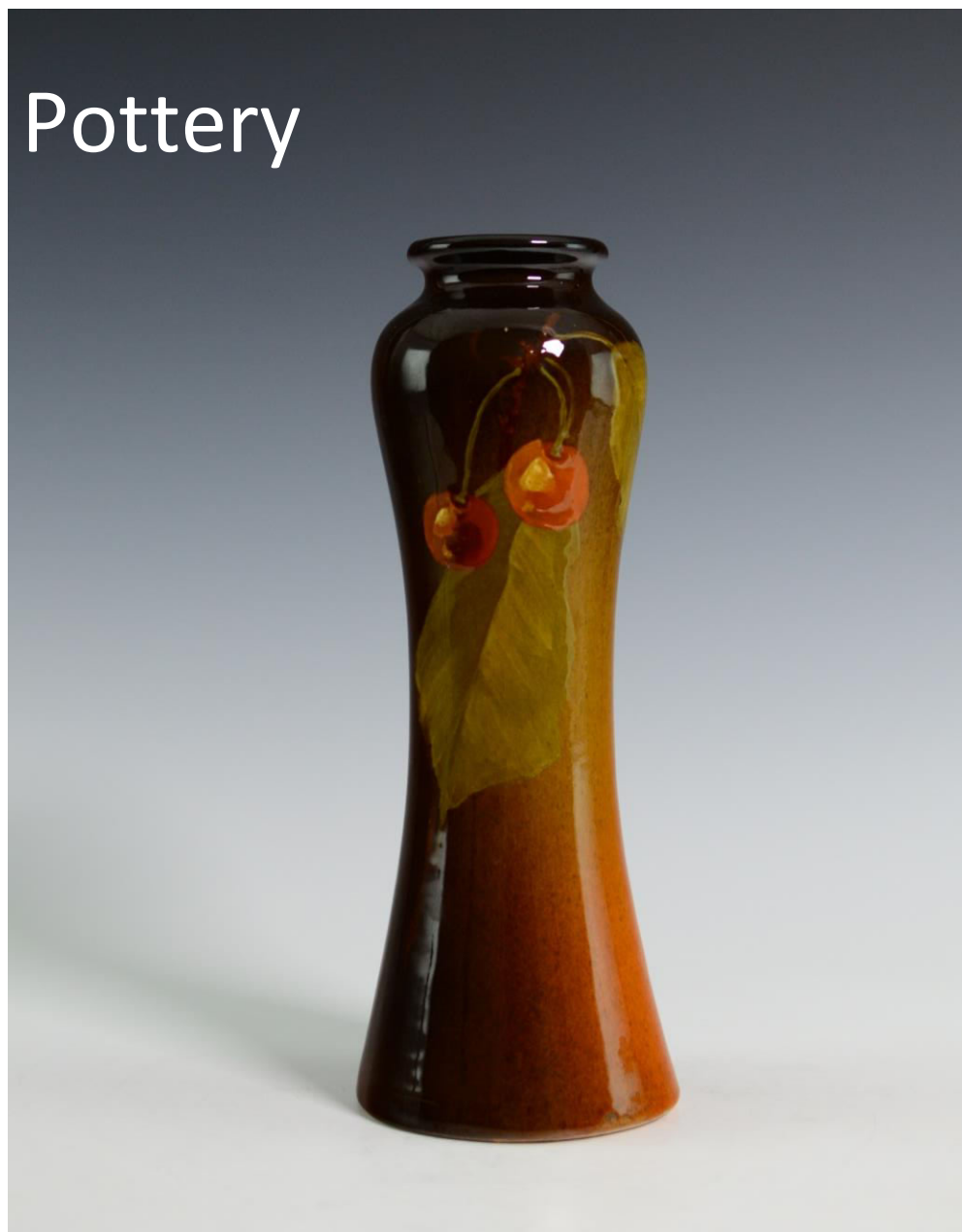




# Zanesville Pottery

Then and Now

A ZMA to GO  
Resource Guide  
5<sup>th</sup> Grade



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## Overview of *Zanesville Pottery: Then and Now*

Pottery production has played a significant role in the history of Zanesville, Ohio, and the surrounding areas. From the mid-19th century to the mid-20th-century, hundreds of potteries created a wide range of items ranging from strictly utilitarian pieces for everyday use to highly decorated art pieces.

The ZMA to Go module *Zanesville Pottery: Then and Now* explores examples of locally made pottery including a utilitarian stoneware jug, hand-painted vases, and slip-cast manufactured pieces from well-known local pottery companies.

Each piece tells a different part of the local pottery industry story and demonstrates the evolution of pieces created in relation to local materials, demand, the American Arts and Crafts Movement, and current events.

## Module Objectives

At the conclusion of the ZMA to Go module *Zanesville Pottery: Then and Now*, students will be able to:

1. Define the word utilitarian.
2. Recognize the role of natural resources in the development of the local pottery industry.
3. Safely handle artwork using museum best practices.
4. Identify key characteristics of the American Arts and Crafts Movement.
5. Compare and contrast hand-made pottery and manufactured pottery.
6. Propose and explain their own ideas on how pottery production could be improved.
7. Differentiate between utilitarian, hand-painted, and slip-cast pottery.

## Curriculum Connections

### Visual Arts

**5.3RE:** Evaluate the relationship between works of art and human experiences.

**5.1CO:** Investigate works of art and the social and cultural contexts that shaped their creation.

### English Language Arts

**SL.5.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

**SL.5.3:** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

**W.5.4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

### Social Studies

**ECONOMIC STRAND /SCARCITY/Content Statements: 15:** The availability of productive resources (i.e., human resources, capital goods and natural resources) promotes specialization that leads to trade.

**ECONOMIC STRAND/FINANCIAL LITERACY/Content Statement 18:** Workers can improve their ability to earn income by gaining new knowledge, skills, and experiences.

### **Design and Technology**

**3-5.DT.4.a:** Use criteria developed with guidance to evaluate a new or improved product for its functional, aesthetic and creative elements.

**3-5.DT.4.b:** Examine a familiar product or process and suggest improvements to its design.

## **Key Words**

Utilitarian  
Arts and Crafts Movement  
Art Pottery  
Slip Casting  
Slip  
Mold

## **Key Places**

Zanesville, Ohio, United States

## **Key Concepts**

- The pottery industry in Zanesville and the surrounding areas was successful largely due to plentiful natural resources such as clay and silica.
- The local pottery industry was born out of necessity for utilitarian items needed for food preparation and storage.
- The Arts and Crafts Movement led to a renewed focus on handmade items, skilled craftsmanship, local materials, and décor related to the natural world.
- Local potteries began producing Art Pottery around the turn of the century.
- Art Pottery shifted from handmade, hand-decorated pieces to slip-cast manufactured pieces.
- The industry declined due to struggles related to the Great Depression, the increased use of plastic, and the flooding of the market by imports.

## **Pre-Visit Activities**

### Pre-visit Assessment

1. What is something in your life that is utilitarian?
2. What is something you already know about the local pottery industry?
3. What kinds of objects are typically made from clay?
4. What is one thing you already know about the Arts and Crafts Movement?

### Pre-visit Assignment

Do you or your family members have objects made from clay that you use every day? How are they used? What do they look like? Do you or your family members have an object made from clay that is made to display? What is it and what does it look like? Write a short paragraph describing these clay objects.

## **ZMA Docent Classroom Presentation and Object Images**

What is pottery and what kinds of objects are made from clay? Students will have the opportunity to discuss their responses from the pre-visit activity.

This presentation will explore examples of locally made pottery and discuss the historical context that led to the rise and fall of the booming local pottery industry. Students will have the opportunity to see and handle several art objects throughout the presentation. Students will be given guidelines on best museum practices for art handling.

## Stoneware Jug

Artist Unknown

Late 19th Century

### Initial Questions:

Do you think this piece was made to use or display? What makes you think so?

How do you think pieces like this were used?

How do you think this piece was formed?

### Background Information:

Utilitarian stoneware was made in Ohio during the late 1800s and early 1900s. Stoneware bottles, jugs, crocks, and mugs were typically made by hand for a specific use like storing food or beverages. Many people used cylindrical stoneware crocks to store and pickle food before refrigerators were widely available. These purely functional pieces were not usually decorated but would sometimes have a maker's mark or a number reflecting the volume. For example, a five-gallon crock would have the number "5" written or stamped on the surface.



About the object:

- This unmarked stoneware jug was most likely made in the late 1800s.
- The two-tone design was common for pieces like this, with the brown referred to as Albany slip after a clay that melted to a dark brown mined in Albany, New York.
- Pieces like this were typically salt fired, a process where salt is thrown into the kiln at high temperatures. The salt fumes react with the silica in the clay to form a glossy surface.
- Jugs of this shape are commonly referred to as "whiskey" jugs but were used to hold a wide variety of liquids.
- This was a very common shape, and it remains popular. Many people collect the antique versions like this one, but they are also widely reproduced for people to purchase today.

### Further Questions:

Why don't we use jugs like this today? What do we use to store drinks?

Does anyone you know have a jug like this? What do they use it for?

## Underglaze Slip Painted Vase with Daffodil Motif

## Underglaze Slip Painted Vase with Cherry Motif

Artists Unknown  
Early 20th Century

### Initial Questions:

Do you think these pieces were made to use or display? What makes you think so?

How do you think the images were created on these vases?

How are these different from the utilitarian stoneware?

### Background Information:

When the Arts and Crafts Movement swept through the United States, Ohio potteries began to produce art pottery along with their utilitarian pieces. The Arts and Crafts Movement encouraged a renewed focus on handmade items, skilled craftsmanship, local materials, and décor related to the natural world. Art Pottery was created to be enjoyed for its beauty and to be displayed, not necessarily to use. Potteries were extremely competitive with one another and had to continually adapt to changes in demand and technology.

### About the objects:

- These unmarked pieces showcase a technique formulated and made famous by the Rookwood Pottery Company in Cincinnati, Ohio in the late 1800s that they dubbed “Standard Glaze.”
- The popularity of this technique spread and by the turn of the century many local potteries had their own version of Rookwood Pottery’s “Standard Glaze.”
- Pottery companies were always looking for the best artists, often stealing them from other companies.
- When pieces are unmarked like these, it takes a well-trained eye to determine what company produced them and what artist painted them. We are still trying to determine that on these two pieces.
- Some pieces have an artist’s signature or initials on them, like the vase with the cherries.



### Further Questions:

How long do you think it took to paint each piece of pottery by hand?

If you owned a pottery company and wanted to continue to create beautiful art pottery but, in less time, how would you do it?



### **Woodcraft Planter with Oak Leaf**

Weller Pottery Company

Zanesville, Ohio

Circa 1925

#### Initial Questions:

Do you think this piece was made to use or display?

What is similar about this piece compared to the “standard glaze” pieces?



How do you think this piece was made?

#### Background Information:

This piece was created by the Weller Pottery Company around 1925. It was made by slip casting, using liquid clay and a plaster mold. Pottery companies moved away from the time-consuming hand painted technique to artists and designers creating a prototype that was then mass produced by creating a plaster mold of the design. When a company produced a series of shapes that sported a similar design, it was referred to as a line.

About the object:

- This piece is from a line called *Woodcraft*, produced by Weller Pottery Company from 1920–1933 and designed by Rudolph Lorber.
- All the artistic design is reproduced by a plaster mold, not hand sculpted.
- Woodcraft pieces were typically decorated with natural motifs such as leaves, flowers, and animals.

About Weller Pottery Company:

- Samuel Weller started creating pottery as a one-man operation in Fultanham, Ohio, in 1872. He started with utilitarian stoneware jars and clay flowerpots.
- Weller Pottery Company produced pottery from 1872–1948, breaking into the art pottery market around 1895 by purchasing Lonhuda Pottery from William Long.
- Weller was famous for hiring great artists and for his innovations.
- At one point, Weller Pottery Company was the largest pottery company in the world.
- Weller Pottery Company struggled through the Great Depression and eventually closed in 1948.
- 

#### Further Questions:

What are the benefits of manufactured pottery over handmade?

What are some disadvantages of manufactured pottery vs. handmade?



## Water Lily Bowl

The Roseville Pottery Company  
Zanesville, Ohio  
Circa 1943



### About the object:

- This is a bowl from Roseville Pottery Company's *Water Lily* line introduced in 1943.
- This piece was made by slip casting, using liquid clay and a plaster mold.
- This piece features a clear molded manufacturer's mark that includes "Roseville U.S.A." and the shape number "439-6".

### About the Roseville Pottery Company:

- Roseville Pottery Company produced pottery from 1890–1954.
- A direct competitor with Weller, Roseville's first art pottery line was Rozane (Roseville and Zanesville) and was created as their version of the "standard glaze."
- In the early teens as demand for the more expensive, hand-crafted art pottery declined, Roseville pottery shifted production to more commercially produced pottery.
- After World War II, the market was flooded with less expensive imports, and Roseville closed in 1954.

### Further Questions:

If you started a pottery company, what kind of pottery would you produce? What do you think would be popular today?

## Post-Visit Activities

### Post-visit Assignments:

Write Your Opinion:

If you were going to purchase a piece of pottery, what would be most important to you? Would you want a utilitarian piece, a hand-decorated one-of-a-kind art piece, or a less expensive mass-produced art piece? Why?

Classroom Discussion:

Imagine as a class, you are going to start a pottery company. Based on your “market research” from the writing assignment, discuss what kind of pottery you plan to produce and why.

### Post-visit Assessment:

1. What does utilitarian mean?
2. Why was the pottery industry so successful in Zanesville and the surrounding areas?
3. The Arts and Crafts Movement lead to a renewed focus on...
  - a. Handmade items
  - b. Skilled Craftsmanship
  - c. Local Materials
  - d. Décor related to nature
  - e. All the above
4. Why is pottery no longer a major industry in Zanesville?
  - a. We ran out of clay.
  - b. There are no clay artists in the area anymore.
  - c. The Great Depression, plastic, and imports hurt pottery sales.
  - d. No one uses clay items anymore.

## Want to Learn More?

Schedule a visit to the Zanesville Museum of Art. School tours are free and available Monday through Friday, 10am to 4pm.

Request the *American Art Pottery* thematic tour for more exciting discussions on this theme.

While you are there:

- Find an example of a hand-painted piece of pottery. How can you tell it is hand-painted?
- Find an example of a piece made by slip-casting. How can you tell it was cast?
- Find an example of a utilitarian piece. How can you tell it was made to use?



# A Frog's Life

Animal Symbolism  
in Art

A ZMA to GO  
Resource Guide  
5<sup>th</sup> Grade



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Want to Learn More?

## Overview of *A Frog's Life: Animal Symbolism in Art*

Animals have been used symbolically in art since prehistoric times. An animal can be used to represent a wide variety of concepts in art depending on when and where the object was created and that culture's experience with that animal.

The ZMA to Go module *A Frog's Life: Animal Symbolism in Art* explores examples of how frogs have been used symbolically by the ancient Egyptians, the Pre-Columbian Chiriquí culture of central America, and 20<sup>th</sup> century pottery manufacturers in Zanesville, Ohio.

While all three include frogs in their artwork, the depiction and use of frogs differ dramatically depending on the intended use of the object, religious significance, and art materials and techniques used.

## Module Objectives

At the conclusion of the ZMA to Go module *A Frog's Life: Animal Symbolism in Art*, students will be able to:

1. Define the word symbol.
2. Give examples of animal symbolism from their own experiences.
3. Safely handle artwork using museum best practices.
4. Describe how the frog is used symbolically in ancient Egyptian art and Pre-Columbian art.
5. Compare and contrast how the frog is used symbolically in artwork from different cultures.
6. Propose and explain their own symbolic interpretations of animals in presented artworks.
7. Use and explain animal symbolism in their own original artwork.

## Curriculum Connections

### Visual Arts

**5.3RE:** Evaluate the relationship between works of art and human experiences.

**5.1CO:** Investigate works of art and the social and cultural contexts that shaped their creation.

### English Language Arts

**SL.5.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

**SL.5.3:** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

### Social Studies

**History Strand/Early Civilizations/Content Statement 2:** Early Indian civilizations (Maya, Inca, Aztec, Mississippian) existed in the Western Hemisphere prior to the

arrival of Europeans. These civilizations had developed unique governments, social structures, religions, technologies, and agricultural practices and products.

## **Key Words**

Symbol  
Heqet  
Pre-Columbian  
Chiriquí

## **Key Places**

Ancient Egypt  
Central America  
Zanesville, Ohio, United States

## **Key Concepts**

- Animals are used symbolically in artwork.
- The traits of the animal are reflected in how they are used symbolically.
- Cultural contexts help us to understand animal symbolism used in the past.
- Animals continue to be used as symbols in our culture today.

## Pre-Visit Activities

### Pre-visit Assessment

1. What is a symbol?
2. Can you think of an example of an animal being used as a symbol?
3. What do you think frogs typically represent in art? Why?

### Pre-visit Assignment

Make a list of 3 animals. For each animal, make a list of three characteristics. What is the animal like? How would you describe it? Based on your list of characteristics, write down what each animal could represent as a symbol.

For example:

Animal: *Horse*

Characteristics: *Strong, Fast, Graceful*

The *horse* could be a symbol of *strength, speed, or grace*.

Have this paper with you when the Zanesville Museum of Art docent visits your class.

## ZMA Docent Classroom Presentation and Object Images

What is a symbol and how are animals used symbolically? Students will have the opportunity to discuss their responses from the pre-visit activity.

This presentation will explore examples of how the frog is used symbolically in Ancient Egyptian, Pre-Columbian art, and Ohio art pottery. Students will have the opportunity to see and handle several art objects throughout the presentation. Students will be given guidelines on best museum practices for art handling.



## **Egyptian Frog Goddess Heqet Votive**

Artist Unknown

Late Period, 664–332 B.C.E

Museum Replica, Egyptian Museum, Cairo, Egypt



### Initial Questions:

Looking at this piece, where do you think it was made? Why?

Why do you think ancient Egyptians created images of frogs like this one?

What are some characteristics of a frog?

What could this frog symbolize?

### Background Information:

This modern-day replica of a votive statue currently in the permanent collection of the Egyptian Museum in Cairo, Egypt represents the frog goddess Heqet (Also spelled Heket, Heqat). Notice the realistic representation of a frog, depicted with human hands signifying the goddess in frog form.

About the object:

- The original piece dates from 664–332 B.C.E. or before the common era, but images depicting Heqet appear throughout ancient Egyptian history in many forms.
- Votives were typically made of glazed composition, a non-clay-based ceramic composed of crushed quartz or sand.
- Votives were small objects offered to a god or goddess to form a lasting bond with the deity and to reinforce prayers.
- Votives were typically placed in temples, on alters, or other sacred places dedicated to a specific god or goddess.

About Heqet:

- Heqet was usually depicted in frog form but also as a woman with a frog's head.
- Frogs in Egypt would appear after the flooding of the Nile River, so they became associated with the life-bringing quality of water and its role in fertilizing the land.
- Heqet, symbolized by the frog, was the goddess of fertility and grain germination. She is associated with abundance.
- Heqet was also associated with birth. According to one tradition, Heqet was the wife of Khnum, the creator god of Abu (Elephantine).

### Further Questions:

Why was the frog a symbol for life and abundance in ancient Egypt?

What does the frog symbolize to you?

## Pre-Columbian Frog Pendant

Artist Unknown

Chiriquí Culture

11<sup>th</sup> –16<sup>th</sup> Century

Museum Replica, The Met Fifth Avenue, New York, New York



### Initial Questions:

What does Pre-Columbian mean, and what cultures are considered Pre-Columbian?

What stands out to you in this depiction of a frog?

What could this frog symbolize?

### Background Information:

This modern-day replica of a frog pendant in the permanent collection of The Met Fifth Avenue in New York, New York is an example of goldwork created by Pre-Columbian cultures. Many Pre-Columbian cultures believed that gold was divine and used it to represent their spirituality. This piece most likely is an example of the **Chiriquí** culture.

About the object:

- Gold pieces such as this were most likely cast using the lost wax technique where molten gold is poured into a mold made with wax and clay.
- In many Pre-Columbian cultures, frogs and toads were associated with water and vegetation. They were thought to have played a crucial role in the creation of the ocean and many believe that the spiral ornamentation on the gold pieces represent water.
- As many tropical frogs are venomous, frogs were also associated man's acquisition of fire. They were thought to have "fire" within them.
- Some cultures considered the frog a burial helper who would sit on graves to prevent the deceased from rising and troubling the living.
- Goldworks were often buried with the deceased.

About the Chiriquí:

- The Chiriquí is one of many Pre-Columbian cultures throughout the Americas. Chiriquí style objects have been found on both sides of the Costa-Rica/Panama border.
- The Chiriquí were known for quality goldwork.

### Further Questions:

Why do you think frogs were often portrayed with oversized, rectangular feet?

What do you think the Chiriquí adorned themselves with frogs?

**Matt White Vase with Frog Playing Guitar**  
Shawnee Pottery Company  
Zanesville, Ohio  
Circa 1940

Initial Questions:

Compared to the other frogs in this lesson, do you think this one is newer or older? Why?

What mood does this piece inspire compared to the others?

What do you think it is made of? How do you think it was made?

Background Information:

This piece was produced in Zanesville Ohio in the 1940s using the slip casting method. Known for vases, planters, figurines, and cookie jars, this is one of many whimsical shapes Shawnee Pottery Company produced.

About the object:

- A part of the American Art Pottery movement, pieces like this were designed by an artist and then mass produced by slip-casting.
- Frogs appear in many American Art Pottery pieces produced by not only Shawnee Pottery, but Roseville Pottery Company, the Weller Pottery Company, McCoy Pottery, and more.
- These companies produced ware based on what was popular and what sold.

About Shawnee Pottery:

- Shawnee produced pottery in Zanesville, Ohio from 1937 to 1961.
- Many of the items Shawnee Pottery produced were sold in “five and dime” stores. (Similar to today’s dollar stores)
- One of their best-selling lines was a dinner set made to look like ears of corn called Corn King.

Further Questions:

Why do you think frogs were so popular?

What could this frog potentially symbolize?



## Post-Visit Activities

### Post-visit Assignment:

Create and draw an animal that symbolizes you.

Step 1: Make a list of three characteristics that best describe you.

Step 2: Brainstorm ideas for animals that could be used to represent each characteristic.

Step 3: Design and draw an animal that is a combination of the three animals that represent your three characteristics.

Step 4: For each animal, answer the following questions:

1. What animal did you use?
2. What does the animal represent in your drawing and how did you choose that animal?

Example: I used a beaver to represent that I am a hard worker. I chose a beaver to represent hard-working because they work hard to build dams.

### Post-visit Assessment:

1. What is a symbol?
2. In ancient Egypt, what did the frog represent?
  - a. Heqet, the goddess of fertility
  - b. Khnum, the creator god
  - c. Amun, the god of the sun
  - d. Horus, the god of the sky
3. What did the frog represent in Pre-Columbian art?
  - a. Water
  - b. Fire
  - c. Burial Helper
  - d. All of the Above
4. Give an example of another animal being used as a symbol.

## Want to Learn More?

Schedule a visit to the Zanesville Museum of Art. School tours are free and available Monday through Friday, 10am to 4pm.

Request the *Animals in Art* thematic tour for more exciting discussions on this theme.

While you are there:

- How many frogs can you find in the 1<sup>st</sup> Floor American Art Pottery Gallery?
- What other animals do you see?
- What could the animals symbolize? What makes you think so?





# It's All the Fashion

Wearable Art Across  
the Globe

A ZMA to GO  
Resource Guide

5<sup>th</sup> Grade



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## Overview of *It's All the Fashion: Wearable Art Across the Globe*

Art is not all paintings and sculptures; some art is made to wear. You can see wearable art all around you in the form of clothing, jewelry, and even make-up. Artforms, including wearable art, vary greatly around the world depending on the intended use of the piece and the materials available to create it.

The ZMA to Go module *It's All the Fashion: Wearable Art Across the Globe* explores examples of 1980s contemporary clothing from Nigeria, 20<sup>th</sup> Century South African jewelry, and Thai finger claws used in traditional dances.

While all three are made to be worn and admired, they have very different purposes including protection, communication, and ceremonial tradition.

## Module Objectives

At the conclusion of the ZMA to Go module *It's All the Fashion: Wearable Art Across the Globe*, students will be able to:

1. Give examples of wearable art from their own experiences.
2. Explain how Zulu love letter necklaces are used to communicate.
3. Describe how finger claws were used in Thai traditional dances.
4. Compare and contrast clothing created for function vs. clothing created to be fashionable.
5. Safely handle artwork using museum best practices.
6. Compose a paragraph describing an example of their own wearable art, its purpose, and why they wear it.

## Curriculum Connections

### Visual Arts

**5.3RE:** Evaluate the relationship between works of art and human experiences.

**5.1CO:** Investigate works of art and the social and cultural contexts that shaped their creation.

### English Language Arts

**SL.5.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

**SL.5.3:** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

**W.5.4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

## **Key Words**

Batik  
Pattern  
Zulu  
Tradition  
Finger Claws  
Fon Lep

## **Key Places**

Nigeria  
South Africa  
Thailand

## **Key Concepts**

- Wearable art is anything created to wear that is approached artistically and creatively with the intent to be beautiful, visually striking, or meaningful.
- Wearable art can be in the form of clothing, jewelry, accessories, and more.
- Cultural contexts help us to understand the wide variety of wearable art and their intended uses.
  - Fabrics in 1980s Nigerian everyday clothing were purposefully designed and dyed to create vibrant, eye-catching outfits.
  - Zulu Love Letter necklaces were used to secretly communicate romantic intentions.
  - Brass finger claws are worn in traditional Thai folk dances to highlight or draw attention to the movement of the dancers.

## **Pre-Visit Activities**

### Pre-visit Assessment

1. What would you consider wearable art?
2. What is a possible purpose for wearable art?
3. What is a tradition?

### Pre-visit Assignment

In 2-3 sentences, answer the following:

Have you ever worn something just because you liked how it looked? Was it a piece of clothing, jewelry, shoes, or a hat? What did you like about that item? Did you wear it for a special occasion?

Have this paper with you when the Zanesville Museum of Art docent visits your class.

## **ZMA Docent Classroom Presentation and Object Images**

What is wearable art and how is wearable art used around the world?

This presentation will explore examples of wearable art from Nigeria in the 1980s, 20<sup>th</sup>-century South Africa, and modern-day Thailand and their various purposes and functions. Students will have the opportunity to see and handle several art objects throughout the presentation. Students will be given guidelines on best museum practices for art handling.

## Nigerian Clothing

Artist Unknown

Circa 1989

### Initial Questions:

What is the main purpose of clothing?

How is this outfit similar to or different from the clothes you wear?

Where do you think they were made?

Do you think these clothes were made purely for function or for fashion? What makes you think so?

### Background Information:

This outfit is an example of contemporary Nigerian clothing from the 1980s.

#### About the objects:

- These outfits were donated to the Zanesville Museum of Art by an individual who traveled to Nigeria in 1989.
- The exciting patterns were made with a special fabric dying process called **batik**.
- Batik is a process where an artist or craftsperson creates designs on fabric with wax and then dips the fabric in dye. The wax prevents the dye from changing the color of the fabric, creating beautiful patterns.



#### About 1980s Nigerian Fashion:

- While western fashion has been highly adopted by Nigerians, many still wear **traditional** clothing consisting of loose pants with drawstrings, long sleeved flowing shirts, and scarves or hats worn on the head.
- Nigerian clothing is designed for comfort in the heat of Africa, to protect an individual from the elements, but also to be fashionable.
- Careful attention was given to pattern, design, and color.
- Different outfits were made for casual everyday use and special occasions.
- In some Nigerian cultures, clothing communicates social status and wealth.

### Further Questions:

What do you wear on special occasions?

Does tradition play a role in how you dress for special occasions?

## Zulu Love Letter Necklaces

Artist Unknown

South Africa

21<sup>st</sup> Century

### Initial Questions:

Why do people wear jewelry?

Where do you think these necklaces were made? What makes you think so?

Why do you think these necklaces were made?

What is an example of a piece of jewelry that is worn to communicate?



### Background Information:

This is a modern-day South African love letter necklace based on the tradition of the Zulu tribe.

About the object:

- Traditional Zulu love letter necklaces were characterized by intricate beadwork techniques passed down from mothers and grandmothers to their daughters and granddaughters.
- Originally made from seed, wood and other natural materials, glass was used after trade made it abundantly available.
- Traditional Zulu love letter necklaces were used by young women in the society to send messages to potential romantic partners or future husbands either by wearing them to attract attention or gifting them.
- Necklaces were worn by both men and women to communicate gender and marital status.
- The specific shapes, designs, and colors had different meanings depending on how they were combined.
- The main design shape, the triangle, was positioned in different ways to show male or female, married or single.
- Each color could have a positive or negative message depending on how it was used. For example, red could be used to symbolize intense love or heartache.

About the Zulu:

- The Zulu are the largest ethnic group in South Africa.
- The Zulu are renowned for their beadwork.

### Further Questions:

Do you wear any jewelry that communicates a message?

If you were going to design a piece of jewelry to communicate something about you, what would it look like?



## **Brass Finger Claws**

Unknown Artist

Thailand

Circa 21<sup>st</sup> Century

### Initial Questions:

How do you think these are worn? What makes you say so?

How do you think they were used?

### Background Information:

This is a set of traditional Thai finger claws made from brass. Finger claws were typically six inches long.



### About Thai Dance Traditions

- Dance is considered the highest artform in Thailand.
- Traditional Thai dancing is characterized by smooth body movements and elaborated costumes and music.
- There are many traditional Thai dances and they are classified as either classical or folk.

### About the object:

- Brass finger claws like these were used in a folk Thai dance tradition called Fon lep.
- Traditional Fon folk dances are accompanied by regional folk music and varies greatly between areas, but typically includes wind instruments and drums.
- The first Fon dances were developed and taught by Princess Dara Rasami of Chiang Mai in northern Thailand in the late 1800s.
- Variations of Fon dances have been developed and performed ever since, even today.
- Along with the brass finger claws, dancers, typically all female, would wear their hair in the chignon-style at the nape of their neck with a yellow jasmine flower tiara.

### Further Questions:

Can you think of another example of wearable art used as part of a tradition?

## Post-Visit Activities

### Post-visit Assignment:

Design and sketch your own wearable art. Is it a piece of clothing? Jewelry? Accessory? Or something else? Does it protect, communicate, or celebrate tradition? Is it something to wear all the time or just special occasions?

Underneath your sketch, write 2-3 sentences explaining your wearable art and its purpose.

### Post-visit Assessment:

1. Wearable art can be worn to:
  - a. Protect
  - b. Communicate
  - c. Uphold traditions
  - d. All of the above
2. How were Zulu Love Letter necklaces used?
  - a. To protect the wearer
  - b. To communicate romantic messages
  - c. To wear during traditional dances
3. Brass finger claws were used during what traditional Thai activity?
4. Give an example of something you wear that would not be considered wearable art and explain why.



## Want to Learn More?

Schedule a visit to the Zanesville Museum of Art. School tours are free and available Monday through Friday, 10am to 4pm.

Request the *Fashionable Art* thematic tour for more exciting discussions on this topic.

While you are there:

- Look for wearable art in the Yan Sun Diverse Cultures Gallery. What are they? How and why were they worn?
- What types of wearable art can you find in the many portraits at the ZMA?
- Are there any examples of wearable art that you would wear today? Take a selfie next to the artwork.