



SEVEN GRANDFATHER TEACHINGS – Clay, Texture

Students create a clay pinch pot. The circular, clay pot represents the students' understanding of one of the 7 Grandfather teachings through carving and relief sculpture.

Required Time

120 Minutes

Grade Level

Grade 3 to Grade 8

Subject

Language Arts
Social Studies
Visual Arts
First Nations, Metis, Inuit

Vocabulary

emphasis
form
line
petroglyphs
relief sculpture
score
shape
slip
texture

Materials

Crayola Air-Dry Clay - White

Crayola Fine Line Markers - 12 Count

Crayola Marker & Watercolour Paper - 22.9 cm x 30.5 cm (9" x 12")

Crayola Acrylic Paint - 6 Count

Crayola Paintbrushes - 5 count

Pencils

Paper Towels

Water Containers

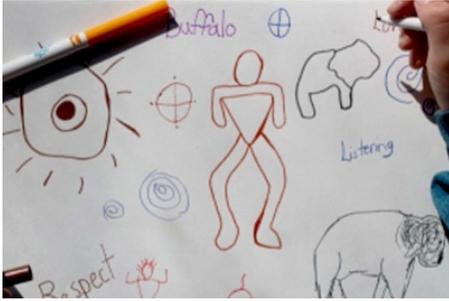
Clay Carving Tools (only if available)

Shop Crayola
Products

Steps

Step One

1. Choose one of the 7 Grandfather teachings.
2. Brainstorm words and images that you identify with the Grandfather teaching you have chosen.
 - Close your eyes and remember the ancient petroglyphs that were introduced earlier, and are located throughout the world.
 - Think about the animals that represent each of the teachings, remembering that the First Nations peoples living in different geographical locations, may have different animals that symbolize each teaching.



Step Two

1. Roll a round ball of clay in your hand.
2. Make sure you do not have too much clay, just enough to fit in the palm of your hand.
3. Press your thumb into the centre of the clay ball.
4. Squeeze the clay between your thumb (inside the clay ball) and your fingers (outside the clay ball) until the wall of the clay pot feels about 1cm thick.



Step Three

1. Move the clay in a **circular** pattern as you slowly begin squeezing the clay from the bottom of your pot to the rim of your pot.
2. Try to create a uniform thickness along the walls of the pot (1cm).



Step Four

1. Take your time and move slowly to create an even thickness.
2. Remember to carve your initials into the base of your pinch pot.



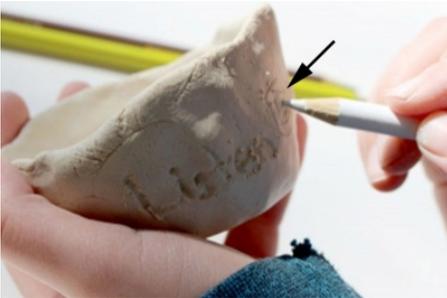
Step Five

1. Use a small piece of clay to create the animal that represents the Grandfather teaching you have chosen.
2. Flatten the clay in your hands so it is about 0.5cm thick.
3. Carve the animal from the clay using a pencil.
4. **Score** (draw lines into the clay with a pencil) the back of the animal and the clay you are attaching the animal to.
5. Paint each scored surface with **slip** (mixture of clay and water in the consistency of a heavy cream), and press together.
6. Use the pencil to clarify and define the edges of the animal (**relief sculpture**).



Step Six

1. Carve the Grandfather teaching you have chosen into the outside wall of the pinch pot.
2. Add other words that have a similar meaning.
3. Separate each word by carving an image that helps you understand the Grandfather teaching you have chosen.
4. The carved words and images create **texture**.
5. Let your clay pot dry before painting it (about 2 days).



Step Seven

1. Choose a colour of acrylic paint to brush into the carved words and images.
2. Use a small paint brush.
3. This painting technique will emphasize the texture on the walls of the pinch pot.



Step Eight

1. Dampen a small piece of paper towel with water, and use it to lightly rub the painted, textured surface.



Step Nine

1. Decide whether you want to add more colours to your pot with acrylic paint, or leave it in its natural form.
2. The animal representing the Grandfather teaching is a **relief sculpture**.
3. The words and images carved on the outside of the pot create a **textured surface**.



Learning Goals

Students will be able to:

- share their understanding of the 7 Grandfather teachings through art;
- communicate one of the 7 Grandfather teachings through the creation of a clay pinch pot using handbuilding techniques;
- demonstrate an understanding of one of the 7 Grandfather teachings through words, images, and sculptural forms in clay;
- connect personal life experiences to their artworks;
- create texture through carving and relief sculpture.

Extensions

Have students:

- create a second clay pot using a different Grandfather teaching;
- illustrate one of the Grandfather teachings using colour and paints;
- write a story in which a personal life experience exemplifying one of the 7 Grandfather teachings is shared;
- have a community circle where students share how they see the Grandfather teachings being a part of their classroom.

Prepare

1. Prior to this lesson download images from the internet, or find images in books or magazines of a variety of petroglyphs from around the world (including Canada).
Agawa Ontario
Petroglyphs
Thunderbird
Giants
Giraffe
2. Preview the video about the **Seven Sacred Teachings**, *Niizhwaaswi gagiikwewin*, by David Bouchard & Dr. Joseph Martin, paintings by Kristy Cameron, This video will give you background knowledge about the 7 Grandfather teachings from the perspective of the writers. The paintings and writings about the 'Seven Sacred Teachings' can be shared with the students. Make sure students understand who wrote the teachings and where they are from. First Nations Peoples from different communities will have different understandings and perspectives on the 7 Grandfather teachings.
3. Download, *The Seven Grandfather Teachings*, by Rabbit and Bear Paws,
Seven Grandfather Teachings
The Seven Grandfather Teachings, by Rabbit and Bear Paws can be shared and reflected on daily (one teaching each day) with the students.

Introduction

1. Introduce the students to the 7 Grandfather teachings by sharing, discussing, and reflecting on one teaching each day.
2. Make sure students understand who wrote the teachings, and where they are from. First Nations Peoples from different communities will have different understandings and perspectives on the 7 Grandfather teachings.
3. Explain the connections between the animals and the teachings they represent based on the resources included in this lesson.
4. Introduce the students to the **petroglyphs** through viewing ancient images of rock carvings and paintings. Focus on the petroglyphs in Canada, however show examples from around the world. Discuss the possible meanings of various images, and why people created them.

Activities

The Challenge

1. Choose one of the 7 Grandfather teachings that you feel most connection to.
2. Create a clay pinch pot with walls that have an even thickness.
3. Sculpt the form of the animal representing the teaching on the inside of the clay pot, creating a relief sculpture.
4. Carve words and images into the outside wall that describe the teaching you have chosen. Use words and images that are connected to your personal life experiences.
5. Use acrylic paint to emphasize the textures you have created.

The Process

1. After reflecting on the 7 Grandfather teachings have students choose a teaching they feel connected to.
2. Remind students to think about what they discovered while viewing the various petroglyphs from across Canada, and around the world.
3. Have students brainstorm words, thoughts, feelings, experiences and images connected to the Grandfather teaching they have chosen. Ask them to use coloured markers to record their ideas in their sketchbooks or on a piece of blank paper.
4. Guide students through the steps outlined in this lesson plan.

5. Observe students as they work.
6. Provide individual assistance and encouragement.

Sharing

1. Once all the artworks are complete ask students to bring their artworks into a large circle. Invite each student to share how their clay pinch pot represents one of the 7 Grandfather teachings.
2. During the circle discussion include references to: emphasis, texture, form, shape, and line.
3. Share ideas on how the 7 Grandfather teachings could become part of the class community.

Assessment

1. Observe students as they work – thoughtful focus, discriminating, seeking more information, elaborating, experimenting.
2. Observe students as they discuss their artworks – speaks with a clear voice, points to areas in the pot, provides accurate information, answers questions from the audience effectively.
3. Observe students as they listen – asks effective questions, supports ideas with evidence found in the artwork.
4. Use a checklist to track progress. (Downloads - SevenTeachings_tracking.pdf)
5. Have students reflect on their own artworks in their sketchbooks. Ask students:
 - *What worked well in you artwork? Why*
 - *What would you change or do differently next time?*
 - *What does the Grandfather teaching you chose mean to you?*