

Special Collections Lesson Plans

Shaping Cultural Understanding through pre-Columbian Artistic Heritage and Modeling Techniques

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Grade Level/Subject

Grades 3-5/ Social Studies

Lesson Length

60-75 Minutes

Central Focus

Students will learn about the process of making pre-Columbian ceramics and the history surrounding the collection that this lesson plan is based on. Students will also create their ceramics which will bridge the gap between basic understanding while incorporating a hands-on activity. The purpose of this lesson is to teach the students about a different culture that they would have otherwise not been exposed to at a young age. By examining pre-Columbian ceramics and creating their own ceramics, students will develop skills on how to appreciate and better understand the traditions of cultures besides their own while learning about fields of study that may be of interest to them in the future.

Standards

- SSP.01 Gather information from a variety of primary and secondary sources, including:
 - Printed materials (e.g., literary texts, newspapers, political cartoons, autobiographies, speeches, letters, personal journals);
 - Graphic representations (e.g., maps, timelines, charts, artwork);
 - Artifacts;
 - And media and technology sources.
- 3.VA.R1 Perceive and analyze artistic work,
- 3.VA.R2 Interpret intent and meaning in artistic work.
- 3.VA.C2.C Individually or collaboratively construct visual representations of objects or places from everyday life.

Objective

The objective of this lesson is for students to learn about different cultures and artifacts from Central and South America. At the end of the lessons, students will know where and by whom artifacts were originally created in Central and South America on a map, as well as how the artifacts were made.

Primary Language Function

- **Identify**
Students will identify the difference between their lived cultural experience and the learning material
- **Examine**
Students will examine artifacts from the collection and apply their learned knowledge to make inferences about the antiquities.
- **Construct**
Students will construct their own clay models that represent figurines from the collection.

Key Vocabulary

Art History, Archaeology, Indigenous Peoples, and Artifact

Syntax and Discourse

Students will use the rules of (syntax) to compare and contrast their lived culture compared to the culture of the pre-Columbian as seen through the slide deck.

Accommodations

When the need for accommodations arises, the teacher will give the student(s) an alternative activity of the teacher's choosing based on the needs for the student(s). During the activity portion, the teacher will sit with the student(s) and aid them during that time while checking on the other students. If further assistance is needed, the teacher will use their discretion in regards to individual students.

Formative Assessment Measure

During the lesson, the teacher should engage with students to ensure they are understanding the material while encouraging them to ask questions and discuss ideas with the classmates. The instructor should incorporate games into the lesson by having the students all stand up and have them pose or mirror facial expressions that they see within the figurines. Students will then be walked through the powerpoint.

Summative Assessment Measure

At the end of the session, the instructor will ask questions and incorporate games regarding the subject matter a day or two following the lesson in order for the students to retain the information. Instructors may also test students on vocabulary terms, and encourage students to

discuss what they learned with their parent(s)/guardian(s) and share with them their final projects (clay figurines) to encourage critical thinking and processing of information.

Materials

- Newspaper or kraft paper to protect work surfaces
- Salt dough
- Paint (optional)

Salt Dough Recipe

Ingredients

- All-Purpose Flour
- Table salt
- Spoons or Spatulas
- Measuring Cups
- Small basin or large bowl
- Food Coloring or Tempera Paint (Optional)

Note: If it is not possible for students to make the salt dough for the activity, instructors may provide air dry clay for the activity. For a class of approximately 20 students, it is recommended to make 2 ½ portions following this recipe.

Instructions

1. In a large bowl, measure out two cups of flour and one cup of salt. Once that has been done, then mix the ingredients. Once the materials are completely mixed, add in ½ cup to ¾ cup of water.
2. Mix the dough till firm and malleable. Add water to the dough if it becomes too dry.
3. Divide your dough into several sections to make various colors of dough.
4. Continue kneading until the dough is uniformly colored.
5. The salt dough is now ready to use! If you don't use it immediately then it can be stored in the refrigerator. The dough needs to be at room temperature at the time of use.
6. Once the figurine has been made it is now ready to dry. This dough is able to air dry; which may take around 2-7 days depending upon the size.
7. Optionally, if an oven is available; you may bake the uncolored dough pieces in a conventional oven at 200°F (93°C) for as little as 30 minutes if the size is smaller.

Procedures and Timeline

Opening

As a class, students will first look through selected pieces from the collection; then, the teacher will prompt them to discuss within groups similarities between the artifact. Next, the teacher will lead them through a slide deck detailing the cultures within this area during the time of this collection. After this is concluded, the students will then work on one to three activities centered around the collection.

Work Session

- First, the instructor will use a slide deck to provide an overview of pre-Columbian ceramics and techniques. The instructor will further use the slide deck to review vocabulary terms and interrogate specific pieces from the George and Louise Patten collection of Salem Hyde papers and cultural artifacts. The instructor will dedicate time after the presentation to allow students to ask questions. (15- 20 Minutes)
- Next, students will work through a clay modeling activity where they will either be able to recreate an artifact from the collection they enjoyed or a new creation using salt dough. (30 Minutes)
- Finally, students will share their clay models with their classmates and discuss how their creation relates to the pre-Columbian artifacts from the presentation. (5-10 Minutes)

Closing

In closing, the teacher will hand out a homework assignment based on vocabulary and clay techniques from the presentation that was given.

References

George and Louise Patten collection of Salem Hyde papers and cultural artifacts digital collection. University of Tennessee at Chattanooga Special Collections.

<https://digital-collections.library.utc.edu/digital/collection/p16877coll34>

“Salt Dough | Craft Recipes & How-To’s | FirstPalette.Com.” First Palette, www.firstpalette.com/craft-recipe/salt-dough.html. Accessed 12 Feb. 2021.