

# SHOW ME A FLOWERPOT

Grade Level: 3 to 5

## IN THIS LESSON

**By comparing and contrasting handmade and machine-made products, students will learn about the evolution of production processes in American history.**

## OBJECTIVES

- To provide greater understanding of the evolution of artifact materials and production processes
- To develop visual acuity and hand-eye coordination
- To develop investigative and analytical skills
- To cultivate creative thinking, imagination, and cooperation

## ILLINOIS LEARNING STANDARDS

### ENGLISH LANGUAGE ARTS

**Goal 3:** Write to communicate for a variety of purposes.

**Goal 4:** Listen and speak effectively in a variety of situations.

**Goal 5:** Use the language arts to acquire, assess, and communicate information.

### SOCIAL SCIENCE

**Goal 15:** Understand economic systems, with an emphasis on the United States.

**Goal 16:** Understand events, trends, individuals, and movements shaping the history of Illinois, the United States, and other nations.

## SUGGESTED ARTIFACTS

Flowerpot (one each, ceramic and plastic)

**This lesson will also work with:**

Box (one each, e.g. wood, plastic)

Toy (one each, e.g. handmade, machine-made)

Serving bowl (one each, e.g. ceramic, plastic)

Teacup (one each, e.g. ceramic, styrofoam)

## ADDITIONAL MATERIALS

Model flowerpot made out of paper (see template at end of lesson)

Construction paper

Pencils

Scissors

Glue

## SHOW ME A FLOWERPOT

### ACTIVITY

NOTE: This lesson is an in-depth exploration of the flowerpot, but it can easily be adapted for any of the objects on the Suggested Artifacts list, as long as they exemplify two contrasting materials and/or production processes.

- 1.** Display both the ceramic and plastic flowerpots at the front of the classroom. Lead a discussion to identify the physical qualities of each flowerpot. What are the advantages and disadvantages of each material? How do students think the flowerpots were made—by hand or assembly line? Do both serve their purpose? Which is more durable? How does this affect consumer choice? Which flowerpot is more valuable? Why? Which flowerpot has more charm? Who decides? Note observations on chart paper for the class to reference throughout the lesson.
- 2.** Share with students the paper flowerpot you have made using the template at the end of this lesson. Divide the class in half. One half will make these flowerpots individually while the other half will make the flowerpots using an assembly line method. Both groups will compete to make as many flowerpots as possible in a 20-minute period.
- 3.** Distribute templates and art materials. Have the group working individually follow the template instructions to make their flowerpots.
- 4.** Have the assembly line group further divide themselves into four smaller groups. One will trace the flowerpot parts on construction paper according to the template. The second will cut out the parts. The third will glue the flowerpots together.
- 5.** Finish with a class discussion. How do the individually made flowerpots compare to the “mass-produced” pots? Which was made faster? Which would be cheaper? Why? What effects did the introduction of the assembly line have in history? Be sure to connect the discussion back to the ceramic and plastic flowerpots on display.

### EXTENSION ACTIVITIES

Bring in potting soil and seeds to plant in your ceramic and plastic flowerpots.

Have students make construction-paper flowers to add to their pots.

# FLOWERPOT TEMPLATE

