**Lesson 1 of 3**

**Hannah Lehmann**

**Lesson Plan #3: Clay**

**AGE/GRADE LEVEL: 4**

**TIME NEEDED FOR LESSON:**

1 class period (60 min.)

**Central Focus of Lesson:**

**Creating a ceramic animal figure inspired by the effigy artifacts found in the Ohio Mounds**

**OBJECTIVES: The student will**

* learn about the Native American mounds located in Ohio, with a focus on the Hopewell tribe and the art that they produced. (Academic)
* name the personal qualities that they identify with (ex. strength, wisdom) and choose an animal that they believe represents these qualities as the subject of their artwork (ex. tiger, owl) (Cognitive)
* create both a two dimensional sketch and a three dimensional ceramic sculpture based off of the sketch (Craftsmanship/skill)

**OHIO ARTS STANDARDS**

**3PE** Compare and contrast art forms, techniques and functions and artistic

styles from a variety of cultures and historical periods.

**4PE** Identify and describe how artists from various cultural and ethnic groups

have impacted Ohio’s history. **6PE** Identify and name the sources for art making ideas (e.g., self, environment

and other people).

**3RE** Recognize and describe the relationship of artworks to their social and

cultural contexts. **3PR** Generate ideas and employ a variety of strategies to solve visual

problems

**ART HISTORICAL BACKGROUND RELATED TO THE LESSON:**

Many Native American mounds, also known as earthworks, are located in Ohio. These mounds were built between 2000-500 BCE by different native cultures. The purpose of these mounds are not known, although they usually contain burial sites and artifacts. Many mounds throughout the U.S. are geometric in shape, while others are in the shape of animals. Why certain shapes were chosen is unknown, but historians do know that animals held symbolic meaning for many native cultures. Of these mounds, The Great Serpent Mound, constructed by the Hopewell people, is probably the most famous. Many tribes throughout the Americas believed that the Great Serpent was a source of spiritual power that aided in hunting and curing of illness. The orientation of the Serpent Mound, relative the placement of the sun and moon, may support the idea that the mound was also used for ceremonial reasons associated with the equinox.

The Hopewell culture spanned a region that ranged from present day Illinois to Ohio. In addition to building mounds, they are credited for creating some of the finest craftwork and artwork of the Americas, most of which held religious significance. The Hopewell artisans were expert stone and they also worked with copper and clay. Many of the mounds are full of effigy figures and ceremonial pipes that often took the form of native Ohio animals and birds which held symbolic meaning for the Hopewell people.

**MOTIVATION & RESOURCES:**

* Power point “Ohio Mounds and Art of the Hopewell People”- with images of Ohio mounds and Hopewell artifacts
* Photographs of native Ohio animals also represented in Hopewell art
* Milner, George. *The Mound Builders: Ancient Peoples of Eastern North America*. Thames & Hudson, 2005.
* Roza, Greg. *The Adena, Hopewell, and Fort Ancient of Ohio*. The Library of Native Americans, 2005.

**ACADEMIC LANGUAGE**

Hopewell, mounds, earthworks, figurine, effigy figure, artifacts, symbolic meaning, animal motif, The Great Serpent Mound, geometric shape, equinox, sketch, ceramic, primary and secondary colors

**EQUIPMENT/ PRESENTATION MATERIALS**

**Equipment:**

* Power point “Ohio Mounds and Art of the Hopewell People”- with images of Ohio mounds and Hopewell artifacts
* Computer
* Smart Board
* Photographs of native Ohio animals also represented in Hopewell art
* White board/ white erase board markers
* Photographs of animals also found in Hopewell art native to Ohio
* Color wheel poster

**MATERIALS:**

paper\*

[printer paper 500 sheet ream $3.77]

pencils

 [One Dozen Quill Brand® Standard-Grade Pencils; #2 $1.49]

pencil sharpener

[X-ACTO™ Mighty Mite™ Electric Pencil Sharpener $15.99]

flat file

\*=materials unique to this project

**PROCEDURE:**

* Students will take a formal pre assessment survey, which will then be collected
* They will then gather together for the art historical introduction
* The power point “Ohio Mounds and Art of the Hopewell People” will be presented
  + Questions to be asked: Do you have any ideas why these mounds may have been created? What would you think if you came across these formations not knowing that the Hopewell people had lived there? What part of the surrounding environment contributes to your knowing that they were man made? What is something important to you that you might want to include in a time capsule for the future or burial ground for the afterlife?
* The project will be introduced: Using clay to create an animal figure inspired by the Hopewell effigy artifacts found in the Ohio Mounds. “Like the Hopewell we will be creating a figurine of an animal that holds symbolic meaning to us. This can be an animal that has a quality that you find impressive.” For example: flight or strength
  + Using the photos of Ohio native animals and birds the students will be asked to identify quality traits of each animal. These traits are to be written on the white board.
  + Additionally the following questions should be asked: What types of qualities do certain animals represent for you? Do you think certain animals are wiser, stronger, or faster than others? The Hopewell depicted animals that were native to Ohio, why do you think that they did this?
* Students will return to their seats where they will create a sketch of an animal they identify with
* They will be reminded to include their name on the paper and write down the main trait or quality that caused them to choose that animal in the following manner: “ I chose the (anima) as a symbol of (trait/quality).”
* At the end of the class the papers will be collected and placed in their grades flat file

**INTERDISCIPLINARY/CROSS CURRICULAR CONNECTION:**

**Social Studies-** Theme: Ohio in the United States, Strand: Geography, Topic: Human Systems, Content: 12. People have modified the environment since prehistoric times. There are both positive and negative consequences for modifying the environment in Ohio and the United States.

* The mounds are manmade land formations. Many of the mounds in Ohio are ancient earthworks created by the Hopewell people.

**Social Studies-** Theme: Ohio in the United States, Strand: History, Topic: Heritage, Content: 3. Various groups of people have lived in Ohio over time including prehistoric and historic American Indians, migrating settlers and immigrants. Interactions among these groups have resulted in both cooperation and conflict.

* The Hopewell people are one of many tribes whose territory overlapped parts of present day Ohio. They also had an extensive trade network that spanned from Florida to Canada.

**LESSON ALTERNATIVES:**

* Early finish
  + Because we will ultimately be glazing our clay pieces, if students finish early they may color in their sketch in the manner that they would like to glaze their piece.
* Not enough time to complete a three day project
  + If three days are not allotted for this project, a different Hopewell inspired project could be chosen (creating paper animal cutouts that are painted to look like aged copper). The sketch stage could also be skipped, with the students moving directly onto working with clay.
* Accommodating IEPs
  + Students with IEPs would be allowed extra time to complete their sketch and depending on their motor skills could use another medium other than pencil (digitally create a sketch or use fat crayons).
* Failure in technology
  + All images will be printed in hard copy form in the off chance that the technology fails.

**CLASSROOM MANAGEMENT AND SAFETY ISSUES:**

* Classroom expectations and lesson objectives will be posted
* Each student will arrive to class with their materials already provided.
* Cleanup procedures will be overseen.

**ASSESSMENT PRE & POST:**

A quick formative assessment will be handed out both before the lesson (day 1) is introduced and at the beginning of the last lesson (day 3). This assessment will evaluate the students’ understanding of the art vocabulary and concepts learned through this lesson. Completion of lesson assignments will be evaluated using a rubric.

**THEORY AND RESEARCH:**

According to **Parson’s Stages of Aesthetic Development** a fourth grade student would bridge the latter second and early third stages in development. **Beauty and Realism** (**Stage 2**) in which the subject matter carries high importance and the value of a work of art is based on its beauty. Realism and skill are markers of this period. Additionally, abstraction is not well received. **Expressiveness** (**Stage Three)** is marked with a desire to create work that expresses an experience and subject matter is secondary to this expression. Realism and skill are no longer emphasized criteria, but the opinions of others is considered valuable. By choosing an animal to depict that is representative of oneself, this lesson incorporates both the realistic and expressive aspects expected from a student in this age group.

Additionally, I believe that this lesson incorporates the three types of learning (**Cognitive, Affective,** & **Psychomotor**) discussed in **Bloom’s Taxonomy of Learning Domains**. Students will increase their knowledge of the Hopewell culture and Ohio history (**Cognitive**). Secondly, by identifying qualities and traits in an animal with which they identify, the students will use the emotional areas indicative of the **Affective Domain**. Finally, the students will physically produce both a sketch and a ceramic sculpture based on the animal that they have chosen (**Psychomotor**).

**Lesson 2 of 3**

**Hannah Lehmann**

**Lesson Plan #3: Clay**

**AGE/GRADE LEVEL: 4**

**TIME NEEDED FOR LESSON:**

1 class period (60 min.)

**Central Focus of Lesson:**

**Creating a ceramic animal figure inspired by the effigy artifacts found in the Ohio Mounds**

**OBJECTIVES: The student will**

* learn about the Native American mounds located in Ohio, with a focus on the Hopewell tribe and the art that they produced. (Academic)
* name the personal qualities that they identify with (ex. strength, wisdom) and choose an animal that they believe represents these qualities as the subject of their artwork (ex. tiger, owl) (Cognitive)
* create both a two dimensional sketch and a three dimensional ceramic sculpture based off of the sketch (Craftsmanship/skill)

**OHIO ARTS STANDARDS**

**3PE** Compare and contrast art forms, techniques and functions and artistic

styles from a variety of cultures and historical periods.

**4PE** Identify and describe how artists from various cultural and ethnic groups

have impacted Ohio’s history. **6PE** Identify and name the sources for art making ideas (e.g., self, environment

and other people).

**3RE** Recognize and describe the relationship of artworks to their social and

cultural contexts. **3PR** Generate ideas and employ a variety of strategies to solve visual

problems

**ART HISTORICAL BACKGROUND RELATED TO THE LESSON:**

Many Native American mounds, also known as earthworks, are located in Ohio. These mounds were built between 2000-500 BCE by different native cultures. The purpose of these mounds are not known, although they usually contain burial sites and artifacts. Many mounds throughout the U.S. are geometric in shape, while others are in the shape of animals. Why certain shapes were chosen is unknown, but historians do know that animals held symbolic meaning for many native cultures. Of these mounds, The Great Serpent Mound, constructed by the Hopewell people, is probably the most famous. Many tribes throughout the Americas believed that the Great Serpent was a source of spiritual power that aided in hunting and curing of illness. The orientation of the Serpent Mound, relative the placement of the sun and moon, may support the idea that the mound was also used for ceremonial reasons associated with the equinox.

The Hopewell culture spanned a region that ranged from present day Illinois to Ohio. In addition to building mounds, they are credited for creating some of the finest craftwork and artwork of the Americas, most of which held religious significance. The Hopewell artisans were expert stone and they also worked with copper and clay. Many of the mounds are full of effigy figures and ceremonial pipes that often took the form of native Ohio animals and birds which held symbolic meaning for the Hopewell people.

**MOTIVATION & RESOURCES:**

* Power point “Ohio Mounds and Art of the Hopewell People”- with images of Ohio mounds and Hopewell artifacts
* Photographs of native Ohio animals also represented in Hopewell art
* Milner, George. *The Mound Builders: Ancient Peoples of Eastern North America*. Thames & Hudson, 2005.
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**ACADEMIC LANGUAGE**

Hopewell, mounds, earthworks, figurine, effigy figure, artifacts, symbolic meaning, animal motif, The Great Serpent Mound, geometric shape, equinox, sketch, ceramic, primary and secondary colors

**EQUIPMENT/ PRESENTATION MATERIALS**

**Equipment:**

* Power point “Ohio Mounds and Art of the Hopewell People”- with images of Ohio mounds and Hopewell artifacts
* Computer
* Smart Board
* Photographs of native Ohio animals also represented in Hopewell art
* White board/ white erase board markers
* Photographs of animals also found in Hopewell art native to Ohio
* Color wheel poster

**MATERIALS:**

Plastic table covering

 [100 ft for $16.00**]**

water containers

 [free/recycled]

sponges and ceramic tools

# [Stalwart 75-S008 Hawk 8-Piece Clay Modelling Tool Sculpture Set $6.90 X 10]

# clay\*

 [50 lbs Blick Earthenware Red Clay $17.48 ]

Electric Kiln

\*=materials unique to this project

**PROCEDURE:**

* Students will be handed back their sketches and told about the lesson for today. Creating a clay figure that resembles their sketch and embodies the qualities/traits they identify with.
* Context questions to be asked: What types of resources do you think the Hopewell used to make their artifacts and why? How do think the Hopewell were able to get materials that were not available in the area in which they lived?
  + Mentioned that there are clay bodies located in the ground locally.
* A review of the clay medium
  + Discuss working with clay (attaching clay to clay). Where clay comes from. How firing clay results in a permanent artifact.
  + When creating your figurine it is important to remember that when adding one piece of clay to another you must rough up the surfaces (score) that will touch and place slip between them. This will help form a strong bond between the pieces.
* Discuss surface texture
* Clay, tools, and sponges will be provided to the students
* Upon completion students should clean their work space and supplies used
* Finished pieces will be set upon the front desk to dry.

**INTERDISCIPLINARY/CROSS CURRICULAR CONNECTION:**

**Social Studies-** Theme: Ohio in the United States, Strand: Geography, Topic: Human Systems, Content: 12. People have modified the environment since prehistoric times. There are both positive and negative consequences for modifying the environment in Ohio and the United States.

* The mounds are manmade land formations. Many of the mounds in Ohio are ancient earthworks created by the Hopewell people.

**Social Studies-** Theme: Ohio in the United States, Strand: History, Topic: Heritage, Content: 3. Various groups of people have lived in Ohio over time including prehistoric and historic American Indians, migrating settlers and immigrants. Interactions among these groups have resulted in both cooperation and conflict.

* The Hopewell people are one of many tribes whose territory overlapped parts of present day Ohio. They also had an extensive trade network that spanned from Florida to Canada.

**LESSON ALTERNATIVES:**

* Early finish
  + Because we will ultimately be glazing our clay pieces, if students finish early they may color in their sketch in the manner that they would like to glaze their piece.
* Not enough time to complete a three day project
  + If three days are not allotted for this project, a different Hopewell inspired project could be chosen based on the animals that the students had drawn. For example, creating paper animal cutouts that are painted to look like aged copper.
  + Additionally, the lesson could end with this lesson and the finished piece could be unglazed.
* Accommodating IEPs
  + Students with IEPs would be allowed extra time to complete their ceramic figures and depending on their motor skills could choose to create a 2D work or use another medium other than clay
* Failure in technology
  + All images will be printed in hard copy form in the off chance that the technology fails
* Texture sensitivities
  + Non-latex gloves will be provided

**CLASSROOM MANAGEMENT AND SAFETY ISSUES:**

* Classroom expectations and lesson objectives will be posted
* Each student will arrive to class with their materials already provided.
* Cleanup procedures will be overseen.

**ASSESSMENT PRE & POST:**

A quick formative assessment will be handed out both before the lesson (day 1) is introduced and at the beginning of the last lesson (day 3). This assessment will evaluate the students’ understanding of the art vocabulary and concepts learned through this lesson. Completion of lesson assignments will be evaluated using a rubric:

**THEORY AND RESEARCH:**

According to **Parson’s Stages of Aesthetic Development** a fourth grade student would bridge the latter second and early third stages in development. **Beauty and Realism** (**Stage 2**) in which the subject matter carries high importance and the value of a work of art is based on its beauty. Realism and skill are markers of this period. Additionally, abstraction is not well received. **Expressiveness** (**Stage Three)** is marked with a desire to create work that expresses an experience and subject matter is secondary to this expression. Realism and skill are no longer emphasized criteria, but the opinions of others is considered valuable. By choosing an animal to depict that is representative of oneself, this lesson incorporates both the realistic and expressive aspects expected from a student in this age group.

Additionally, I believe that this lesson incorporates the three types of learning (**Cognitive, Affective,** & **Psychomotor**) discussed in **Bloom’s Taxonomy of Learning Domains**. Students will increase their knowledge of the Hopewell culture and Ohio history (**Cognitive**). Secondly, by identifying qualities and traits in an animal with which they identify, the students will use the emotional areas indicative of the **Affective Domain**. Finally, the students will physically produce both a sketch and a ceramic sculpture based on the animal that they have chosen (**Psychomotor**).

**Lesson 3 of 3**

**Hannah Lehmann**

**Lesson Plan #3: Clay**

**AGE/GRADE LEVEL: 4**

**TIME NEEDED FOR LESSON:**

1 class period (60 min.)

**Central Focus of Lesson:**

**Creating a ceramic animal figure inspired by the effigy artifacts found in the Ohio Mounds**

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* White board/ white erase board markers
* Photographs of animals also found in Hopewell art native to Ohio
* Color wheel poster

**MATERIALS:**

Plastic table covering

 [100 ft for $16.00**]**

water containers

 [free/recycled]

low fire glazes

[Amaco 6 Classroom 6 pack $97.00]

Electric Kiln

Brushes

### [Creative Arts Classroom Brush Assortment, Sizes 1-6, $24.00]

\*=materials unique to this project

**PROCEDURE:**

* Students will take a pos assessment survey, which will then be collected
* The lesson will be introduced-glazing the ceramic figures.
* As a class we will rereview some basic color theory. Primary and Seconday Colors
* Instruction on glazing application will be provided
* Glaze, brushes, and water will be centrally located on all work tables.
* Upon completion students will clean their brushes and workstations
* Finished pieces will be set upon the front desk to dry before firing
* Students will come together to discuss their animals and the traits that they chose them for

**INTERDISCIPLINARY/CROSS CURRICULAR CONNECTION:**

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* The Hopewell people are one of many tribes whose territory overlapped parts of present day Ohio. They also had an extensive trade network that spanned from Florida to Canada.

**LESSON ALTERNATIVES:**

* Early finish
  + Students may draw or look at books in the visual resource library
* Not enough time to complete a three day project
  + If there is not enough time to complete the project with the critique the critique can be dropped from the lesson.
* Accommodating IEPs
  + Students with IEPs would be allowed extra time to complete their ceramic figures and depending on their motor skills could choose to create a 2D work or use another medium other than clay
* Failure in technology
  + All images will be printed in hard copy form in the off chance that the technology fails
* Texture sensitivities
  + Non-latex gloves will be provided

**CLASSROOM MANAGEMENT AND SAFETY ISSUES:**

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