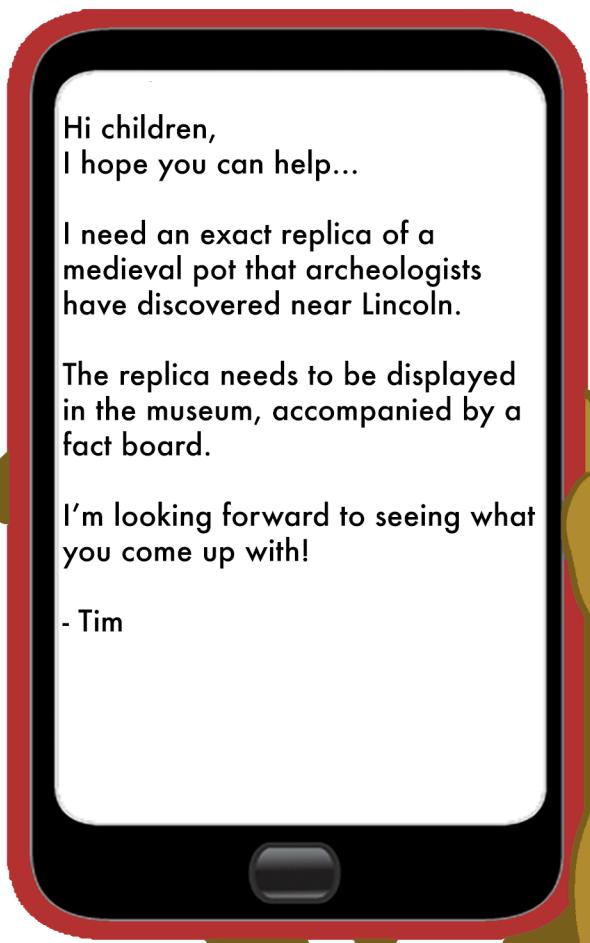


Pottery Mission



Broken medieval pots discovered near Lincoln

DIG &
DISCOVER



Hi children,
I hope you can help...

I need an exact replica of a
medieval pot that archeologists
have discovered near Lincoln.

The replica needs to be displayed
in the museum, accompanied by a
fact board.

I'm looking forward to seeing what
you come up with!

- Tim

Pottery Mission

NC Outcomes:

History:

- Develop a chronologically secure knowledge of history.
- Note connections and trends over time, asking valid questions about change.
- Understand how our knowledge of the past is constructed from a range of sources.

Art:

- Improve their mastery of art and design techniques, including drawing and sculpture (clay).

Science:

- Use scientific enquiry to answer questions, use scientific vocabulary, make comparisons and draw conclusions.
- Give reasons for the particular uses of everyday materials.

DT:

- Use research to inform the design of functional, fit for purpose products.
- Use a range of tools and equipment for shaping, joining and finishing.

English:

- Discuss writing similar to that which they are planning to write and identify the audience and purpose for writing.

Activities:

Share with children the mission text. What information do you need to be successful in this task? Explain to children that the tasks will build up their knowledge and understanding so that they can then create the replica pot.

Display photo 1 from resource sheet A - What do you think this is? How old might it be and who used it? Allow children discussion time and then share children's thoughts. Explain to children that this is one of the first examples of pottery from the Neolithic period (4000BC - 2300BC, display a timeline if this helps children to understand how long ago this was). What might the whole item have looked like? What might it have been used for? Discuss the likelihood of it being a pot for domestic purposes.

Next show children all photos (1-4) from resource sheet A. In small groups children should try to sequence these in chronological order. Tell children you'll be asking them to justify their sequence. Do all groups agree? What clues did you look for to help you decide the chronological order? Here children might comment on the fragile appearance of the single pot, the glazing and handles on the one broken pot - suggesting its improved design might mean it was from a later period. Reveal the era for each pot Neolithic (4000BC-2500BC), Bronze age (2300BC- 700BC), Roman (27BC- 476AD), Medieval (500AD-1500AD). Can children match the era to the pottery (refer again to timeline)? Allow children to check: Photo 1 = Neolithic, Photo 2 = Bronze age, Photo 3 = Roman, Photo 4 = medieval.



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Provide each group with questions on cards to discuss (resource sheet B) and encourage children to informally jot answers and thoughts down on shared paper. Ask children to choose their top two thoughts and come and add them to the whiteboard or flipchart. Next, read children's thoughts aloud and pose the question: do we know these are definitely true or do we think they are true based on the evidence that we have? Point out the difficulties that archeologists and historians must have in deciding what information can be gained from items like these - explain that they need background knowledge and other finds too to put together the pieces of the puzzle.

Now provide the brief descriptions (resource sheet C) for children to match to the images. Can they now confirm which of their own ideas were correct or incorrect or still unknown? Look carefully at the medieval example. How does this differ to the other examples? What advancements had been made and why? Present children with resource sheets D and E. Look at the advancements in mobile phones - how has technology improved and how does this benefit our lives? Discuss the changing size and weight of phones, the improved screens, inclusion of a camera. In the same way, pottery design evolved in the past as technology improved - how has the design of pots developed and why does this benefit people? Notice the size, addition of handles and probably most importantly the glazing of the medieval pottery.

*At this point a mini science experiment is optional allowing children to investigate the properties of materials. Pose various materials related questions: Why are shoes made of leather? What material is used for gloves and scarves? Why are tyres made of rubber? Then move on to look at containers made of difference materials - cardboard box, wooden crate, pottery unglazed, pottery glazed, plastic, metal. Which is best for containing liquid and why? Which is best for cooking and why? So why was the glazing of pots in the medieval era a significant advancement?

Task: Return to the original photo 4 - Can you draw an image of what the whole of the medieval pot might have looked like? Children should use the image to try to draw a recreation of what the pot may have been like. What do we know for certain (handles, narrow rim)? So what will make our drawing successful? Create a shared success criteria. Allow children time to sketch their thoughts for the complete medieval pot - pausing for mini plenaries to share successes. Then set up a gallery for critique. Children should walk around the room and leave a note on another child's work stating, 'I like the way you...' and 'Even better if you...'.

Now refer back to the main mission - to create a replica medieval pot. Explain that children will now design and make this. Share the design sheet (resource sheet F) and suggest that children use their critique comments to edit and improve their drawing in their final design. Before starting the design talk through creating a thumb pot (www.pbs.org/parents/crafts-for-kids/pinch-pots) so that children know the method and gain an idea of the size of the pot they'll make.

Allow children time to design their pot, considering the purpose (domestic) and who would have used it.

Show children some basic items that they could use as tools to add some detail to their pot - lollipop stick, pencils, wooden dowel, straws etc. Explain that tools would have been basic in medieval times, what will they choose as their tool? Add it to your design sheet along with any engraving that you'll be able to achieve with your tool?

Model and make a thumb pot. Demonstrate adding the handle with a focus on using clay of the same dampness, modelling how to score the surfaces being joined and then molding together with care. Children should then make their pot and use their chosen tool to add basic design. Pots can be glazed when dry.



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Finally, share with children the example museum board (resource sheet G). What makes a successful information board? Develop a success criteria - dates, facts, photos and historical vocabulary. What key facts should we be including on our board about the medieval pot? Children are to write the museum information board and present it with their pot - mission complete!

Additional Activities (optional):

In addition to this mission, children might like to research the diet of a typical Roman family. Could children come up with a menu for tea? Could they draw the table at meal time (using the pottery pictures as inspiration)?

Resources:

Resource sheets A-G

Clay

Glaze

Lollipop sticks, dowel, pencils

KS3 options for this mission :

Main enquiry question:

How has the design and making of pottery developed over the past 6000 years?

Prompt questions:

Can you sequence the images (resource sheet A) in chronological order?

What advancements have been made in the production of pottery? Do the images help you to gain some ideas? How have technological advancements impacted on the production of pottery?

What has pottery been used for over the eras of history? Has its purpose changed?

Is pottery still used for domestic purposes today? To what extent? Why?



Pottery Mission

Resource sheet A



Photo 1



Photo 2



Photo 3



Photo 4

Key Questions for Pottery Pictures

What was it? What might the whole item have looked like?

Who might have used it?

What could it have been used for?

How could it have been made?

How are the four pieces of pottery different?

How has the design of pottery developed over time?

Why do you think pottery items were so important to past civilisations?



Descriptions of pottery items

This is the rim of one of the first examples of pottery and would have been used in the home.

This is a food vessel which was used for cooking or serving food from on the table. People in this era used pottery for many things, including during rituals and ceremonies such as funerals. It would have been hand made from clay and fired in low temperatures (which is why the clay has cracked).

The smallest item here is a measuring cup for measuring out oils or liquids. There is also part of a large plate used for meal times. The two grey items might have been used in the kitchen, although the complete item is believed to have been found in a grave.

This item is well produced and glazed to improve its functionality and stability. It is likely to have been used for food preparation but could also have been used in celebrations.



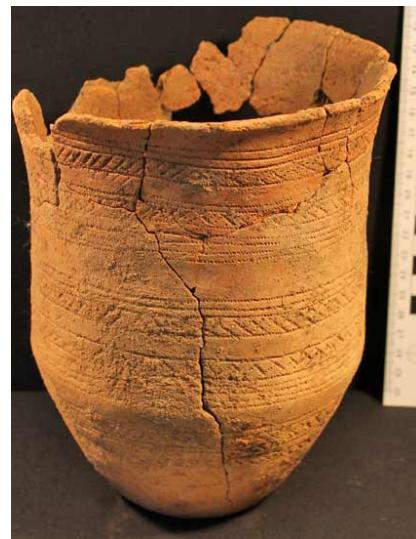
Pottery Mission

Resource sheet D

POTTERY EXAMPLES FROM EACH ERA



Neolithic pottery example



Bronze age pottery example



Roman pottery example



Medieval pottery example

Pottery Mission

Resource sheet E

Technological advancements in mobile phones



1980's



1990's



2000's



2010's

Pottery Mission

Resource sheet F

Medieval Pot Design

What will I need?

Labelled Drawing

What is the purpose of my pot?

Who will use my pot?



Pottery Mission

Resource sheet G

Example museum information board

Two Roman coins found 3 miles south of Lincoln.

These copper alloy coins were made in the AD 330's-340's and are almost certainly fakes. At that time Britain was on the edge of the Roman Empire and the authorities seemed to ignore the widespread coin forging that was taking place. However, interestingly, some people were removing the fake coins from circulation themselves. These coins appeared genuine but were the wrong weight and material.



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Questions to use exploring artefacts

This is not an inclusive list but should provide a good starting point for discussion in the classroom.

When looking at the design and construction of an object:

- What materials is it made of and why do you think these were used? What alternatives could have been chosen?
- When and where might it have been made? Is it made by hand or machine?
- How has it been constructed?
- Describe its appearance. How were any details, decorations or markings added?
- What can the clues tell us about the person who made the object or owned the object? What can we learn about the time period?

When exploring the physical characteristics of an object, try the following:

- How would you describe its shape, weight and size?
- Tell me about its colour, decoration and texture?
- What does it look, feel, smell and sound like?
- Are there any distinguishing features or marks that give us clues as to how it was made and used?
- What materials have been used to make it?
- Do you think this is the whole object or part of an object? What might the rest look like?
- Do you think it's original or has it been changed, perhaps repaired or altered/adapted?
- How has it survived? What condition is it in? Is it worn/used-why?



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When investigating the importance and value of an object:

- What difference did the object make to people's lives?
- How important was the object to: the people who made it; the people who used it or owned it; people today?
- What does the object tell us about the people who owned it?
- Is it mass-produced, rare or unique?
- Is the object financially/sentimentally/culturally/historically valuable?
- In what way is the object important today?

When exploring the function of an object:

- What do you think the object is? Why?
- Why was it made?
- How might it have been used?
- Who might have used it, where would they use it and what skills would they have needed?
- Has its use changed or altered over time? How?

List above adapted from the resource sheet, 'Using artefacts in the classroom' available at <http://www.open.edu/openlearncreate/mod/oucontent/view.php?id=104272&printable=1>

