

Pottery & Tradition
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4th grade Amazonia School
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Lesson Overview: This lesson introduces students to the concept of maintaining cultural traditions through studying pottery and art of the Pueblo Indians. In learning about Native American traditions and values, students will be able to compare and contrast Pueblo life to their own lives. Students will also learn the process of making Pueblo pottery.

Objectives: After completing this lesson the student will be able to:

- 7A4 - Identify and create artifacts
- 5G4 - Use geography to interpret the past

Materials:

Computers
Internet access
[Info sheet](#)
Flour
Salt
Water
Mixing bowls
Measuring cups
Large spoons
Water based paint
Paint brushes

Class Time: 2 to 3 – 50 minute class periods
Clay mixture can be made during science or math class

time.

Teacher Input: (Day one)

1. On the Smartboard, introduce the Pueblo Indian pottery and art with the following website: <http://www.ipl.org/div/pottery/history.htm>. Navigate the students through the website and discuss.
2. Explore Pueblo pottery at the following sites:
http://www.ipl.org/div/pottery/gallery_all.htm
<http://www.miaclab.org/exhibits/maria/index.html>
<http://www.nps.gov/history/museum/exhibits/band/contemporary.html>
3. Each pair of students will research the previous sites to observe the different pictures and patterns used in Pueblo pottery.
4. Each pair will gather information on the [Info sheet](#) to use when they make their own Pueblo artifact.(20 minutes at least)
5. Come together as a class and share what ideas and information each student collected for their project.

Activity: (Day two)

1. Recap previous day information.
2. Make sure each student has their information sheet.
3. Review safety precautions to working with clay material.
4. Teacher can demonstrate pot forming at the front of the classroom, this would be a decision individual teachers would make for their classroom.

5. Give the students plenty of time for forming their pots.
6. After the pots dry, the students will paint the pots with the patterns and symbols they researched.
Information sheet.

Pottery making:

If possible, invite an experienced potter to visit the class to talk or demonstrate.

Decide on what kind of clay to provide. I use a home-made type of clay that could be prepared before the activity to get the students using measuring cups and fractions. The material I use is an air-dry type of mixture. Whichever material you choose, do a trial run before trying it with the class.

Here is a recipe that can be found on multiple sites on the Internet. This is self-hardening (play-do-type) clay:

4 c. flour

1 ½ c. salt

1 ½ c. water

Add water gradually to dry ingredients, mix well. Store in sealed plastic bag in the fridge until ready to use; allow mixture to return to air temperature before using. When object is complete, allow it to dry at air temperature at least two days (not in direct sunlight) before painting.

Day 3

Students will paint their pots.

Questions for review:

1. What patterns and symbols did you choose for your pot?
2. Why did you decide on these patterns?

Closure: Recap the importance of art to the Pueblo people. Compare that importance to how we record history and tradition today.

Assessment:

Points given for completion of the [Information sheet](#).
Rubric for pottery project.

References:

<http://www.ipl.org/div/pottery/history.htm>

http://www.ipl.org/div/pottery/gallery_all.htm

<http://www.miaclab.org/exhibits/maria/index.html>

<http://www.nps.gov/history/museum/exhibits/band/contemporary.html>

“A People without history are like the wind on the buffalo grass...”
Lakota

Pueblo Pottery

Name _____

1. What colors are found in Pueblo pottery? List at least 4.

a. _____

b. _____

c. _____

d. _____

2. Describe & draw at least two different shapes found in the Pueblo pottery.

a. _____

b. _____

3. Describe & draw at least three symbols that can be found on the Pueblo pottery.

a. _____

b. _____

c. _____

Art History : Pueblo Pottery

Teacher Name: **S Ussary**

Student Name: _____

CATEGORY	4	3	2	1
Pottery includes the colors found in Pueblo tradition.	4 colors used.	3 colors used.	2 colors used.	1 color used.
Influence of culture	Student is able to give several examples of the Pueblo culture in their completed pot.	Student is able to give a couple of examples of the Pueblo culture in their completed pot.	Student is able to give one example of the Pueblo culture in their completed pot.	Student has difficulty describing how the Pueblo culture is depicted in their completed pot.
Time use productively.	Student used their time wisely and completed their pot in a timely manner.	Student used their time wisely and but needed some extra time to complete their pot.	Student needed some extra time to complete their pot.	Student did not complete the project in a reasonable amount of time.
Neatness	Student's pottery is neatly completed.	Student's pottery is complete.	Student's pottery is almost completed.	Student was unable to complete the project.

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