. Wallace  
Zuni (New Mexico)  
c. 1900  
OC 76.1365



Pottery, effigy jar  
Tourist Canteen Form  
Gift of C.P. Wallace  
Cochiti (New Mexico)  
c. 1890-1910  
OC 76.1375



Pottery Jar  
Gift of C.P. Wallace  
Zuni (New Mexico)  
c. 1890-1900  
OC 76.1368



Pottery Rain Bowl  
Tourist piece (likely)  
Gift of C.P. Wallace  
Zuni (New Mexico)  
c. 1910-1920  
OC 76.1376



Pottery Jar  
Tourist piece  
Gift of C.P. Wallace  
Zuni (New Mexico)  
OC 76.1369



Pottery Jug  
Gift of C.P. Wallace  
OC 76.1380



Polychrome (4-color) Olla (water jar, great pot)  
Gift of Mrs. C.A. Schmettau  
Acoma (New Mexico)  
c. 1885  
OC 76.1386



Polychrome pot  
Gift of Mrs. C.A. Schmettau  
San Ildefonso (New Mexico)  
Florento made?  
c. 1900  
OC 76.1389



Pottery Jar, Ceremonial Kiva  
Gift of Mrs. C.A. Schmettau  
Zuni (New Mexico)  
c. 1890  
OC 76.1392



Pottery Jug  
Gift of Mrs. C.A. Schmettau  
OC 76.1398



Pottery Jar  
Gift of Mrs. C.A. Schmettau  
Zuni (New Mexico)  
c. 1890  
OC 76.1393

---

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

---

## In Class Activities

### **NATIVE AMERICAN POTTERY**

**Grades:** K-4, 5-8

#### **GOALS:**

- 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.

#### **PREPARATION:**

An explanation and brief history of the Native American cultures that existed in this region in past millennia would help students in understanding and appreciate 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 Ohio Historical Society, Kent State University, The Massillon Museum or the Massillon Library.)

#### **PROJECT:**

The first step in this suggested project is to have each student build a small to medium sized clay pot, using the coil construction method. (Coil construction was the most commonly used building method of the early peoples of the Western hemisphere. There is no evidence that the cultures of the Western Hemisphere had any knowledge of the development of the potters' wheel.)

Teachers could attempt to use "dug clay" to simulate the process used by the Native Americans. (It is strongly suggested that manufactured clay be used, to ensure the success of the students' experience. Clay that is dug-up does not always have a consistency of ingredients necessary to its use in construction, nor can the proper firing of the clay be guaranteed.)

The focus of this project should be the decorating of the students' pottery. The teacher should have the students observe and discuss the examples of Native American pottery provided in the gallery accompanying this guide. Discussion should focus on the use of patterns, images and colors used in the decoration of these examples. Exploring why certain images and effigies were used and why only a few colors were used is important to this discussion.

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. A design cannot be changed once it has been applied to the pot.)

Designs can mimic traditional Native American motifs or can be original and represent images that are important in the life of the individual student.

Acrylic or tempera paints can be used to apply the designs. A more creative 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.)

To seal the painted pots, teachers can spray them with hairspray or commercial fixative.

An excellent follow-up to this project would be to have the students write an artists 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.

### **OHIO EDUCATIONAL STANDARDS:**

This guide addresses benchmarks and indicators in grades K-4 and 5-8; and in the areas of Historical, Cultural and Social Contexts (A, B, C), Creative Expression and Communication (A,B,D,E), Connections, Relationships and Applications (A,D).