

Lesson Title: Pueblo

Grade Level: 2

Enduring Idea or Big Idea: The Pueblo Indians built and lived in structures called Pueblos.

Student Prior Knowledge: Student will be learning about Indians in their regular classroom. They might have prior knowledge to clay making, how to hold a paintbrush/clay tools, how to paint

Teaching Methods: Demonstration, Lecture/ Slideshow, one on one help, group critique

OBJECTIVES	ESSENTIAL CONCEPTS
<p><u>History:</u></p> <p>2.2 The student will compare the lives and contributions of three American Indian cultures of the past and present, with emphasis on the Powhatan of the Eastern Woodlands, the Lakota of the Plains, and the Pueblo peoples of the Southwest.</p> <p><u>Art:</u></p> <p>2.10 The student will create three-dimensional works of art, using a variety of materials to include clay.</p> <p>2.13 The student will compare works of art, elements of architecture, and artifacts of other cultures with those of their culture.</p> <p>2.11 The student will create a work of art by manipulating clay</p>	<p>Pueblo Indians</p> <p>Pueblo Indians lived in Houses called Pueblos that were made of stone, adobe, and wood with flat roofs/stacked on one another. Students will recreate these houses out of clay.</p> <p>Pueblo Indians lived in houses made of stone, adobe, and wood with flat roofs.</p> <p>Creating square slabs and scoring and slipping them together can create a cube shape</p>

Visuals: teacher example, cultural exemplar slabs, clay tools, water, glazes and paint brushes, kiln

Supplies, equipment and safety: clay

TEACHING PROCEDURE AND ASSESSMENT

TIME	TEACHER PROCEDURE	STUDENT PROCEDURE	ASSESSMENT
Day 1: 15 min	Motivation: giving the students a short “lecture” about Pueblo Indians, primarily showing pictures to give students inspiration	Sit quietly and listen/ pay attention to the teacher. Take notes of images that inspire them	Student will be assessed on participation and effort given during each time frame/ procedural activity. Notes will be taken on students who are not doing their work or misbehaving and that will be reflected in their grade. The actual project itself will not be graded on craft/composition until after critiques are finished and the teacher is able to look more thoroughly at each piece.
10 min	Demonstration: Show teacher example and demonstrate scoring and slipping/ how to put the clay slabs together to make a cube shape. Demonstrate using cutting tool to cut out doors/windows in the house. Demonstrate how to make little accessories for the clay	Sit or stand around the demonstration table and pay attention to what the teacher is demonstrating. Ask questions if there is any confusion.	
30 min	Work time: Pass out clay slabs to students and tools and have them start working. While they are working the instructor will go around and help students/ answer questions.	Create clay pueblos according to the instructions given by the teacher during demonstration. When the pueblo is finished, start making accessories for the pueblo. Ask the teacher questions if help is needed and stay in seat.	
10 min	Clean up: instruct the students to put their initials on the bottom of their pueblo and place it on shelf/table. Instruct the students where to put tools and materials and to wash their hands.	Put pueblo in designated area and clean up the classroom as the teacher instructs. Wash hands and sit quietly until instructed to leave.	
Day 2 5 min	Warm up: have students get their clay pueblos from shelf and sit at their tables. Ask questions about pueblos to students to get them warmed up and motivated to continue working on their projects.	Bring clay pueblo to seat and answer questions the teacher asks to recap knowledge on Pueblo Indians.	
10 min	Demonstration: Teach how to glaze clay pueblos and emphasize the importance of keeping glazes separated. Also emphasize creativity and how the students should design the pueblos to have different designs that are important to them	Stand around the demonstration table and watch the teacher demonstration and pay attention. Ask questions if clarification is needed.	

35 min	Work time: instruct students to get glazes that they want to use and paint brushes. Have them sit at their tables and walk around to help students/answer questions/ ask students questions about their designs.	Retrieve glazes and paintbrushes from designated areas and work on glazing pueblos. Ask teacher for any help needed or questions to be answered and answer questions the teacher asks.	
15 min	Clean up: instruct students to clean up glazes and wash paint brushes and place pueblos on designated area. After the students leave, place pueblos in kiln to fire.	Clean up classroom as instructed by the teacher and get ready to leave.	
Day 3 5 min	Pass out clay pueblos to students.	Sit at table and wait for pueblos to be passed back	
30 min	Go around to each table and critique the different Pueblos. Questions to ask: Who's pueblo at this table was put together the best? Which design at this table is your favorite? Why did you choose to use these colors or create that design? Why did you choose to create those accessories for your pueblo? Why was this pueblo more successful than this one?	Go around to each table and critique the pueblos there. Answer the questions that the teacher asks regarding style, composition, and craft of each person's pueblo.	
Rest of class:	Have students color pictures of pueblo scenes and wrap up pueblo project.	Sit at table and use colored pencils and paper to draw pueblo scenes until class is over and listen to the teacher who will wrap up lesson.	

Final Product Rubrics:

	1	2	3	Total:
Participation	Talked during lecture. Was not paying attention to teacher. Called out to answer questions instead of raising hand. Didn't spend time wisely while working on Pueblo.	The student was paying attention at points. The student was semi-focused on project. The student got out of seat or interrupted class once.	The student payed attention the entire time during lecture/demo. The student was focused on the project. The student followed directions and used time wisely.	
Craft	The slabs are falling apart. The student did not score and slip properly. The glaze was placed sloppily and without	The construction of the Pueblo was somewhat thought through. Thescore and slip was better in some parts	The student thought through their craft and put a lot of effort into their pueblo. All sides of pueblo are in tact.	

	thought.	than others.		
Critique	The student did not make any comments during critique/The student talked and disrupted the class during critique multiple times.	The student made one comment during critique/ interrupted once/ talked to a friend and disrupted class once.	The student commented on multiple works during critique, raised hand to talk, used positive criticism.	

Differentiation:

A child with autism that has sensory issues- The child has sensory issues when dealing with the wet clay. Instead of using water and scoring and slipping clay slabs, this child will get a ball of clay to pinch into the pueblo house shape and will get one on one help with the teacher to learn how to do so.

Extender:

If students finish early, they can draw Pueblo Indian scenes in their sketchbooks.