**Day 3: Operational Sequences and Functional Ceramics - In-Class Activity**

**Group # \_\_\_ Group Names:**

**Pre-Class Assignments:** View Ceramics video, Ceramics homework assignment

**Activity Objective:** Examine the Application of operational sequence to functional ceramics

As an extension of entanglement, we now look at the series of processes involved in the processing of a material specifically functional ceramics.

1. Compare all of the operational sequences that were made by members of your group. Pick the one that you like the best, or create a new sequence together. Make sure you’ve mapped out the key contingencies. (Use the back of this sheet, or an extra piece of paper to do this.)
2. As a class, we will then think about what happens when the sequence is disrupted. (Wait for further instructions before taking this step.)
3. Look at your operational sequence, and write your answer to this question below: What does the operational sequence of this ceramic reveal about the sustainability of making and using functional ceramics in our society?

Your grade will be determined from the following criteria.

Grading Rubric.

5= Responses are appropriate and indicate engagement with the preparatory material.  Grammar, sentence structure and punctuation are correct.

4= Responses and arguments are not as clearly presented. Some minor issues with grammar, punctuation and or sentence structure.

3= Responses are not appropriate to the assignment and do not reinforce the physical and cultural properties of materials.  Mistakes in grammar, punctuation and or sentence structure.

2= Responses are incomplete.  Major problems with grammar, punctuation and or sentence structure.

1= Responses are inconsistent with material covered in class, videos, and readings. Missing elements of assignment.  Poor grammar, punctuation and or sentence structure.