

**NATIVE AMERICAN POTTERY WORKSHOP
OVERVIEW FOR TEACHERS/PARENTS**

AGE/GRADE LEVEL	This program is appropriate for grades 4–8.																				
DURATION	Approximately 2 hours.																				
GROUP SIZE	30 students plus one educator/chaperone for every six students																				
LOCATION	Branigar Chase Auditorium																				
BACKGROUND	This program contains basic information on the prehistoric Colorado Plateau. The students will learn how prehistoric native people of the Colorado Plateau had to use the natural resources available to them to make utensils such as storage, cooking, and ceremonial pots and bowls from resources in the area. They will be aware of how the native people worked during the day in order to survive.																				
ESSENTIAL QUESTIONS	By the end of the program the students will be able to answer the following questions: <ol style="list-style-type: none"> 1. Why did the prehistoric people start making pottery? 2. Where is clay found in nature? 3. How did the prehistoric people make pottery from clay? 4. What natural resources are used to make the pottery? 																				
KEY WORDS USED IN THE PROGRAM	<table style="width: 100%; border: none;"> <tr> <td>pottery</td> <td>ceramics</td> <td>ceremonial</td> <td>utilitarian</td> <td>sherd</td> </tr> <tr> <td>archaeology</td> <td>temper</td> <td>pinch pot</td> <td>coil</td> <td>gourd</td> </tr> <tr> <td>scrape</td> <td>anvil</td> <td>paddle</td> <td>corrugated</td> <td>slip</td> </tr> <tr> <td>burnish</td> <td>hematite</td> <td>firing</td> <td>fire cloud</td> <td></td> </tr> </table>	pottery	ceramics	ceremonial	utilitarian	sherd	archaeology	temper	pinch pot	coil	gourd	scrape	anvil	paddle	corrugated	slip	burnish	hematite	firing	fire cloud	
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ARIZONA ACADEMIC STANDARDS ADDRESSED BY PROGRAM	<p>THE ARTS: VISUAL ARTS</p> <p>Standard 2: Art in Context</p> <p>Students demonstrate how interrelated conditions (social, economic, political, time, and place) influence and give meaning to the development and reception of thought, ideas and concepts in the arts.</p> <p>Standard 2AV-E3. Identify and compare the characteristics of artworks that share similar subject matter, historical periods or cultural context.</p> <p><i>Grades 4–5</i></p> <p>PO 1. Determine characteristics in several artworks from the same cultural group</p> <p>PO 2. Compare and contrast the characteristics of various cultural groups in similar time periods</p> <p>PO 3. Compare and contrast the use of subject matter in various cultural groups on various time periods</p> <p><i>Grades 6-8</i></p> <p>PO 1. Categorize subject matter based on cultural or historical content</p> <p>PO 2. Differentiate the similarities in their artwork with</p>																				

characteristics of cultural groups or historical periods

Standard 2AV-E4. Describe the role art plays in culture and how it reflects, records and shapes history in various times, places and traditions

Grades 4–5

- PO 1. Explain functional and non-functional art forms
- PO2. Describe traditional art forms based on culture
- PO 3. State the social, economic, political, geographic or cultural implications of one's own work

Grades 6–8

- PO 1. Categorize art images/objects for one's own social, economic, political, geographic, and /or cultural purposes
- PO 2. Appraise the social, economic, political, geographic, and/or cultural purpose of one's own work

SOCIAL STUDIES

Strand 1: American History

Concept 1: Research Skills for History

Grade 4

- PO 4. Describe how archaeological research adds to our understanding of the past.

Grade 5

- PO 5. Describe how archaeological research adds to our understanding of the past.

Grade 6

- PO 8. Describe how archaeological research adds to our understanding of the past.

Concept 2: Early Civilizations

Grade 4

- PO 2. Describe the cultures and contributions of the Mogollon, Anasazi (Ancestral Pueblo), and Hohokam (i.e. location, agriculture, housing, arts, trade networks: adaptation and alteration of the environment)

Grade 6

- PO 3. Describe the cultures of the Mogollon, Anasazi (Ancestral Pueblo), and Hohokam
 - a. location, agriculture, housing, arts, and trade networks
 - b. how these cultures adapted to and altered their environment.