**LESSON PLAN: NATIVE AMERICAN POTTERY**

**Grade/Audience: 5-8**

**State Standards:**

* Students will understand, select and apply media, techniques and processes. (CT Visual Arts Standards: Content Standard 1: Media)
* Students will understand the visual arts in relation to history and cultures. (CT Visual Arts Standards: Content Standard 4: History and Cultures)

**Lesson Objectives:**

* Ancient civilizations were always very dependent on their environment for survival.
* The Pequot Indians lived in a village, working as a village to develop their society and culture.

**Lesson Objectives for your Students:**

* Students will learn the importance of pottery in Pequot culture and Native American villages.
* Students will create their own form of pottery out of clay, adding their own piece of Wampum.

**Compelling / Guiding Questions:**

* how did the pequots make pottery?
* in what ways is pottery important in the native american culture.

**Description of Learning Tasks / Activities:**

1. Students will view ‘Native American Pottery’ PowerPoint and discuss.
2. Students will view primary source documents of images of Native American pottery and discuss.
3. Students will complete a drawing handout, “Design a Pinch Pot’ texture, form and decorative element of the Wampum.
4. Primary Source documents will be read and discussed.
5. Using clay, students will create a pinch pot, reflective of one of their designs. Space will be made for the Wampum piece added after firing. (texture, form)
6. Upon firing, students will glaze their pottery for a 2nd firing.
7. Decorative elements will be added upon 2nd firing: beads, feathers, Wampum.
8. Students will display their pottery in the classroom during a group critique.

**Time Needed for Lesson:**

4-5 hour classes

**Materials, Resources, Technology Needed:**

* PowerPoint on ‘Native American Pottery’ <https://docs.google.com/presentation/d/1bjcwRfL86Py7bYnFbjzCDJNwnembBVMEqkoplpfsnxg/edit?usp=sharing>
* Design A Pinch Pot Handout - <https://docs.google.com/document/d/1ENbvIJjglICNnuF0MuT89Z-vK01a9pbyL5PYSGQuXOw/edit?usp=sharing>
* Clay, modeling tools, glazes, brushes, water

**Primary or Secondary Resources (Works Cited):**

**(Attached in LP and available online at Google docs)**

<https://docs.google.com/document/d/1SFwNPn-wLwA7ND6wdkQ7EpM0tYdjEAWZAfItZ1ljn9s/edit?usp=sharing>

Native American Jar <https://docs.google.com/document/d/1RdIppN0lkdml4HO3JjxLqDRImhMPrItlVW-DKdxg3MI/edit?usp=sharing>

<https://docs.google.com/document/d/1ElnQTeRU-mds_itMg9vRtdSBxHXJk643ihJMWU03LC8/edit?usp=sharing>

<https://docs.google.com/document/d/1WQJGT1fOqwqZozuchs9ikTqGYTs4OfxtwlmuxhssOSI/edit?usp=sharing>

Pequot Pottery <https://docs.google.com/document/d/1-mo0Veoae2ZBXm3NZQJGyOWEJfK6VpvW1mjjT-Gq7es/edit?usp=sharing>

**Prior Learning, Connections, Student Needs or Interests, Common Misconceptions:**

* Native American Studies
* For students to understand that all Native Americans were not the same, and that different tribes and regions had different lifestyles and resources.

**Suggested Differentiations:**

* Clay can be manipulated by almost all students so little modifications need to be made.
* Textures and patterns can be used with a variety of objects for all levels.

**Cross-Disciplinary Connections:**

* Social Studies
* Language Arts
* Geography

**Formative Assessment processes (including student self-assessment):**

* Art Critique Assessment – Students display pottery around room for group discussion.

**TAG REVIEW – Post Tag Review Poster on the board.**

**Post Art around room for review.**

**Students must use a ‘T’, an ‘A’ or a ‘G’ when they respond to their peers ART.**



* **STUDENT SELF ASSESSMENT**



* **TEACHER RUBRIC**

|  |  |  |  |
| --- | --- | --- | --- |
| Pinch Pot | 1 point Needs Improvement | 2 pointsGood Work Habits | 3 pointsExcellent |
| Participation |  |  |  |
| Craftsmanship |  |  |  |
| Vocabulary |  |  |  |
| NameScore |  |  |  |