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The following lessons were created by **Kirsten Whittaker**, a teacher participating in the National Endowment for the Humanities Summer Institute for Teachers entitled Touch the Past: Archaeology of the Upper Mississippi River Region.

Any views, findings, conclusions or recommendations expressed in this publication do not necessarily represent those of the National Endowment for the Humanities.

## **Exploring the Past: Ceramics Throughout History**

**Grade Level:** 10-12

**Subjects:** Ceramics II

### **Objectives:**

The student will utilize research skills to develop a PowerPoint or Prezi presentation that identifies the specific attributes and history of their chosen influential culture's use of ceramics.

The student will employ appropriate artistic vocabulary developed in class, in order to express their knowledge of course content, and review the information learned during Ceramics I.

The student will utilize computer and internet technologies to cultivate an informative body of work about an ancient culture that utilized ceramics for utilitarian and non-utilitarian purposes.

The student will develop a quality brainstorm sketch in planning and preparation for their final piece: existing as evidence of brainstorming and planning.

The student will create a final project to accompany their presentation, illustrating the influence of their chosen culture: this piece may be either utilitarian or non-utilitarian.

The student will utilize problem solving and critical thinking throughout the creative process, in order to exemplify skills in craftsmanship, and mastery of tools/materials.

The student will work independently and collaboratively to perform a self critique and partner critique.

**Standards:**Florida Sunshine State Standards:

VA.912.C.1.7: Analyze challenges and identify solutions for three-dimensional structural problems.

VA.912.C.2.2: Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.

VA.912.S.1.1: Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.

VA.912.S.2.4: Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.

VA.912.S.3.1: Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional artworks.

VA.912.S.3.10: Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models.

VA.912.S.3.11: Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.

VA.912.S.3.12: Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.

VA.912.H.1.9: Describe the significance of major artists, architects, or masterworks to understand their historical influences.

VA.912.F.1.2: Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.

VA.912.H.3.3: Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art.

VA.912.F.3.4: Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills.

VA.912.F.3.6: Identify ethical ways to use appropriation in personal works of art.

LACC.910.SL.2.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

LACC.910.WHST.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LACC.910.WHST.3.9: Draw evidence from informational texts to support analysis, reflection, and research.

**Duration:**

4 weeks: 5 Classes per week: 53 minutes per class period. (10 minutes: Bell Assignment, 35 minutes: Project Development, 8 minutes: Cleanup)

\*\*Week 4: Only two classes devoted to finishing projects. Projects and Presentations due the Friday of week 4.

**Materials/Supplies:**

Computer lab: Research/Prezi or PowerPoint development

Classroom resource materials: Specialized books/ Textbooks/ Magazines

Sketchbook: Note taking/Brainstorming sketches

Plastic Bag: Project Preservation

Sponges

1.5 lbs gray stoneware or terra cotta earthenware

Clay Tools: Needle tools/ ribbon tools/ ribs

Spray bottles/ water

Pencil

Kiln

Finishing Methods: Acrylic Paint/ Watercolor/ Shoe Polish/ Glazes

Paintbrushes

Cotton Rags

Paint Palettes

**Vocabulary:**

Stoneware	Kiln	Bisque	Utilitarian	Non-Utilitarian	Earthenware
Functional	Decorative	Clay Body (Composition)	Jomon Culture	Greek Culture	
Babylonian Culture	Egyptian Culture	Coiling	Burnishing	Pit Fire	
Craftsmanship	Terra Cotta	Vessel	Porcelain	Sculpture	

**Background:**

This lesson has been designed as a review for students enrolled in Ceramics II, in order to reinforce the information gained in Ceramics I. The lesson takes the knowledge developed in Ceramics I and allows each student to choose a specific culture to review. They may utilize their notes from the previous year, as well as supplemental materials. The content has already been taught in the previous course, however, students are being given the opportunity to delve further and more independently into the content.

**Setting the Stage:**

In order to prepare students for the upcoming project, the instructor will provide handouts that review the information that needs to be covered in the project. The students will be shown teacher exemplars of a Prezi Presentation highlighting Jomon Pottery, as well as a final ceramic project.

**Procedure:**

Week 1: Students work in computer lab to develop presentations. Students will utilize handout to complete information required. They may also utilize classroom textbooks and class library.

Weeks 2&3: Students work independently in classroom to develop projects. Firing will occur at the end of the 3rd week. Work must be bone dry. Projects may be either utilitarian or non-utilitarian. Stoneware or Terra Cotta may be utilized.

Week 4: 2 classes will be allotted for glazing/painting/shoe polish.

Projects due the Friday of the 4th week (date TBA): Both the presentation and the artwork are due on this date.

**Closure:**

Students will perform 3 critiques throughout the working process. The first will be a self-critique, in order to assess progress and identify areas of focus. The second will be an In Progress Sandwich Critique, performed by a partner. The final Critique will be a formal critique, performed by a different partner in class. This final critique will go through the steps of:

- 1.) Description
- 2.) Analysis
- 3.) Interpretation
- 4.) Judgment

The projects will then be submitted for evaluation by the teacher, utilizing 2 separate rubrics: one for each portion (Digital Presentation and Ceramic Project).

**Evaluation:**

Students will be provided with 2 rubrics to guide them throughout the working process. One rubric will highlight the grading criteria for the PowerPoint or Prezi Presentation. The other will be specific to the ceramic piece developed.

Evaluations will also be executed throughout the working process through daily Bell Assignment checks, daily participation assessment, and 3 critiques.

Overall Grading: Projects= 50% of Overall Grade

Daily Participation/Critiques= 20% of Overall Grade

Quizzes= 30% of Overall Grade

**Links/Extension:**

\*\*Presentation: <http://prezi.com/-ivuggbgxl-z/copy-of-jomon-culture-pottery/>

[www.prezi.com](http://www.prezi.com)

[http://www.metmuseum.org/toah/hd/jomo/hd\\_jomo.htm](http://www.metmuseum.org/toah/hd/jomo/hd_jomo.htm)

[http://www.britishmuseum.org/explore/highlights/highlight\\_objects/asia/l/jomon\\_pot.aspx](http://www.britishmuseum.org/explore/highlights/highlight_objects/asia/l/jomon_pot.aspx)

[http://www.penn.museum/sites/greek\\_world/pottery.html](http://www.penn.museum/sites/greek_world/pottery.html)

<http://www.holmes.anthropology.museum/southwestpottery/>

**References:**

<http://heritageofjapan.wordpress.com/just-what-was-so-amazing-about-jomon-japan/>

[www.prezi.com](http://www.prezi.com)

[http://www.metmuseum.org/toah/hd/jomo/hd\\_jomo.htm](http://www.metmuseum.org/toah/hd/jomo/hd_jomo.htm)

[http://www.britishmuseum.org/explore/highlights/highlight\\_objects/asia/l/jomon\\_pot.aspx](http://www.britishmuseum.org/explore/highlights/highlight_objects/asia/l/jomon_pot.aspx)

[http://www.penn.museum/sites/greek\\_world/pottery.html](http://www.penn.museum/sites/greek_world/pottery.html)

<http://www.holmes.anthropology.museum/southwestpottery/>

"Women's Prehistoric Jomon Pottery: History, Illustrations, Links." Early Women Masters East & West. Ed. Marilyn Stokstad. Web. 31 Jan. 2012.

<<http://earlywomenmasters.net/masters/jomon/index.html>>.

Department of Asian Art. "Jomon Culture (ca. 10,500–ca. 300 B.C.)". In Heilbrunn Timeline of Art History. New York: The Metropolitan Museum of Art, 2000–.

[http://www.metmuseum.org/toah/hd/jomo/hd\\_jomo.htm](http://www.metmuseum.org/toah/hd/jomo/hd_jomo.htm) (October 2002)

**Attachments:** (See following pages for handout and rubrics.)

# *An Exploration of the Past: Ceramics throughout History*

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## *Ceramics 2*

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**Student Project Description:** The student will develop skills in research methods through the exploration of a historical culture that utilized pottery/ceramics for functional and decorative means. The student will assemble a brief Prezi or PowerPoint presentation, documenting the information below about their chosen culture, incorporating a full Works Cited in their research. The student will then develop one quality sketch of a vessel or sculpture, inspired by their chosen culture, and execute the project to completion. The student will concentrate on quality craftsmanship and creativity.

**Choose a culture** from the list below, or research one independently (must be approved by teacher):

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> <u>Jomon Culture: Japan</u>  | <input type="checkbox"/> <u>Greek Culture</u>    | <input type="checkbox"/> <u>Babylonian Culture</u> |
| <input type="checkbox"/> <u>Pueblo Indian Culture</u> | <input type="checkbox"/> <u>Egyptian Culture</u> | <input type="checkbox"/> <u>Roman Culture</u>      |
| <input type="checkbox"/> Other: _____                 |  |  |

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### **Vocabulary:**

Stoneware	Kiln	Bisque	Utilitarian	Non-Utilitarian	Earthenware
Functional	Decorative	Clay Body (Composition)	Jomon Culture	Greek Culture	
Babylonian Culture	Egyptian Culture	Coiling	Burnishing	Pit Fire	
Craftsmanship	Terra Cotta	Vessel	Porcelain	Sculpture	

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**Throughout this research, the following information must be recorded, and documented through a short PowerPoint or Prezi presentation.**

1.) Culture being highlighted, as well as geographic location and time period/span:

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2.) Geographic influences on culture: ex.) Was the culture near water, mountains, etc.?

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3.) Function of pottery/ceramics in chosen culture. Functional, Decorative, or both? Be precise about specific uses of pottery.

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4.) Type of clay being used: What was it composed of? Clay components alter the appearance, texture, and firing methods of the clay.

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5.) Firing method(s) utilized by the culture.

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6.) Designs of vessel/sculpture shapes, and exterior embellishments.

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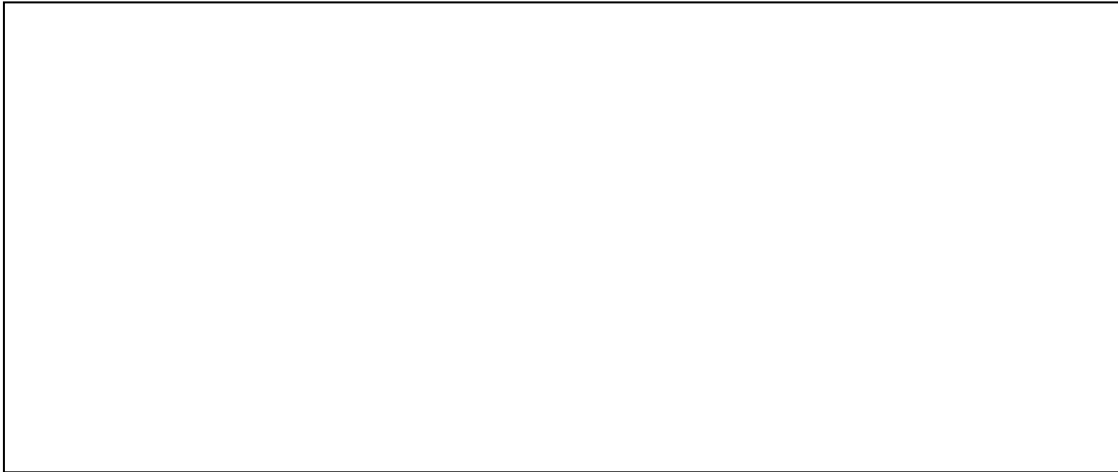
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After this information has been documented in a PowerPoint or Prezi Presentation (with a full works cited), the student will produce one quality brainstorm sketch to be submitted with their project. The student will develop an artwork based on the style of their chosen culture.



This piece may be functional or decorative. Finishing methods may be chosen from the list below:

- Glaze
- Acrylic Paint
- Shoe Polish
- Watercolor Paint

Helpful Links:

[www.prezi.com](http://www.prezi.com)

[http://www.metmuseum.org/toah/hd/jomo/hd\\_jomo.htm](http://www.metmuseum.org/toah/hd/jomo/hd_jomo.htm)

[http://www.britishmuseum.org/explore/highlights/highlight\\_objects/asia/l/jomon\\_pot.aspx](http://www.britishmuseum.org/explore/highlights/highlight_objects/asia/l/jomon_pot.aspx)

[http://www.penn.museum/sites/greek\\_world/pottery.html](http://www.penn.museum/sites/greek_world/pottery.html)

<http://www.holmes.anthropology.museum/southwestpottery/>

Due Date: \_\_\_\_\_



Name: \_\_\_\_\_

Class Section: \_\_\_\_\_

## An Exploration of the Past: Ceramics Throughout History

	Superior (15-25)	Average (8-14)	Developing (0-7)
<b>Creation of a chosen piece highlighting a specific culture</b> Artist has developed and artwork that exemplifies their research and understanding of their chosen culture. (20 pts.) _____/20	<b>Superior</b> Artist has developed an excellent artwork that exemplifies their understanding of their chosen culture.	<b>Average</b> Artist has created a decent artwork that exemplifies their understanding of their chosen culture.	<b>Developing</b> Artist's work is unfinished, inappropriate, or does not exemplify their understanding of their chosen culture.
<b>Craftsmanship</b> Artist has concentrated on craftsmanship throughout the construction process. (20 pts.) _____/20	<b>Superior</b> Artist has concentrated on excellent craftsmanship. Construction is smooth and exemplifies planning and problem solving.	<b>Average</b> Artist has done a decent job of constructing their artwork. Construction is fairly well executed and exemplifies planning and problem solving.	<b>Developing</b> Construction is sloppy or unfinished. Work is poor and does not exemplify planning or problem solving.
<b>Complexity of Design</b> Challenge level (Is the design aesthetically pleasing?) (25 pts.) _____/25	<b>Superior</b> Challenge level is above and beyond expectations. Artist has designed and executed a quality piece that is either utilitarian or non-utilitarian.	<b>Average</b> Challenge level is at expectations. Artist has designed a decent artwork that is either utilitarian or non-utilitarian.	<b>Developing</b> Challenge level below expectations. Work is unfinished. Design is poor.
<b>Finishing Technique</b> Technique Work (Craftsmanship) (25 pts.) _____/20	<b>Superior</b> Exterior is well executed using the finishing techniques provided in the project description.	<b>Average</b> Exterior is fairly well developed. Craftsmanship of the exterior is decent.	<b>Developing</b> Exterior is poorly finished or unfinished. Craftsmanship exemplifies a lack of time and effort.
<b>Written Artist's Statement</b> (15 pts.) _____/15	<b>Superior</b> Artist's statement is well written, using appropriate terminology and proper grammar.	<b>Average</b> Artist's statement is fairly well written, with few mistakes and appropriate vocabulary.	<b>Developing</b> Artist's statement is poorly written or unfinished.

Total: \_\_\_\_\_/100

Written Artist's Statement (quiz grade): \_\_\_\_\_/100

# An Exploration of the Past: Ceramics Throughout History: Prezi/Powerpoint Presentation

	Superior (15-25)	Average (8-14)	Developing (0-7)
<p><b>Creation of a presentation highlighting a specific culture</b> Artist has developed a presentation that exemplifies their research and understanding of their chosen culture. (25 pts.)</p> <p>_____ /25</p>	<p style="text-align: center;"><b>Superior</b></p> <p>Artist has developed an excellent presentation that exemplifies their understanding of their chosen culture.</p>	<p style="text-align: center;"><b>Average</b></p> <p>Artist has created a decent presentation that exemplifies their understanding of their chosen culture.</p>	<p style="text-align: center;"><b>Developing</b></p> <p>Artist's work is unfinished, inappropriate, or does not exemplify their understanding of their chosen culture.</p>
<p><b>Mastery of digital Media</b> Artist has developed a quality presentation utilizing digital media. (Prezi or Powerpoint) (25 pts.)</p> <p>_____ /25</p>	<p style="text-align: center;"><b>Superior</b></p> <p>Artist has problem solved to develop a quality presentation utilizing digital media. Presentation is excellent and shows mastery of digital media utilizing slides and transitions.</p>	<p style="text-align: center;"><b>Average</b></p> <p>Artist has created a decent presentation utilizing a digital media. Presentation has been fairly well executed utilizing slides and transitions.</p>	<p style="text-align: center;"><b>Developing</b></p> <p>Artist has developed a poor or unfinished presentation utilizing digital media. Presentation does not show mastery or development of skill with digital media.</p>
<p><b>Compilation of cultural information</b> Historical content and information has been documented in presentation. (25 pts.)</p> <p>_____ /25</p>	<p style="text-align: center;"><b>Superior</b></p> <p>Historical content has been well documented with all required information present. Presentation shows quality research skills.</p>	<p style="text-align: center;"><b>Average</b></p> <p>Historical content has been fairly well documented. Most required information is present and shows decent research skills.</p>	<p style="text-align: center;"><b>Developing</b></p> <p>Historical content has been poorly researched and documented. Information is incomplete.</p>
<p><b>Works cited</b> (25 pts.)</p> <p>_____ /25</p>	<p style="text-align: center;"><b>Superior</b></p> <p>Works cited is well executed and fully complete with accurate documentation of resources.</p>	<p style="text-align: center;"><b>Average</b></p> <p>Works cited is fairly well executed. Documentation of resources is decent and fairly accurate.</p>	<p style="text-align: center;"><b>Developing</b></p> <p>Works cited is poorly executed or incomplete. Information is inaccurate or undocumented.</p>

Total: \_\_\_\_\_ /100