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TSL 3323

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Lesson Title: Clay and Weaving

Intended Grade Level: 10th Grade

Subject: Visual Art

ELL's Levels:

For my lesson I have selected Xiaodu, a 10th grade girl who moved to the United States this past August from Chengdu, China. Xiaodu's WIDA listening level is currently a 2.5 which means she is able to sort pictures and objects according to oral instructions, follow two-step oral directions, and match information from oral descriptions to objects and illustrations. With being a 2.5 in listening, Xiaodu is on her way to becoming a WIDA level score of 3. This means that Xiaodu is practicing, locating, selecting, and ordering information from oral descriptions, following multi-step oral directions, and categorizing and sequencing oral information using pictures and objects, however she is not quite meeting the level 3 proficiency level yet. Xiaodu's WIDA speaking level score is a 2, which means that she can ask WH- questions, describe pictures, events, objects, and people, and restate facts. Xiaodu's highest scores are in reading and writing; both at a WIDA level score of 3.5. Regarding reading, Xiaodu can sequence pictures, events, and processes, identify main ideas, and use context clues to determine meaning of words. In writing she can produce basic expository or narrative texts, compare and contrast information and describe events, people, processes, and procedures. Since Xiaodu is at a 3.5 level in both categories, she is on her way to developing into a level 4 reader and writer, which means she has the potential to be at the 'expanding' level of these two levels, respectively.

Topic:

Ceramic Building Techniques and Tools/Coil Building History

Overview of Main Lesson

This lesson focuses on the basic clay hand building techniques as well as a specific lesson on coil building history around the world. Students will learn the 3 different methods of building: coil, slab, and pinch and ceramic tool names and functions. Students will also learn specific information regarding coil building and its different histories from around the world. The class will demonstrate their understanding by completing various before, during, and after reading activities that assess their understanding of these topics.

Standards:

- VA.912.C.3.3
Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.
- VA.912.H.2.5
Analyze artwork from a variety of cultures and times to compare the function, significance, and connection to other cultures or times.
- VA.912.C.2.4
Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and/or materials.

Literary Strategies:

- Before Reading: Think, Pair, Share, KWL Chart
- During Reading: Selective Highlighting, Paired Reading, Jigsaw
- After Reading: Summarizing, Exit Slip

Textual Materials:

- *Handbuilding Pottery 101: Hand building techniques & projects*. The Crucible. (2021, June 23). <https://www.thecrucible.org/guides/ceramics/handbuilding/>.
 - Summary of use: This article explains what hand building is as well as the 3 different hand building clay techniques and identifies common ceramics tools. The article begins by defining what hand building is and giving a brief history on it. The article continues by first introducing the pinch method of hand building, then coil building, and finally slab building. In each of these subheadings, the author describes step by step how to accomplish each technique. The article then goes on to explain the uses of many different common ceramics tools. This article includes some tools that we will not be using for this lesson, so I plan to not include some of these segments of the article. The tool descriptions I plan on including in my lesson from the article are: clay, wire cutter, pin tool, score tool, slab roller/canvas sheets, rubber tip, fettling knife, spray bottle, sponge, and kiln. I will not be including the rest of the article (after the common tools segment) for this lesson. I plan on using this article on the first day of the lesson with students to help them get familiar with these techniques and tools.
- Lesley. (n.d.). Historical coil Pots – a history of Coil pots over the years. Pottery Tips by the Pottery Wheel. <https://thepotterywheel.com/historical-coil-pots/>.
 - Summary of use: This article explains the history of coil-built pottery from four different regions around the world. The article begins with a brief introduction of coil building, and then continues into deeper information about coil building history in Africa, Asia, Europe, and North America, respectfully. I plan on using this article on day two with students to help them gain an understanding of the history of clay building techniques, specifically coil building, and how methods of approach are different around the world.

Tools and Materials

- Poster board (for posters in Jigsaw activity)
- Markers (for Jigsaw Activity)
- Article print outs (1 per student)
- Post-it notes (for exit slips)
- Paper (for summarizing/KWL)
- Pencils (for summarizing/KWL)
- Intro to Ceramics Vocabulary Sheet (1 per student)
- Summary Framework (so students have a model to refer to when summarizing)

Body of the Lesson Plan: Day One (60 minutes total)

Teacher Talk (5 minutes):

“Good morning class! Today we will be learning about ceramics and building ceramics using our hands. We will also be learning a lot about different tools that are used in the ceramic building processes. Now, can anyone raise their hand and give me an example of something that is ceramic or made from clay? As students raise their hands and answer discuss their thoughts as a class. As you can see from our answers there is a wide variety of objects that are considered ceramic objects! That being said, there are also many different methods and tools that one can use to create said objects and that is what we are going to learn about today. In a few moments you all will be reading an article all about the ceramic hand building methods as well as the tools that re used when practicing those techniques. We will be learning a lot of new concepts and vocabulary in this lesson, so before we begin reading, we are going to introduce a few of these new ideas.”

Vocabulary/Concepts: Coil, Pinch, Slab, Pin Tool, Fettling Knife, Kiln, Slab Roller, Score Tool, Rubber Tip, Ceramics, Clay, Hand-Building, Sculpture

Before Reading Activity: Introduction of Vocabulary Words (TPS) (20 Minutes)

- 1) Pass out ‘Introduction to Ceramics Vocabulary’ worksheet (see end of lesson plan)
- 2) THINK- Explain to students that their worksheet has 2 sections, a picture fill in the blank section with corresponding vocabulary terms, and a definition matching section with corresponding vocabulary words. Students will individually complete the worksheet, selecting the vocabulary term that they feel fits the correct picture/definition.
- 3) PAIR- After all students have finished with the worksheets, they will be divided into pairs. The number of pairs is based upon the class size. If there is an odd number of students, create one group of 3.
- 4) Have the pairs discuss which vocabulary words they chose for each picture/definition and why. Students will be allowed to make changes to their initial answers while speaking with their partner if they feel the need to do so.

- 5) SHARE- The class will come back together and fill out the worksheet together as a class. Students raise their hands and discuss why they chose to match certain vocabulary words with each picture/definition. Students will correct any wrong answers if need be.

Accommodations for ELL's:

For this activity Xiaodu will be given a sheet of written detailed directions that explains what the activity entails and what the expectations for the activity are, as Xiaodu's WIDA reading and writing levels are both 3.5. This will include not only directions related to the worksheet, but also details about what a Think, Pair, Share is and how it is to be executed. Xiaodu will also be paired with a specially selected student that is patient, kind, and understanding of her speaking and listening skills, as those are not her strong suits. During this activity she will also have access to a translation dictionary.

During Reading Activity: Selective Highlighting and Paired Reading (25 Minutes)

"Now that we have identified and learned about some of the materials and vocabulary for this lesson, it is time to dive a bit deeper and move on to our reading. The article you all are receiving is an overview of some of the vocabulary that we have just reviewed and gives more context as to how certain ceramics tools are used, as well as how to execute the 3 hand building methods." Hand out a copy of the 'Hand Building Pottery 101' article to each student. Students should remain in their pairs from the Think, Pair, Share activity. "Before we begin reading, please number each subheading in the article, there should be 18 total labeled. Between you and your partner, please decide who will read the odd numbered sections and who will read the even ones. Everyone should be following along reading with their partner. If your partner needs help pronouncing or understanding a word, please assist them. While you are reading, please highlight key words, phrases, or ideas that you feel like are most important in the article. You and your partner can collaborate on this and highlight what you both deem important. If you are both struggling to understand something, please raise your hand and I will be around to help. Bilingual/biliterate students may be allowed to use their translation dictionary if necessary, during this activity, however smart phones will not be permitted."

Accommodations for ELL's:

Xiaodu will remain in partnership with the selected student from the Think, Pair, Share activity. As listening is not one of her strong suits, she will again be given written instructions on what this activity entails, since her reading level is much higher. Xiaodu's speaking level is also only a 2.0, so she and her partner may be allotted extra time to work through the article together. A glossary of difficult/uncommon words that are in the article or in the activity instructions, such as 'highlight,' will be provided for her as well. During this activity she will also have access to a translation dictionary.

After Reading Activity: Exit Slip (10 Minutes)

“We have learned so much today about the 3 different ceramic building techniques as well as different ceramics tools and terminology. Before we leave class today, I would like everyone to complete an exit slip on a post-it note and hand it in to me on your way out of class.”

Hand out post-It notes and display the questions for the exit slips on the projector. This activity will help the teacher to understand if students understand the material presented in today's lesson or not, so articles will be put away and not available to reference when completing the exit slip.

Exit Slip Questions:

- 1) Name one ceramic tool and its function
- 2) List the 3 ceramic hand building techniques
- 3) Write one question that you still have about today's lesson
- 4) Do you enjoy reading alone, with a partner, or as a class more?

Accommodations for ELL's:

Again, Xiaodu will be given a set of written instructions as to what the directions for filling out the exit slip are, as her WIDA reading level is much higher than her listening level. Xiaodu will also be able to reference her article for help filling out the exit slip, while other students will not.

Body of the Lesson Plan: Day Two (60 minutes total)

Teacher Talk (5 Minutes):

“Good morning students! Yesterday we talked about the three ceramic hand building techniques as well as some common ceramics tools. Can anyone remind me of the three hand building techniques?” Students will respond. The answers are coil building, slab building, and pinch building. *“That's right! The three main hand building methods in ceramics are coil, slab, and pinch building. Now, could anyone raise their hand and give me an example of a ceramics tool as well as its' function?”* Students will respond. The answers can be any of the ceramic tools listed in the article from the previous day. *“Nice work. Today, we will specifically be diving deeper into learning about the coil hand building method and the history behind it. We will be reading an article that gives information about the history of ceramic coil building in different areas of the world.”*

Before Reading Activity: KWL Chart (5 Minutes)

“Before we begin reading, I would like each of you individually to fill out this KWL chart. We will only be filling out the ‘K’ and ‘W’ columns before we read and will fill out the ‘L’ column after we read. The ‘K’ column stands for ‘know,’ or in other words, what do you feel like you already know about coil building or the history of coil building? The second column is the ‘W’ column, or ‘what would you like to know’ about coil building and the history of it from reading

this article? Please take a few minutes to fill out the 'K' and 'W' columns now. If you have any questions, please raise your hand and I will come to you."

Accommodations for ELL's:

Xiaodu's KWL chart will include explicit directions on how to fill out each column of the chart and what should be included in it. For example, the 'K' column will have a note that says, 'Write what you know about the coil hand building method from yesterday's reading, or any background knowledge of coil building history you may have.' Similarly, the 'W' column would say, 'write what you would like to know/learn about coil building and the history of it from reading today's article,' and so on. Xiaodu will also have access to a glossary that defines difficult words or phrases that may be included in the KWL directions such as background knowledge, history, and hand building. She will also have access to a translation dictionary during this activity.

During Reading Activity: Jigsaw/Selective Highlighting (35 Minutes)

"Shortly we will be reading an article about the history of coil building in different areas of the world. This is a bit of a longer article, so I am going to be splitting the class into a few different groups. Each group is to read their assigned portion of the article and become an expert on it, highlighting the most important facts as you read, just like in yesterday's lesson. When you and your group are completed reading your section, you will design and create a poster that includes all the important facts that you have learned in your portion of the article. You will then, with your group, present your findings to the class. The class will then take notes on the information being shared in each presentation." Split the class up into eight groups. Each group will be given a different section of the article to analyze and become experts on. The article will be split as follows:

African coil pots- ½ of subsection to one group (Historical Coil Pots – A History of Coil Pots Over the Years, Historical Coil Pots from Africa, African Ceramics Techniques) and ½ to another group (Traditions That Have Survived, African Coil Pottery)

Asian coil pots: ½ of subsection to one group (Historical Coil Pots From Asia, Coil Pottery in the Middle East, Coiling and The Pottery Wheel, Coil Pottery in Japan) and ½ to another group (Examples of Jomon Pottery, Coil Pottery in China, Coil Pottery in India, Charai Taba Pottery)

European coil pots: ½ of subsection to one group (Historical Coil Pots from Europe) ½ to another group (Beaker Ware, Iron Age Pottery)

North American coil pots: ½ of subsection to one group (Historical Coil Pots from North America, How Native American Coiled Pottery Was Made) ½ to another group (How Native American Coiled Pottery Was Made, Contemporary Indian Tribes, Final Thoughts on Historical Coil Pots)

“Now that you are in your groups and have your assigned portions to read, you may begin. Remember to highlight important information that is to be included in your poster presentation. You all may choose within your group to read aloud or individually today. When you have completed reading and highlighting your section of the article, raise your hand and I will come distribute the materials needed to create your posters.” After all groups are finished reading and creating their posters, the presentations and note taking will commence.

Accommodations for ELL's:

Like always, Xiaodu will have written detailed instructions provided for her to follow along with while the teacher is giving directions. This is because her WIDA reading level is much higher than her listening level. Xiaodu will also be assigned to a group where another student will be designated to help her with any misunderstandings in the reading, and I will be there to help as well if needed. She will also be assigned to the Asian Coil Pottery group, since it is something that she may be familiar with and interested in learning about. Xiaodu will also be provided with a translation dictionary if needed as well as a glossary of uncommon or difficult words contained in the article. During the presentation, Xiaodu will not be required to speak if she feels uncomfortable doing so. Throughout other group's presentations Xiaodu will be relying heavily on the presenter's posters as a way of taking notes about the information being presented. The designated student in Xiaodu's group that has helped her with misunderstandings will, at the end of the presentations, share their notes with Xiaodu to copy any potential missed information.

After Reading Activity: Summary/KWL (15 Minutes)

“Now that we have finished reading our articles and presenting our findings, I would like everyone to write a summary in their 'L' section of their KWL chart that includes the information that you have learned today from your own readings and your peer's presentations. The 'L' section of the KWL chart stands for what you have learned from the article. Each subsection of the article should be mentioned in your summary, i.e. African, Asian, European, and North American coil pottery. I will be displaying a summary format on the board for you to reference while writing. You of course may refer to your notes and the article during this process. All summaries should be done individually and turned in to me by the end of class today. If anyone needs help or has any questions, please raise your hand and I will come to you.” Present the 'Lesson Closure' example on the board for students to reference.

Accommodations for ELL's:

Xiaodu will have written detailed instructions provided for her to reference while writing her summary. She will also be given an individual summary format sheet that contains a list of potential sentence starters to help her get an idea of what she will write about. (see 'summary' sheet at end of document). Xiaodu will also be provided with a translation dictionary if needed as well as a glossary of uncommon or difficult words contained in the article.

Florida Standards	Assessment Tool
<ul style="list-style-type: none"> • VA.912.C.3.3 <p>Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.</p>	<p>Students will present their poster presentations of their assigned section of reading during the lesson on day 2. These presentations display the historical components associated with coil building in various areas of the world and how these regional influences and techniques are presented in pottery. Students will take notes on each other's presentations and write a summary based on what they have learned about each area's coil building history. If students are unable to produce this in their summaries, then I will have to reassess and reteach this standard.</p>
<ul style="list-style-type: none"> • VA.912.H.2.5 <p>Analyze artwork from a variety of cultures and times to compare the function, significance, and connection to other cultures or times.</p>	<p>Students will be split into 8 groups during the Jigsaw activity on day 2 and be assigned readings on the history of coil building in 4 different areas of the world. Students will create a poster presentation on said assigned readings and teach the class about their findings. At the end of the presentations, students will be required to write a summary of what they have learned in the 'L' section of their KWL charts. This includes, comparing the elements of the different culture's histories regarding coil building. If students are unable to produce this in their summary, I will have to reassess my strategy and reteach this standard.</p>
<ul style="list-style-type: none"> • VA.912.C.2.4 <p>Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and/or materials.</p>	<p>On day 1 students will be reading and assessing an article about the three different ceramic hand building methods as well as common ceramic tools. During the lesson, students will identify and categorize these techniques and materials in their vocabulary chart. Students will also be required to fill out an Exit Slip before leaving class on day 1. Question 1 on the exit sheet is 'name one ceramic tool and its function' which directly asks students to identify and define a material. The second question on the Exit Slip is to 'list the 3 ceramic hand building techniques,' which explicitly asks students to identify and categorize these techniques. If students fail to accurately complete this activity, I will need to reassess and reteach this standard.</p>

Think, Pair, Share Description

Think-Pair-Share (TPS) is a collaborative learning strategy in which students work together to solve a problem or answer a question about an assigned reading. This technique requires students to (1) think individually about a topic or answer to a question; and (2) share ideas with classmates. Discussing an answer with a partner serves to maximize participation, focus attention and engage students in comprehending the reading material.

1. **T** : (Think) Teachers begin by asking a specific question about the text. Students “think” about what they know or have learned about the topic.
2. **P** : (Pair) Each student should be paired with another student or a small group.
3. **S** : (Share) Students share their thinking with their partner. Teachers expand the “share” into a whole-class discussion.

Selective Highlighting Description

Selective Highlighting/Underlining is used to help students organize what they have read by selecting what is important. This strategy teaches students to highlight/underline ONLY the key words, phrases, vocabulary, and ideas that are central to understanding the reading.

Introduction to Ceramics Vocabulary

(Part 1: Front Side of Paper)

Directions: Match each vocabulary word with its correct picture

Coil	Slab	Pinch	Pin Tool	Fettling Knife
			Rubber Tip	Scoring Tool



1)



2)



5)



6)



3)



4)



7)

Introduction to Ceramics Vocabulary

(Part 2: Back Side of Paper)

Directions: Match each vocabulary word with its definition

a) Sculpture

1) ____ A machine that presses clay into a flat, even piece for use in pottery. It consists of a large, flat table with a cylindrical roller which is rolled over the clay using a handle or wheel attached to a set of gears.

b) Ceramics

d) Hand Building

2) ____ A furnace or oven for burning, baking, or drying, especially one for calcining lime or firing pottery.

e) Kiln

3) ____ Pots and other objects made from clay hardened by heat.

f) Clay

4) ____ A stiff, sticky fine-grained substance that can be molded when wet, and is dried and baked to make bricks, pottery, and ceramics.

5) ____ The art of making two- or three-dimensional forms

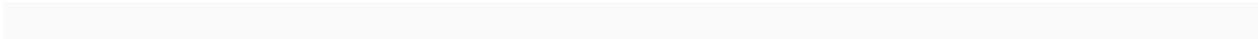
6) ____ A ceramics technique that allows you to create forms with clay and your hands

KWL CHART!

K: What I <i>already know</i> about the subject	W: What I <i>want to</i> know about the subject	L: <i>What I</i> <i>learned</i> about the subject

KWL CHART! (Xiaodu Version)

<div><div><div>K:</div><div>What I</div></div><div><div><i>already know</i> about the subject</div><div>(What do you know about coil building?)</div></div></div>	<div><div><div>W:</div><div>What</div></div><div><div>I <i>want to know</i> about the subject</div><div>(What would you like to know about coil building?)</div></div></div>	<div><div><div>L:</div><div><i>What I</i></div></div><div><div><i>learned</i> about the subject</div><div>(What have you learned about coil building?)</div></div></div>





LESSON CLOSURE

Today's lesson

.....

..... . One key idea was

.....

..... . This is important because

.....

..... . Another key idea

.....

..... . This matters because

.....

..... . In sum, today's

lesson

.....

.....

..... .

Based on Nichols (1990): Paragraph Frames.

Summary

This is a book about _____.

This story talks about _____.

In the beginning, _____.

In the middle, _____.

In the end, _____.

Beginning

First
Before _____
Firstly

Middle

Next
After
Later
Second

End

Finally
Lastly
Afterwards