

## Symbolic Patterns

Lesson plan based on **Amenemhet**

Identify patterns and what they represent on an ancient Egyptian wall fragment.

**Skills and Focus:** Art Appreciation

**Subject Area:** Fine Arts

**Thematic Connection:** Identifying Patterns

**Grade Level:** Elementary School

**Time Needed:** 20 minutes

### Objective

- Identify the elements of pattern and repetition on the wall fragment.

### Instructional Materials Needed

Story: *What Does This Show?*

[Worksheet](#)

### Activity

Artists often repeat shapes, lines, and forms to create patterns. Several examples of repetition and pattern appear in this wall fragment. Have students find the patterns listed on the attached worksheet.

**Critical Thinking** Ask students to

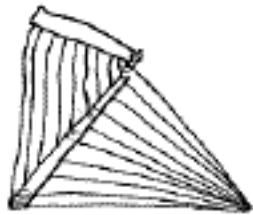
- **identify** the shapes seen in each pattern.
- **explain** what each pattern represents.

### Goals

This activity meets **Illinois State Goal 25:** Know the language of the arts.

**Can you find these patterns on the tomb wall? Tell where they are on the wall.**

**Amenemhet's skirt**



**Loaves of bread**



**Hemet's necklace**



**Vegetables**



**Describe or draw other patterns you find!**

**Pattern:**

**Pattern:**

## Alternative Alphabet

Lesson plan based on **Amenemhet**

Determine and compare hieroglyph content and frequency to an alternative alphabet based on symbols that mimic sounds of the alphabet.

**Skills and Focus:** Calculation

**Subject Area:** Mathematics

**Thematic Connection:** Signs and Symbols

**Grade Level:** Elementary School

**Time Needed:** 60 minutes

### Objectives

- Understand the relative frequency of hieroglyphs on the relief.

### Instructional Materials Needed

Story: *What Does This Show?*

[Amenemhet Detail](#)

### Activity

**Step 1:** Using the printout of the stone relief, have students decide which images are hieroglyphs and which ones are not.

**Step 2:** Ask students to count the total number of hieroglyphs and then to cross out the duplicate hieroglyphs. Ask students to count the number of individual hieroglyphs that remain.

### Critical Thinking

Ask students to

- **state** how many hieroglyphs show animals and how many show plants.
- **explain** how the names of different birds, plants, or other familiar things might be used to represent sounds.

**Step 3:** Discuss with the class how many of the letters in our alphabet sound like the names of persons, places, or things (i.e., B = *bee*, C = *sea*, I = *eye*, and so on). Then create an alternative alphabet using a *bee* to stand for B (and so on), and count up the number letters that name plants, animals, and other things. Compare the results to the Amenemhet inscription.

### Goals

This activity meets **Illinois State Goal 6:** Demonstrate and apply a knowledge and sense of numbers, including basic arithmetic operations, number patterns, ratios, and proportions.



## **Food Pyramids: Structuring a Stable Diet**

Lesson plan based on **Amenemhet**

Analyze the diet of an ancient Egyptian man to determine whether he had a balanced diet.

**Skills and Focus:** Life Science

**Subject Area:** Science

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**Thematic Connection:** Connecting Past and Present

**Grade Level:** Elementary School

**Time Needed:** 30 minutes

### Objectives

- Understand the food groups that make up the food pyramid.
- Understand the components of a healthy diet.
- Understand that healthy dietary principles are universal and unchanging.

### Instructional Materials Needed

Story: *What Does This Show?*

[Food Pyramid](#)

[Amenemhet Detail](#)

### Activity

**Step 1:** After watching *What Does This Show?* (or summarizing the story using images and details from the relief of Amenemhet), show students the USDA food pyramid.

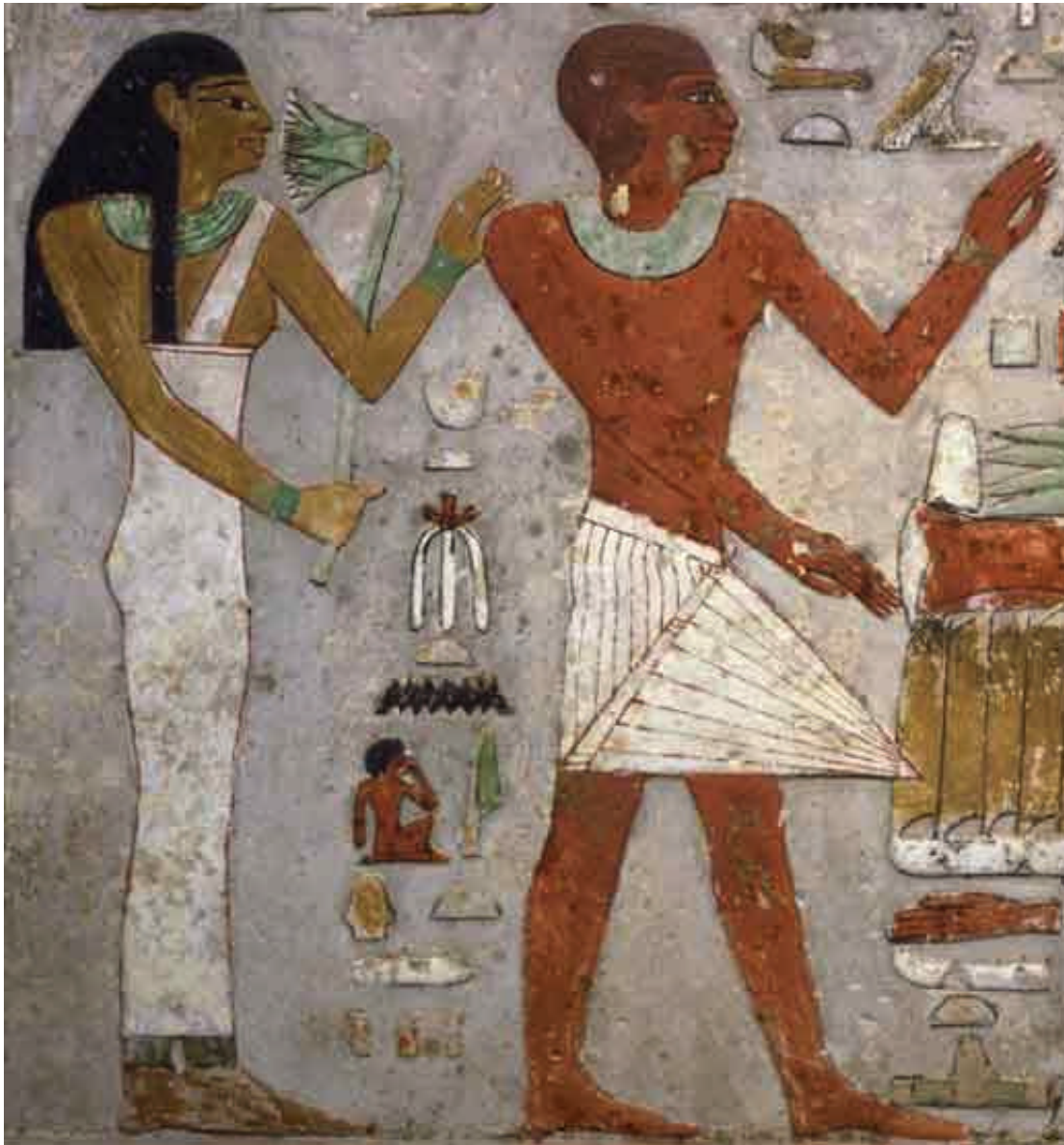
**Step 2:** Ask students to identify the different kinds of food shown on the relief. Then have them assign each food shown to its appropriate place on the food pyramid.

**Critical Thinking** Ask students to

- **compare** the food shown on the relief to the foods shown on the food pyramid.
- **describe** which foods Amenemhet should have added to his diet to achieve a healthy nutritional balance.

### Goals

This activity meets **Illinois State Goal 12:** Have a working knowledge of the fundamental concepts and principles of the life, physical, and earth/space sciences and their connections.



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## Daily Life in Ancient Egypt

Lesson plan based on **Amenemhet**

Write about some aspects of daily life in ancient Egypt.

**Skills and Focus:** Writing, Discussion, Cultural Comparisons

**Subject Area:** Social Science

**Thematic Connection:** Connecting Past and Present

**Grade Level:** Elementary School

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**Time Needed:** 40-60 minutes

### **Objectives**

- Understand how drawings can inform about a culture and its traditions.

### **Instructional Materials Needed**

Stories: *What Does This Show?* and *How Was This Used?*

[Fragment](#)

### **Activity**

Tell students they're going to pretend to be archaeologists. Explain that they have just opened a tomb that contains all of the wall fragments shown in the stories.

**Step 1:** Have students study the wall fragments. Encourage them to look for clues that suggest what daily life was like for people in ancient Egypt. Then ask them to write an entry in their archaeologists' journals that tells about some aspects of ancient Egyptian life. Before students begin writing, have them consider questions like the following:

- What kind of clothing, jewelry, and makeup did ancient Egyptian men and women wear?
- What did ancient Egyptians eat?
- What kind of utensils and objects did ancient Egyptians use to prepare meals?
- Where did ancient Egyptians eat their meals?
- Why did ancient Egyptians paint on the walls of tombs?

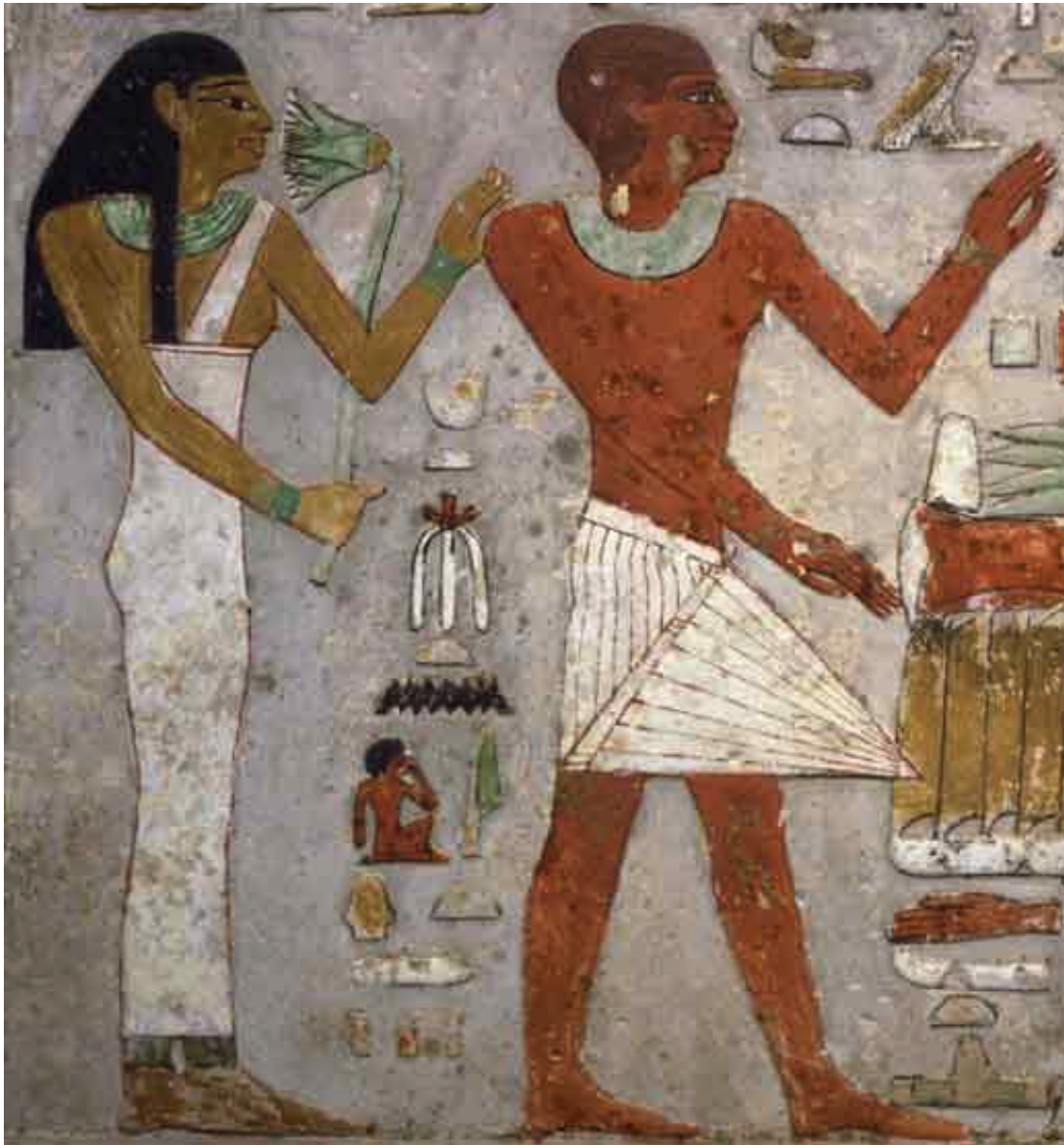
**Step 2:** After students have completed their journal entries, encourage them to share what they've written.

**Critical Thinking** Ask students to

- **compare and contrast** relevant aspects of ancient Egyptian and contemporary American life.

### **Goals**

This activity meets **Illinois State Goal 18:** Understand, analyze, and compare social systems, with an emphasis on the United States.



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### **Personal Hieroglyphs**

Lesson plan based on **Amenemhet**

Explore and compare hieroglyphic writing to the modern English alphabet through the creation of personal hieroglyphs.

**Skills and Focus:** Hands-on, Cultural Comparisons

**Subject Area:** English Language Arts

**Thematic Connection:** Signs and Symbols

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**Grade Level:** Elementary School

**Time Needed:** 50 minutes

### Objectives

- Define and recognize hieroglyphic writing and cartouches.
- Make simple comparisons between ancient Egyptian hieroglyphs and the modern English alphabet.
- Create original hieroglyphs to represent the spelling of students' own names, based on their interests and hobbies.

### Instructional Materials Needed

- Story: *What Does This Show?*
- [Cartouche](#)
- [Fragment](#)
- An assortment of crayons, colored pencils, or fine-tipped markers
- Print Resources:
  - Ganeri, Anita. *Focus on Ancient Egyptians*. New York: Gloucester Press, 1993. pp. 12-13.
  - Grant, Neil. *Spotlights: The Egyptians*. New York: Oxford University Press, 1996. pp. 30-31.
  - Harris, Geraldine. *Cultural Atlas for Young People: Ancient Egypt*. New York: Facts On File, Inc., 1990. pp. 22-23.

### Activity

**Step 1:** While watching *What Does This Show?* direct students' attention to the hieroglyphs that surround Amenemhet and his wife. Along with the many objects depicted on the fragment, there is quite a bit of explanatory writing, including the names of Amenemhet and his wife, the names of their parents and son, an explanation of the funerary meal, and a prayer. Direct students to look carefully at the hieroglyphic writing.

**Step 2:** Define *hieroglyph* ("a pictorial symbol in ancient Egyptian writing used to represent meaning or sounds or both") and *cartouche* ("an oval or oblong figure in ancient Egyptian hieroglyphs that encloses symbols expressing the names of rulers or gods") for the class, pointing out examples of both.

**Step 3:** (Optional, depending on student level) Introduce students to the theory behind hieroglyphs. The Grant text gives a very clear outline of the three types: Group Signs, which stand for sounds that would be made up of several different alphabet letters in English; Letter Signs, which stand for single sounds, like the letters of the alphabet (without vowels); and Sense Signs, which give a clue to the meaning of the word.

**Step 4:** Pass out the drawing paper and crayons. Instruct students to turn the paper to the side that does not have the cartouche drawn on it. In large letters, students

should write their name at the top of the paper, leaving space on either side of and beneath each letter.

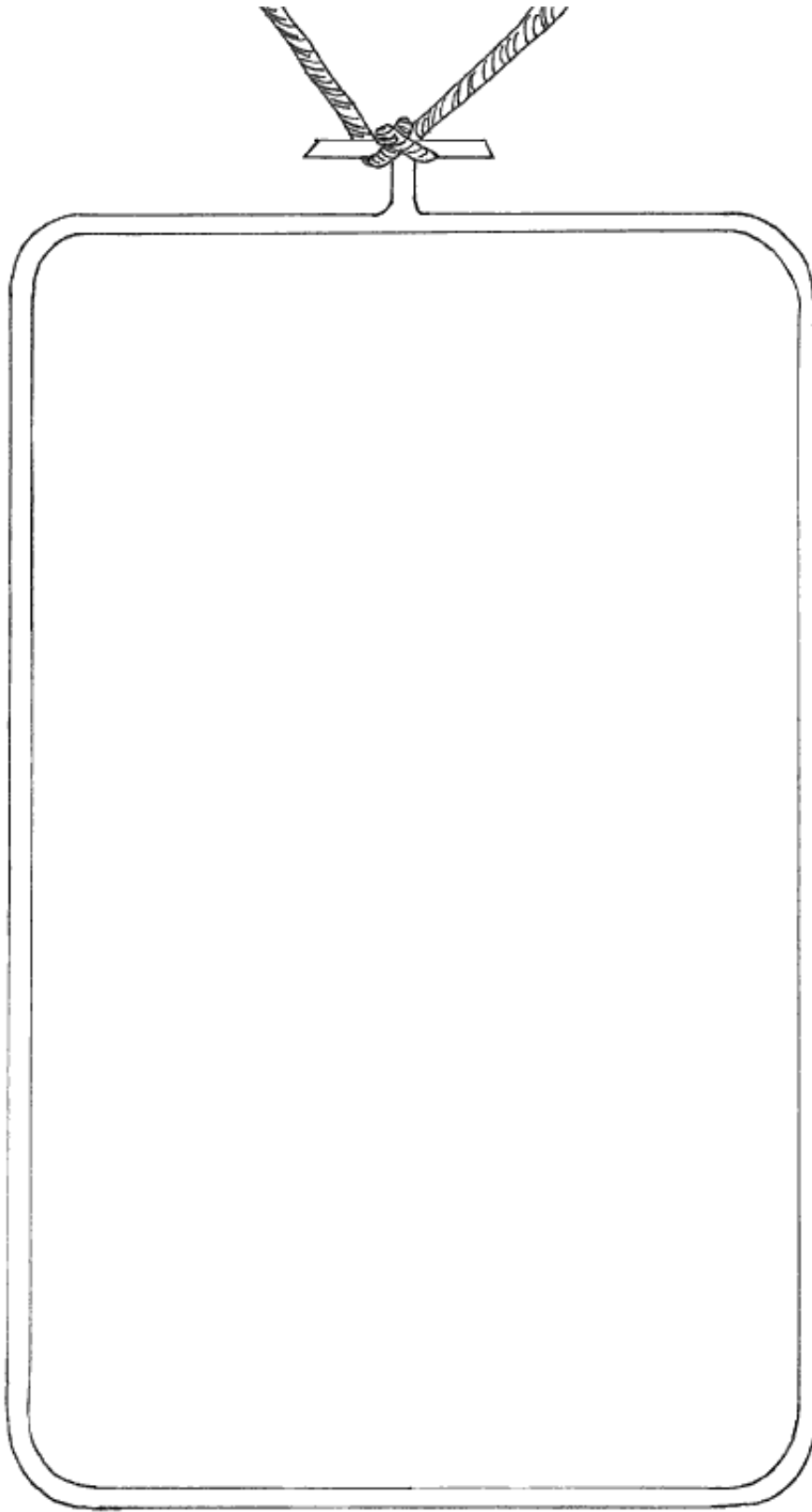
**Step 5:** Each student should think of a hieroglyphic letter symbol for each letter of his or her name (higher-level students may include group or sense symbols). The hieroglyphs should reflect the student's interests--for example, a favorite animal, a favorite sport or game, a favorite memory, and so on. Have each student draw the hieroglyph under its corresponding letter. (Emphasize that students can try out different symbols--this is just a rough draft.)

**Step 6:** When students have worked out a rough drawing of their new hieroglyphic name, have them turn over the paper and carefully draw the hieroglyphs in the cartouche. Students can choose to write their name right to left, left to right, top to bottom, or bottom to top, because Egyptians read in the direction of the tied end of the cartouche. When students have finished their hieroglyphs, encourage them to explain the symbols that make up their names. Then, display the hieroglyphs in the classroom.

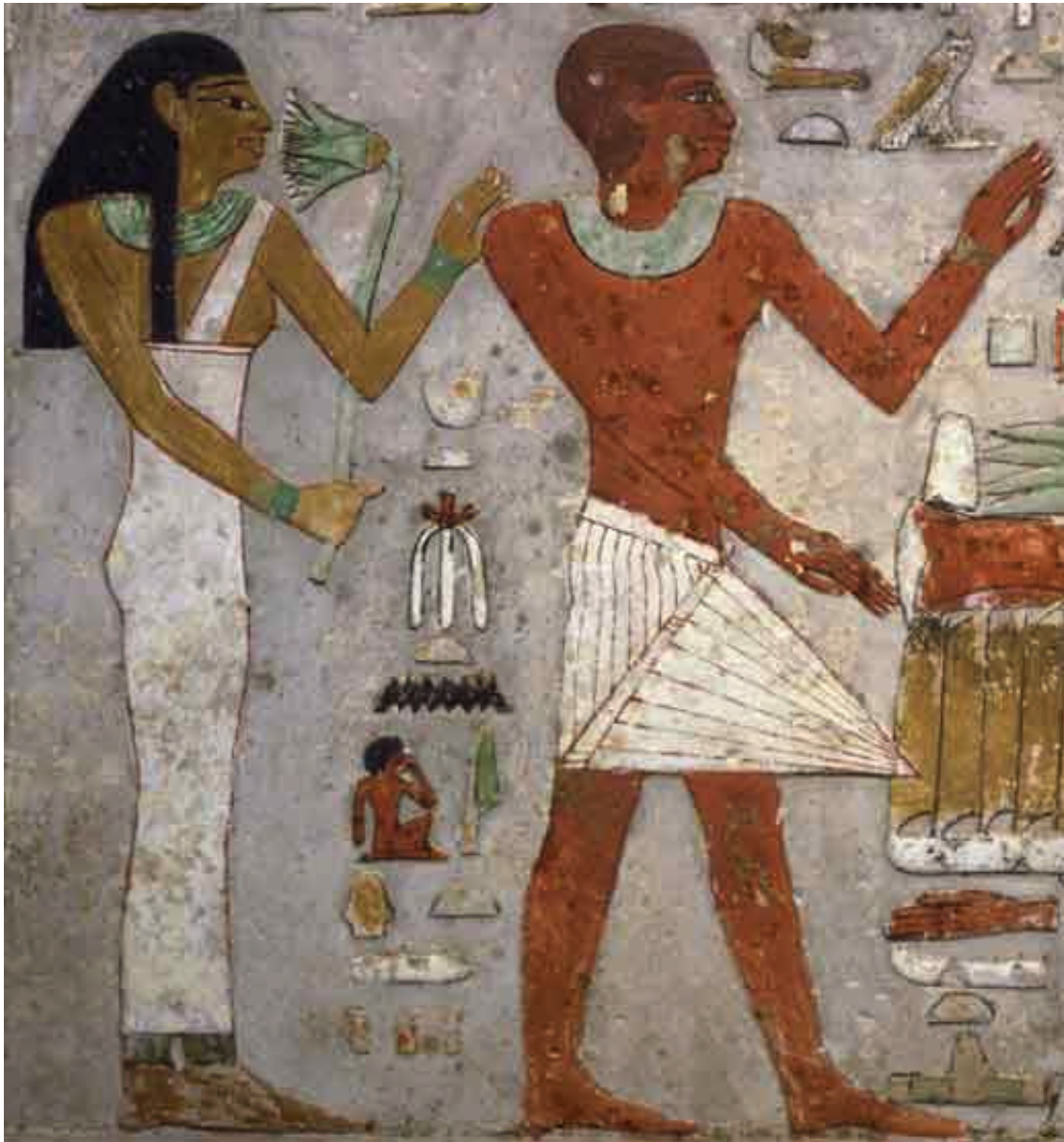
### **Goals**

This activity meets **Illinois State Goal 2:** Understand explicit and implicit meaning in literature representing individual, community, national, world, and historical perspectives.

This activity meets **Illinois State Goal 6:** Use the language arts for inquiry and research to acquire, organize, analyze, evaluate, and communicate information.



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## Life After Death

Lesson plan based on **Model Boat**

Choose and create objects needed for a productive afterlife in ancient Egypt.

**Skills and Focus:** Art History

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**Subject Area:** Fine Arts  
**Thematic Connection:** The Afterlife  
**Grade Level:** Elementary School  
**Time Needed:** 80 minutes

### Objectives

- Explain how the model boat conveys information about people and customs in ancient Egypt.
- Describe the role of boats in ancient Egyptian daily life and the afterlife.
- Identify a variety of other objects needed in the afterlife by ancient Egyptians to recreate in class using paint or clay.

### Instructional Materials Needed

Stories: *Boats in Ancient Egypt* and *Models as Substitutes*

Modeling clay

or

11 x 17" sheets of paper

Tempera paint in a variety of colors

Brushes

Small containers for rinsing brushes

### Activity

**Step 1:** Discuss the ancient Egyptian practice of placing objects like this model boat in tombs for use in the afterlife. Boats were an integral part of daily life as the main mode of transportation, and thus would be important for people to take with them to the afterlife.

**Step 2:** Ask the class to fill the ancient tomb that contained this boat with other objects needed for a productive afterlife, based on their knowledge of life in ancient Egypt. Each student should suggest one object from the following categories:

- Buildings
- Food and drink
- Leisure or entertainment activities
- People
- Animals

**Step 3:** Have students recreate the objects in clay or paint.

**Step 4:** Display the objects around the classroom and discuss how each object was of value to the ancient Egyptians.

*Adapted from Model Boat discussion and activity in The Art Institute of Chicago Teacher Packet, Art on the Move, 1996.*

### Goals

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This activity meets **Illinois State Goal 26:** Through creating and performing, understand how works of art are produced.

This activity meets **Illinois State Goal 27:** Understand the role of the arts in civilizations, past and present.

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## **A Trip Down the Nile**

Lesson plan based on **Model Boat**

Create a virtual field trip down the Nile by writing and illustrating journal entries from the perspective of an ancient Egyptian sailor.

**Skills and Focus:** Creative Writing, Illustrating

**Subject Area:** English Language Arts

**Thematic Connection:** Transportation

**Grade Level:** Elementary School

**Time Needed:** 50 minutes

### **Objectives**

- Visualize and thereby understand how the ancient Egyptians used the Nile River for transportation.
- Relate to role of a boat worker by writing a journal entry about one day on the river.
- Listen critically to presentations about different locales along the Nile and understand the cultural importance of these locales.

### **Instructional Materials Needed**

Story: *Boats in Ancient Egypt*

Paper for writing journal entries

Crayons, markers, or colored pencils

### **Activity**

**Step 1:** After watching the story with the students, assign each student in your class to a role on an Egyptian boat. The movie states that Egyptian boats were powered by fourteen rowers. (This number can vary according to class size.) Additionally, there would have been at least two captains, who kept watch and steered the boat. (This number can also vary.)

**Step 2:** Keeping in mind the information and images in the story, students should imagine that they are either a rower or a captain and write a journal entry about one day on the boat. In this entry, students should describe the work that must be done on the boat, the other rowers, the cargo that the boat is carrying, and what

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the Nile and its banks look like. If necessary, show the story again to refresh students' memories. Imagined details should be encouraged.

**Step 3:** Students should illustrate their journal entries by drawing one of the details they have described. It may be a drawing of the boat, an event that happened on the boat, or the surrounding scenery.

**Step 4:** When all students have completed their entries and illustrations, display them in the class. Ask students to share their entries with their classmates.

#### Goals

This activity meets **Illinois State Goal 3:** Write to communicate for a variety of purposes.

This activity meets **Illinois State Goal 4:** Listen and speak effectively in a variety of situations.

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### Boat Size from Bow to Stern

Lesson plan based on **Model Boat**

Estimate, simulate, and compare the length of an ancient Egyptian boat using human rowers as units of measure.

**Skills and Focus:** Calculation, Measuring

**Subject Area:** Mathematics

**Thematic Connection:** Counting and Calculating

**Grade Level:** Elementary School

**Time Needed:** 45 minutes

#### Objectives

- Use numerical ratios to measure the size of an object of unknown size using an object of known size as a measuring tool.
- Gain an impression of the scale of an ancient Egyptian boat like the model.

#### Instructional Materials Needed

[Boat Image](#)

Masking tape

Yardstick

Rulers, paper, pencils

#### Activity

**Step 1:** Distribute pictures of the model boat to each student. Students should measure the length of the boat and the distance from the hips to the top of the head of each rower.

**Step 2:** Assuming that the distance from the top of a rower's head to his hips was about 30", use this height to estimate the total length of the boat, and the length of the seating for the rowers.

**Step 3:** Using a yardstick, students can estimate the size of the boat compared to the classroom. Mark the outlines of the boat on the floor with masking tape, and arrange chairs for the rowers (or have them sit on the floor).

### Goals

This activity meets **Illinois State Goal 6:** Demonstrate and apply a knowledge and sense of numbers, including basic arithmetic operations, number patterns, ratios, and proportions.

This activity meets **Illinois State Goal 7:** Estimate, make, and use measurements of objects, quantities, and relationships and determine acceptable levels of accuracy



## Ship Ahoy!

Lesson plan based on **Model Boat**

Simulate a journey down the Nile River to appreciate the river's size and the slow pace of ancient travel.

**Skills and Focus:** Geography, Problem Solving, Calculation

**Subject Area:** Science

**Thematic Connection:** Geography

**Grade Level:** Elementary School

**Time Needed:** 45 minutes

### Objectives

- Examine in detail the image of the boat, the equipment, and the rowers and their clothing.
- Develop a sense of the great length of the Nile River and the slow nature of travel in ancient times.

### Instructional Materials Needed

- Story: *Boats in Ancient Egypt*
- [Map](#)
- [Boat Image](#)
- 8 1/2 x 11" paper
- Scissors
- Pens/pencils for each student
- Rulers

### Activity

**Step 1:** When watching *Boats in Ancient Egypt* with the students, make sure they pay close attention to the distance the Nile River travels through Egypt. Assuming that the boat can travel at a speed of 5 mph, ask students to calculate how many days it would take to travel the length of the Nile through Egypt, sailing twelve hours a day.

**Step 2:** Have each student trace a map of Egypt that includes the course of the Nile River on a sheet of paper. Each student should then draw a small (3") boat like the model boat on another piece of paper. Have students cut out the little boats so they can be moved up and down the Nile.

**Step 3:** Each student should divide the length of the Nile into ten equal parts (since it would take ten days for the journey). Mark the daily units on the maps with x's.

## Goals

This activity meets **Illinois State Goal 11:** Have a working knowledge of the processes of scientific inquiry and technological design to investigate questions, conduct experiments, and solve problems.







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## Natural Lifelines

Lesson plan based on **Model Boat**

Explore and compare the function of the Nile in Ancient Egypt to your city's or state's natural resources.

**Skills and Focus:** Cultural Comparisons, Geography, Writing

**Subject Area:** Social Science

**Thematic Connection:** Geography, Comparing Cultures

**Grade Level:** Elementary School

**Time Needed:** 30 minutes

## Objective

- Explain how natural resources and climate influence the ways people live and work in a region.

## Instructional Materials Needed

Story: *Boats in Ancient Egypt*

## Timeline

### Activity

**Step 1:** The Nile River flows the length of Egypt. Ancient towns were always built near the river, and boats were the most important means of transportation. Given these facts, have students think about the role the Nile played in the everyday life of ancient Egyptians.

**Critical Thinking** Ask students to

- **describe** the role the Nile played in transportation.
- **explain** how the Nile helped the ancient Egyptians grow food and raise livestock.
- **indicate** how the Nile helped the ancient Egyptians trade with other cultures.
- **describe** the role the Nile played in establishing and building cities and monuments.

**Step 2:** Ask students to name several important natural resources in their city or state. Such resources might include lakes, rivers, prairie, and the like. Then ask students to explain how these resources affect the transportation, agriculture, commerce, and urban expansion of their community.

### Goals

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

This activity meets **Illinois State Goal 17:** Demonstrate a knowledge of world geography, as well as an understanding of the effects of geography on society, with an emphasis on the United States.

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## Symbol Collage

Lesson plan based on **Mummy Case**

Recognize and compare symbols and their meanings on a mummy case with those in students' everyday lives.

**Skills and Focus:** Art Appreciation, Discussion, Hands-on

**Subject Area:** Fine Arts

**Thematic Connection:** Signs and Symbols, Connecting Past and Present

**Grade Level:** Elementary School

**Time Needed:** 40 minutes

### Objectives

- Describe how artists use symbols to communicate ideas.
- Identify the symbols on the mummy case and explain their meanings.
- Recognize symbols we encounter daily and explain their meanings.
- Create a collage of symbols found in everyday life.

### Instructional Materials Needed

- Stories: *Who Is Inside This Case?* and *What Is on This Mummy Case?*
- [Mummy Case](#)
- White poster board
- Crayons or markers

### Activity

**Step 1:** Discuss how symbols on the mummy case communicate ideas about Paankhenamun and Egyptian beliefs about death and the afterlife

- Gilding = gold flesh of the gods, indicating here that Paankhenamun is now equated with them.
- Scarab beetle with hawk head = Re, hawk-headed sun god, and Khepri, beetle who pushed the sun in a cycle of death (sunset) and rebirth (sunrise). (Look for another winged scarab pushing a sun disk near the bottom of the case.)
- Flat-bottomed circle = "eternity", the sun's cycle and rebirth.
- Green skin of Osiris, god of the dead = vegetation and rebirth.
- Four small figures between Osiris and Horus, the sky god = four sons of Horus, who protect the organs (stomach, liver, lungs, intestines) removed during mummification.

**Step 2:** As a class, assemble a list of symbols found around the school building, at home, and on the street on the way to and from school. On a large sheet of poster board, create a class collage of these symbols with crayons or markers. Record next to each image the meaning of the symbol.

### Goals

This activity meets **Illinois State Goal 25:** Know the language of the arts.



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### **Prayers for Paankhenamun**

Lesson plan based on **Mummy Case**

Find out about key attributes, characteristics, and roles of ancient Egyptian gods and goddesses by writing a letter or a poem asking them to welcome an Egyptian to the afterlife.

**Skills and Focus:** Discussion, Writing

**Subject Area:** English Language Arts

**Thematic Connection:** The Afterlife, Myths and Legends

**Grade Level:** Elementary School

**Time Needed:** 90 minutes

### **Objectives**

- Identify the characteristics of six of the Egyptian gods and goddesses of the afterlife.

- Recognize images of those gods and goddesses according to their physical attributes.
- Understand the role played by each god or goddess in every Egyptian's journey from this world into the afterlife.
- Demonstrate understanding by writing a letter or poem from the perspective of a contemporary of Paankhenamun that appeals to one of the six gods or goddesses.

### Instructional Materials Needed

Story: *What Is on This Mummy Case?*

[mummycase](#)

### Print Resources:

Fisher, Leonard Everett. *The Gods and Goddesses of Ancient Egypt*. New York: Holiday House, 1997.

### Online Resources:

- <http://members.aol.com/egyptart/mytho.html> (click on "Glossary of Deities")
- Horus, Osiris, Anubis:
  - <http://angelfire.com/ca/pye/gods.html>
- Horus, Osiris, Isis:
  - <http://touregypt.net/gods1.htm>
  - <http://eyelid.ukonline.co.uk/ancient/games.htm>

### Activity

**Step 1:** As a class, review the six major gods and goddesses of the afterlife as presented in the story *What Is on This Mummy Case?* (Note: Horus is also defined as *Re Horakhty* in the stories accompanying that object.) Use the following chart as a model. Write the information on either chalkboard or overhead projector so that students can refer to it during the class period and copy it into their notes.

Name	Role	Symbols	Other Information
Anubis	prepared the mummy	head of a jackal	
Horus	leader into afterlife	head of a hawk	
Osiris	main god of afterlife	green face symbolizing vegetation	
Sons of Horus	protected organs	small figures, heads of Canopic jars	
Isis	sister of Osiris	hieroglyphs worn on her head	
Nephthys	sister of Osiris	hieroglyphs worn on her head	



The column at far right labeled "other information" is a place for supplementary details that are not included in the story. See **Instructional Materials Needed** for suggested resources where this information can be found.

**Step 2:** Explain again the Egyptian belief that a person could enjoy the afterlife only if his or her body was preserved, and each of these gods or goddesses played a major role in that necessary process. Return to the image of the mummy case and let the students try to pick out the individual gods and goddesses based on the chart.

**Step 3:** Ask students to choose one of the six gods or goddesses and write a letter or poem to him or her on behalf of Paankhenamun, the man in the *Mummy Case*. Encourage them to imagine that they are living in Egypt at the time this man died, and they want to ask the gods and goddess to do their job well and to welcome Paankhenamun into the afterlife. The letters and poems should demonstrate students' understanding of which god or goddess is being addressed, and what role that specific god or goddess plays in the journey to the afterlife. (Note: This step can be modified to meet the learning abilities of students. They can work on this individually or in groups.)

**Step 4:** Using the motifs seen on the case or in the clip art included in the Web site listed above, students can decorate the margins of their letter with Egyptian imagery so that they may be posted in the classroom as prayers for Paankhenamun.

### Goals

This activity meets **Illinois State Goal 2:** Understand explicit and implicit meaning in literature representing individual, community, national, world, and historical perspectives.

This activity meets **Illinois State Goal 3:** Write to communicate for a variety of purposes.



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## Measuring a Mummy Case

Lesson plan based on **Mummy Case**

**Calculate the size of a mummy case and its contents using ancient Egyptian measurements.**

**Skills and Focus:** Measuring, Calculation

**Subject Area:** Mathematics

**Thematic Connection:** Counting and Calculating

**Grade Level:** Elementary School

**Time Needed:** 90 minutes

### Objectives

- Practice measuring in different systems.
- Convert between different measuring systems.

### Instructional Materials Needed

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- 21" strip of stiff cardboard (about 2" wide)
- 3/4" digit and 3" palm templates
- Felt-tipped pen
- Yardstick or meter stick
- Construction paper (or packing paper in one meter wide rolls)
- Egyptian cubit (21") measures and Egyptian number chart:
- <http://www.dia.org/education/egypt-teachers/mathsci/tanke/activity.html>

### **Activity**

**Step 1:** Students can make cubit measuring sticks by marking the cardboard strips in 3/4" intervals (digits) and 3" intervals (palms). Every fourth digit mark should be made more prominent (longer and darker) to mark a palm. Mark the palms on the ruler in Egyptian numbers.

**Step 2:** Mark out the size of the mummy case on a piece of construction paper (length = 3 cubits, 1 span [9"], 1 digit; width = 5 palms, 1 digit). Measure the size of the mummy case using the meter or yardstick.

**Step 3:** Working in pairs, have students trace outlines of objects in the classroom on construction paper. Use the cubit ruler to measure the height and width of each object. Cut out the images. Have students estimate which objects will fit into the case and which ones will be too long or too wide. Have students compare each object to the mummy case. How accurate were their estimates?

### **Goals**

This activity meets **Illinois State Goal 6:** Demonstrate and apply a knowledge and sense of numbers, including basic arithmetic operations, number patterns, ratios, and proportions.

This activity meets **Illinois State Goal 7:** Estimate, make and use measurements of objects, quantities, and relationships and determine acceptable levels of accuracy.

### **Skeleton Study**

Lesson plan based on **Mummy Case**

Identify parts of a human skeleton on an x-ray of a mummy.

**Skills and Focus:** Life Science

**Subject Area:** Science

**Thematic Connection:** Comparing Cultures

**Grade Level:** Elementary School

**Time Needed:** 60 minutes

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## Objectives

- Gain practice in identifying the bones and other parts of the body and their relationship to one another.
- Understand the shared physical characteristics between people today and ancient Egyptians despite the stylized presentation of ancient Egyptians in art.

## Instructional Materials Needed

Story: *Who Is Inside the Case?*

[X-Ray Image](#)

Online Resources:

- Image of the human skeleton and other physiology:  
Columbia University Virtual Body (use search function for names):
  - <http://www.medtropolis.com/vbody/bones/index.html>
- Human Anatomy On-line:
  - <http://www.innerbody.com/htm/body.html>

## Activity

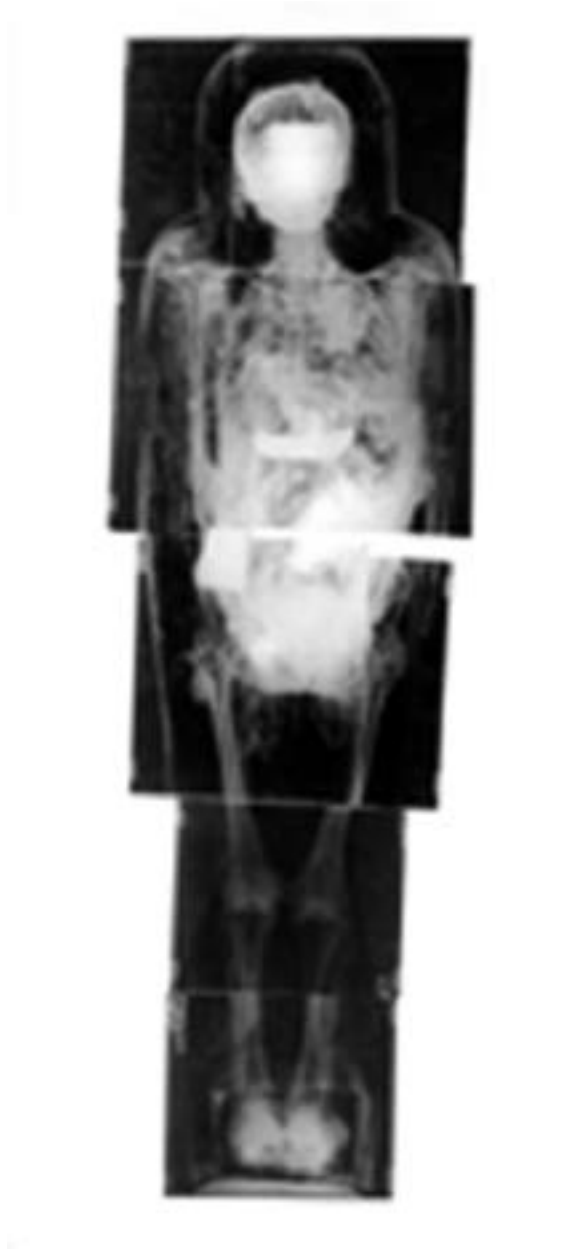
**Step 1:** After watching *Who Is Inside the Case?*, have students identify the following body parts using the Internet resources listed above.

- skull, jawbone, and teeth
- spine
- rib cage (lungs, heart with scarab protector)
- stomach (note square wax patch mentioned in *Who Is Inside the Case?*)
- [identify long bones: humerus, radius, ulna, femur, tibia, fibula](#)
- joints: elbows, knees, hips

**Step 2:** Students should label the major anatomical parts listed above on printouts of the x-ray.

## Goals

This activity meets **Illinois State Goal 12:** Have a working knowledge of the fundamental concepts and principles of the life, physical, and earth/space sciences and their connections.



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## **Providing for the Afterlife**

Lesson plan based on **Mummy Case**

Decide which personal items would be necessary for success and happiness in the afterlife.



**Skills and Focus:** Cultural Comparisons, Studio, Discussion

**Subject Area:** Social Science

**Thematic Connection:** The Afterlife, Comparing Cultures

**Grade Level:** Elementary School

**Time Needed:** 30-40 minutes

### Objectives

- Understand ancient Egyptian burial practices, especially why certain items were buried with the mummy and how they functioned in the afterlife.

### Instructional Materials Needed

Story: *How Were Mummies Made?*

[Drawing paper](#)

Colored pencils or crayons

### Activity

**Step 1:** Have your students imagine items that Paankhenamun would have wanted in the afterlife. To begin, ask students the following questions:

- What items are necessary for his survival?
- What items would provide him with entertainment?
- What items would make his life easier?
- What items would provide him with eternal good luck?

**Step 2:** Then, have students draw and write about each of the items that they believe should accompany Paankhenamun in the afterlife. Students should justify their choices. Then, compare the student's responses to determine which items are the most popular. Be sure to discuss whether or not these items existed in Paankhenamun's time and, if not, what the ancient Egyptian equivalent might have been.

### Goals

This activity meets **Illinois State Goal 18:** Understand, analyze, and compare social systems.

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### Rulers For a Day

Lesson plan based on **Alexander Coin**

**Design and create foil coins with images that symbolize students' imaginary leadership in the ancient world.**

**Skills and Focus:** Studio, Art History

**Subject Area:** Fine Arts

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**Thematic Connection:** Money, Signs and Symbols

**Grade Level:** Elementary School

**Time Needed:** 40 minutes

### Objectives

- Identify Alexander the Great as a powerful ruler in the ancient world.
- Imagine what it would be like to be a ruler in the ancient world.
- Design and create coins with images symbolic of imaginary rulers.
- Demonstrate the knowledge and skills to create a three-dimensional work of art.

### Instructional Materials Needed

Stories: *Who Was Alexander?* and *Coins in the Greek World*

[Map](#)

[Coin Template](#)

Pencils or ball point pens

Scissors

[Materials to decorate the coins, such as markers, crayons, glitter, ribbon, and fabric](#)

Poster board circles cut the same size as the coin template

Glue

### Activity

Have students look at a the map of the ancient world and choose a country to rule. Have them imagine commissioning a new coin to be used in their country.

**Step 1:** Discuss how the images on the Alexander coin reflect his rule. Ask students to think about what images or objects will reflect their rule in the ancient world. One side (obverse or front) of the coin they produce should have the ruler's portrait (a self-portrait), while the other side (reverse or back) should have an image of something symbolic of their country.

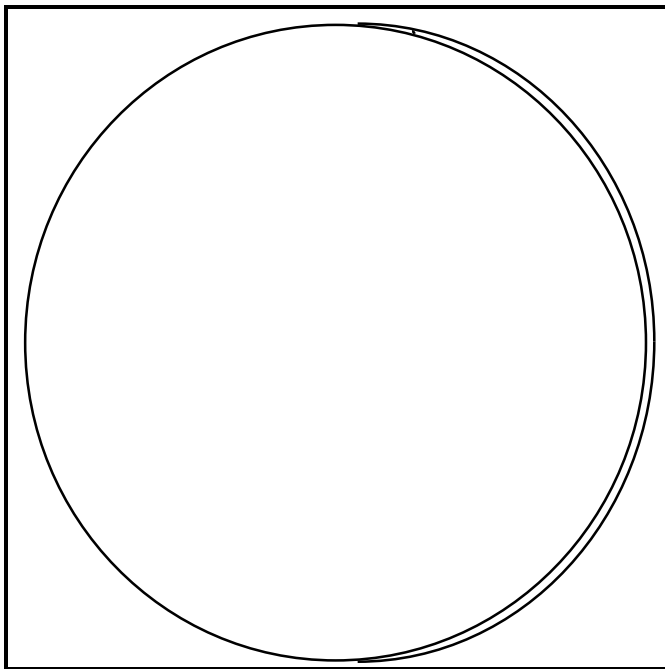
**Step 2:** Students should sketch designs with pencil on the coin templates.

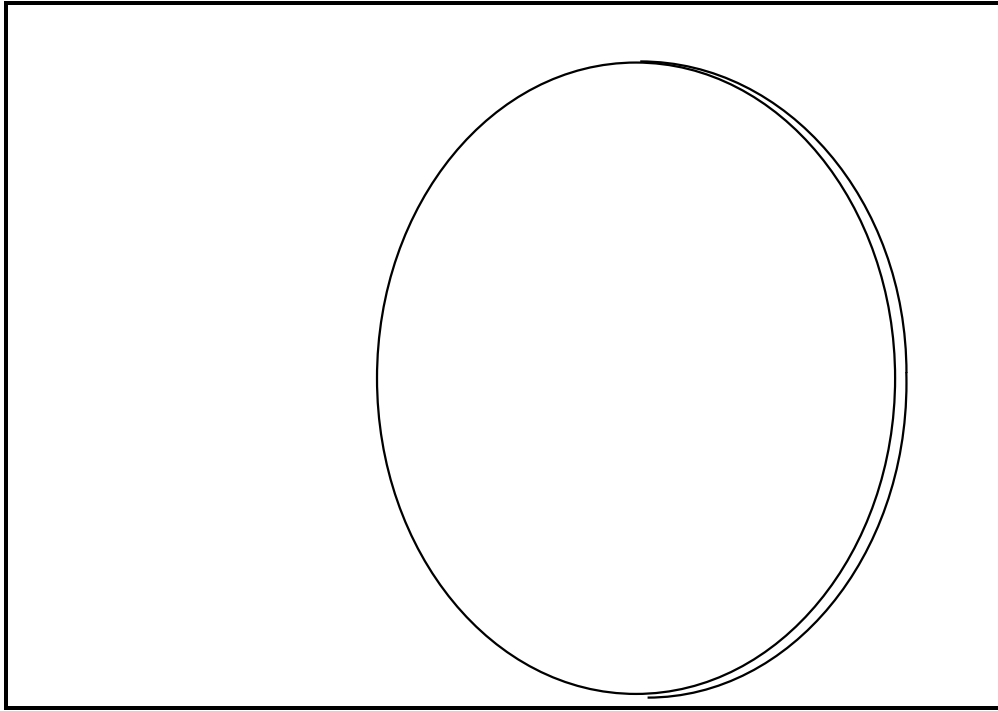
**Step 3:** Tell students to copy their final designs to the poster board circles and decorate the coins with glitter, fabric, ribbon, markers, and so on. Display the coins in class and ask students to explain the symbols on their coins.

### Goals

This activity meets **Illinois State Goal 26:** Through creating and performing, understand how works of art are produced.

This activity meets **Illinois State Goal 27:** Understand the role of the arts in civilizations, past and present.





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### **Count Your Pennies**

Lesson plan based on **Alexander Coin**

**Analyze and compare imagery and symbolism in ancient Greek and contemporary U.S. coins.**

**Skills and Focus:** Discussion, Cultural Comparisons, Hands-on

**Subject Area:** English Language Arts

**Thematic Connection:** Signs and Symbols, Myths and Legends, Connecting Past and Present

**Grade Level:** Elementary School

**Time Needed:** 50-90 minutes

### **Objectives**

- Identify the kinds of images that were characteristic of the obverse (front) and reverse (back) sides of ancient Greek coins.
- Interpret, based on the information in and discussion of the story *Coins in the Greek World*, what these images represented in ancient Greek culture.
- Compare these images and what they represented to the images on contemporary U.S. coins.

### **Instructional Materials Needed**

Story: *Coins in the Greek World*

[Chart](#)

Quarters, dimes, nickels, and pennies for students to examine

### **Activity**

**Step 1:** After watching the story *Coins in the Greek World* with the students, hand out the following blank chart. The first part of the chart will help to review the characteristics of ancient Greek coins.

**Step 2:** Distribute the chart to the students. With their input, and referring back to the story if necessary, complete the "Ancient Greek" row of the chart. Exact responses will vary, and discussion is encouraged; however, the responses should resemble these:

- coins: Greek
- front image: deity (e.g., Athena)
- represents: patron goddess of the city
- back image: animal, statue, or building (e.g., owl)
- represents: attribute or symbol of a god, place of worship, or government

**Step 3:** Present students with contemporary U.S. coins. Ask students to look at both sides of the coins and then complete the U.S. portion of the chart on their own. Again, exact responses will vary.

**Step 4:** Generate discussion about similarities between the ancient and modern coins.

**Critical Thinking** Ask students to

- **explain** why ancient Greek and contemporary U.S. coins are so similar in their design.
- **identify** how U.S. coins symbolize the nation.

### **Goals:**

This activity meets **Illinois State Goal 2:** Understand explicit and implicit meaning in literature representing individual, community, national, world, and historical perspectives.

This activity meets **Illinois State Goal 3:** Write to communicate for a variety of purposes.

This activity meets **Illinois State Goal 5:** Use the language arts for inquiry and research to acquire, organize, analyze, evaluate, and communicate information.

Ancient Greek Coins
Front Image:
Represents:
Back Image:
Represents:
Contemporary U.S. Coins
Front Image:
Represents:
Back Image:
Represents:

---

## Coin Content

Lesson plan based on **Alexander Coin**

**Calculate ancient Greek coin values as compared to their weight and determine their worth today.**

**Skills and Focus:** Calculation

**Subject Area:** Mathematics

**Thematic Connection:** Money, Counting and Calculating, Connecting Past and Present

**Grade Level:** Elementary School

**Time Needed:** 45 minutes

### Objectives

- **Understand how to calculate fractions of a given weight.**
- Use decimal numbers.
- Convert from metric to U.S. customary weight systems.

### Instructional Materials Needed

[Chart](#)

### Activity

**Step 1:** Distribute the chart and work with students to calculate the missing values. Ask students to suggest the appropriate calculations.

**Step 2:** After calculating the value of the coins, relate their value to that of a silver dollar (1 oz.). Calculate how much the silver in these ancient Greek coins would be worth today (assuming the value of silver at \$7.50/oz.).

### Goals

This activity meets **Illinois State Goal 6:** Demonstrate and apply a knowledge and sense of numbers, including basic arithmetic operations, number patterns, ratios, and proportions.

Find the Values of Ancient Greek Coins		
Coin	Value	Weight
obol	1/6 drachma	
diobol	1/3 drachma	
drachma		4.1g
didrachm	2 drachmae	
tetradrachm	4 drachmae	

---

### Coin Comparisons

Lesson plan based on **Alexander Coin**

Create "ancient" clay coins to understand the ratio of weight to value, physical properties, and how ancient coins compare to contemporary coins.

**Skills and Focus:** Studio, Measuring, Scientific Inquiry

**Subject Area:** Science

**Thematic Connection:** Money, Connecting Past and Present

**Grade Level:** Elementary School

**Time Needed:** 90 minutes

### Objectives

- Practice weighing items.
- Understand the ratio of weight to the value of ancient and modern coins.

### Instructional Materials Needed

- Story: *Coins in the Greek World*
- [chart](#)



- Self-hardening clay (different colors)
- Scale accurate to 0.1 g
- Coins: pennies, nickels, dimes, quarters, half-dollars, and dollars

### Activity

**Step 1:** Distribute the chart. Then have students measure clay out in grams as indicated on the chart.

**Step 2:** Students should strike a set of coins in clay using two modern coins to create impressions on both sides, as seen in *Coins in the Greek World*.

**Step 3:** Have students weigh each of the modern coins and record its value and weight in the chart.

**Step 4:** Now have students arrange the coins twice, first according to weight, and then according to value.

**Critical Thinking** Ask students to

- **explain** the weight-to-value ratio of the ancient coins.
- **describe** how the two coin arrangements differ.
- **conclude** whether the modern coins have the same weight-to-value ratio as the ancient coins.

### Goals

This activity meets **Illinois State Goal 13:** Have a working knowledge of the relationships among science, technology, and society in historical and contemporary contexts.

Coin	Value	Weight
obol	1/6 drachma	0.7g
diobol	1/3 drachma	1.4g
drachma		4.1g
didrachm	2 drachmae	8.2g
tetradrachm	4 drachmae	16.4g
penny	1/100 dollar	
nickel		
dime		
quarter		
half-dollar		
dollar		

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## Coin Comparisons

Lesson plan based on **Alexander Coin**

Analyze and compare symbols and their meanings on ancient Greek and contemporary coins.

**Skills and Focus:** Discussion, Cultural Comparisons, Writing

**Subject Area:** Social Science

**Thematic Connection:** Money, Connecting Past and Present

**Grade Level:** Elementary School

**Time Needed:** 20-30 minutes

## Objectives

- **Explain and demonstrate the role of money in the exchange of goods in everyday life.**

- Understand that ancient Greek coins established the format for contemporary U.S. coins.

**Instructional Materials Needed**

Story: *Coins in the Greek World*

[chart](#)

American coins (penny, nickel, dime, and quarter)

**Activity**

**Step 1:** Distribute the chart. Have students fill out the chart, comparing the images on the Alexander coin to those on contemporary U.S. coins.

**Step 2:** Then have students discuss how each coin informs them about its respective culture and history.

**Goals**

This activity meets **Illinois State Goal 15:** Understand, analyze, and compare economic systems, with an emphasis on the United States.

<b>Coin</b>	<b>Description of the Front</b>	<b>Description of the Back</b>
<b>Alexander Coin</b>		
<b>Penny</b>		
<b>Nickel</b>		
<b>Dime</b>		
<b>Quarter</b>		

---

## **Herculean Heroes**

Lesson plan based on **Amphora**

Identify and compare Herakles's heroic qualities to those depicted in students' portraits of their favorite heroes.

**Skills and Focus:** Studio, Discussion

**Subject Area:** Fine Arts

**Thematic Connection:** Myths and Legends, Connecting Past and Present

**Grade Level:** Elementary School

**Time Needed:** 60 minutes

## **Objectives**

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- Identify qualities in Herakles that made him a hero to the ancient Greeks.
- Determine what qualities in our time make someone a hero.
- Compile a list of today's heroes.
- Make a painting of a favorite hero.
- Demonstrate the ability to manipulate a variety of tools and materials, including paints and brushes.

### **Instructional Materials Needed**

- Story: *What Story Is Shown?*
- 11" x 14" paper
- Tempera paints in a variety of colors
- Brushes
- Small containers of water for rinsing brushes

### **Activity**

**Step 1:** Tell students that this amphora is decorated with a scene from the life of Herakles, a revered Greek hero. The Greeks admired his strength and intellect, and he is depicted here saving the city of Nemea from a powerful lion by killing the beast with his bare hands. Make a list of heroes admired by students, and discuss the qualities heroes possess.

**Step 2:** Each student should paint a portrait of his or her favorite hero, making sure to include attributes—objects or special clothing—that illustrate the person's heroic qualities.

**Step 3:** Discuss the students' portraits in class, noting how they are similar to and different from the depiction on the amphora.

### **Goals**

This activity meets **Illinois State Goal 26:** Through creating and performing, understand how works of art are produced.

### **Creating a Legend**

Lesson plan based on **Amphora**

Describe modern-day legends and compare them to ancient legends.

**Skills and Focus:** Discussion, Cultural Comparisons, Writing

**Subject Area:** English Language Arts

**Thematic Connection:** Myths and Legends, Connecting Past and Present

**Grade Level:** Elementary School

**Time Needed:** 50-minutes

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## Objectives

- Understand the place of the legend of Herakles in ancient Greek life.
- Compare ancient and modern legends.

## Instructional Materials Needed

Story: *What Story Is Shown?*

## Activity

**Step 1:** Begin by discussing the concept of legends. Be sure students understand that a legend can be either a person who accomplished some remarkable feat or an event of longstanding significance.

**Step 2:** After watching *What Story Is Shown?*, discuss what the students already know about the character of Herakles.

## Critical Thinking

Ask students to

- **explain** why the ancient Greeks painted an image of him onto an amphora.
- **describe** Herakles most admirable characteristics.

**Step 3:** Work with students to generate a list of contemporary legends. Some of the legends should be people and some should be events. Discuss with students how these people and events fulfill the requirements of a legend.

## Goals

This activity meets **Illinois State Goal 4:** Listen and speak effectively in a variety of situations.

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## Vessel Volumes

Lesson plan based on **Amphora**

Determine relative volume equivalents among various ancient Greek vessels.

**Skills and Focus:** Calculation, Geometry

**Subject Area:** Mathematics

**Thematic Connection:** Counting and Calculating

**Grade Level:** Elementary School

**Time Needed:** 60-100 minutes

## Objectives

- Practice multiplication and division skills.
- Develop a sense of the relative proportions of different volumes.

### Instructional Materials Needed

- Story: *Symposia: Ancient Greek Drinking Parties*
- [Math Chart](#)

### Activity

**Step 1:** Have students look at the images of different kinds of Greek drinking vessels from the Art Institute collections and discuss how they would have been used.

**Step 2:** Distribute the chart. Ask students to use the information on the chart to calculate answers to the following questions:

- How many *amphorae* would it take to fill the *krater*?
- How many *kylikes* would one *oinochoe* fill?
- How many *rhyta* would an *oinochoe* fill?
- How many *kylikes* would it take to empty the *krater*?

### Goals

This assignment meets **Illinois State Goal 6:** Demonstrate and apply a knowledge and sense of numbers, including basic arithmetic operations, number patterns, ratios, and proportions.

<b>Vessel</b>	<b>Name</b>	<b>Function</b>	<b>Capacity</b>
	Kylix	drinking cup	8 oz.
	Rhyton	drinking cup	5 oz.
	Stamnos	storage	40 oz.
	Amphora	storage	30 oz.
	Krater	serving	128 oz.
	Oinochoe	serving--	32 oz.

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## **A Lion's Lair**

### **Lesson plan based on Amphora**

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Research and illustrate lion habitats to determine whether lions were likely to have lived in ancient Greece.

**Skills and Focus:** Biology, Geography, Earth Sciences

**Subject Area:** Science

**Thematic Connection:** Geography, Animals

**Grade Level:** Elementary School

**Time Needed:** 100 minutes

### Objectives

- Understand the relationship between preferred habitats and where animals live.
- Evaluate the likelihood that a particular animal lived in a particular habitat.
- Practice using quality online resources.
- Practice reading and making inferences from topographical maps.

### Instructional Materials Needed

Colored pencils, crayons, paper for drawing

[AIC Lions](#)

Online Resources:

- <http://dialspace.dial.pipex.com/agarman/lion.htm>
- Lincoln Park Zoo Species Data Sheet: African Lion:  
<http://www.lpzoo.com/animals/mammals/facts/lion.html>
- Topographical map of Greece  
[http://www.lib.utexas.edu/Libs/PCL/Map\\_collection/europe/Greece\\_rel96.jpg](http://www.lib.utexas.edu/Libs/PCL/Map_collection/europe/Greece_rel96.jpg)

### Activity

**Step 1:** Research the native habitats of lions, using the online resources listed above.

**Step 2:** Have students draw lions in their preferred habitat, using the Art Institute lions as models. Be sure students pay attention to representing the preferred prey, appropriate vegetation, and landscape.

**Step 3:** Have students research the geography of Greece using the topographical map.

**Critical Thinking** Ask students to

- **describe** the Greek landscape.
- **indicate** whether Greece has the grassy plains that lions prefer.
- **conclude** how likely is it that lions were ever native to Greece.

### Goals

This activity meets **Illinois State Goal 12:** Have a working knowledge of the fundamental concepts and principles of the life, physical, and earth/space sciences and their connections.

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## Vessels: Then and Now

Lesson plan based on **Amphora**

Determine the role of vessels in ancient Greek life and identify their modern-day equivalents.

**Skills and Focus:** Cultural Comparisons, Writing

**Subject Area:** Social Science

**Thematic Connection:** Home and School

**Grade Level:** Elementary School

**Time Needed:** 30 minutes

### **Objectives**

- **Describe the role of resources in ancient Greek everyday life.**
- Identify modern-day equivalents to ancient Greek tableware.

### **Instructional Materials Needed**

Stories: *How Was This Made?* and *Symposia: Ancient Greek Drinking Parties*  
[Worksheet](#)

### **Activity**

Encourage students to take notes as they watch the two stories. Then distribute the worksheet and tell students to refer to their notes as they fill it in. Finally, discuss the students' responses.

### **Goals**

This activity meets **Illinois State Goal 17:** Demonstrate a knowledge of world geography, as well as an understanding of the effects of geography on society, with an emphasis on the United States.

<b>Vessels: Then and Now</b>		
<b>Greek Vessel</b>	<b>Function</b>	<b>Today's Vessel</b>
<b>Amphora</b>		
<b>Hydria</b>		
<b>Krater</b>		
<b>Oinochoe</b>		
<b>Rhyton</b>		

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### **Ancient Abstraction**

Lesson plan based on **Cycladic Figure**

Explore Abstraction through an ancient Greek sculpture and by creating self-portraits using geometric shapes.

**Skills and Focus:** Art Appreciation, Studio

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**Subject Area:** Fine Arts

**Thematic Connection:** Connecting Past and Present

**Grade Level:** Elementary School

**Time Needed:** 60 minutes

### Objectives

- Recognize how the elements of line and shape are used in the Cycladic figure.
- Identify the Cycladic figure as an example of abstraction.
- Identify how the artist used geometric shapes to indicate the parts of the body on the figure.
- Create an abstract self-portrait using geometric shapes.

### Instructional Materials Needed

- Stories: *Who Is This?* and *The Human Form in Cycladic Art*
- [Cycladic Figure](#)
- One 4' length of butcher paper for each student
- Pencils
- Construction paper in a variety of colors
- Glue
- Scissors
- Crayons and/or markers

### Activity

**Step 1:** Discuss how and why the Cycladic figure is an example of abstraction.

**Critical Thinking** Ask students to

- **explain** how you know this statue represents a human figure.
- **describe** the human features the artist included to communicate the figure's humanity.
- **identify** which geometric shapes form the following features: face, nose, arms, torso, legs, feet.

Finally, have each student draw or label these shapes on the Cycladic figure template.

**Step 2:** Divide students into pairs. Each student should trace the outline of his or her partner's body on a length of butcher paper. Students should then switch roles so each has an outline of his or her own body.

**Step 3:** Using construction paper cut-outs, crayons, and/or markers on the outline of their bodies, students should create an abstracted image of themselves, including hair styles, clothing, jewelry, and so on. Remind students to use geometric shapes as much as possible. Display the abstractions in class.

### Goals

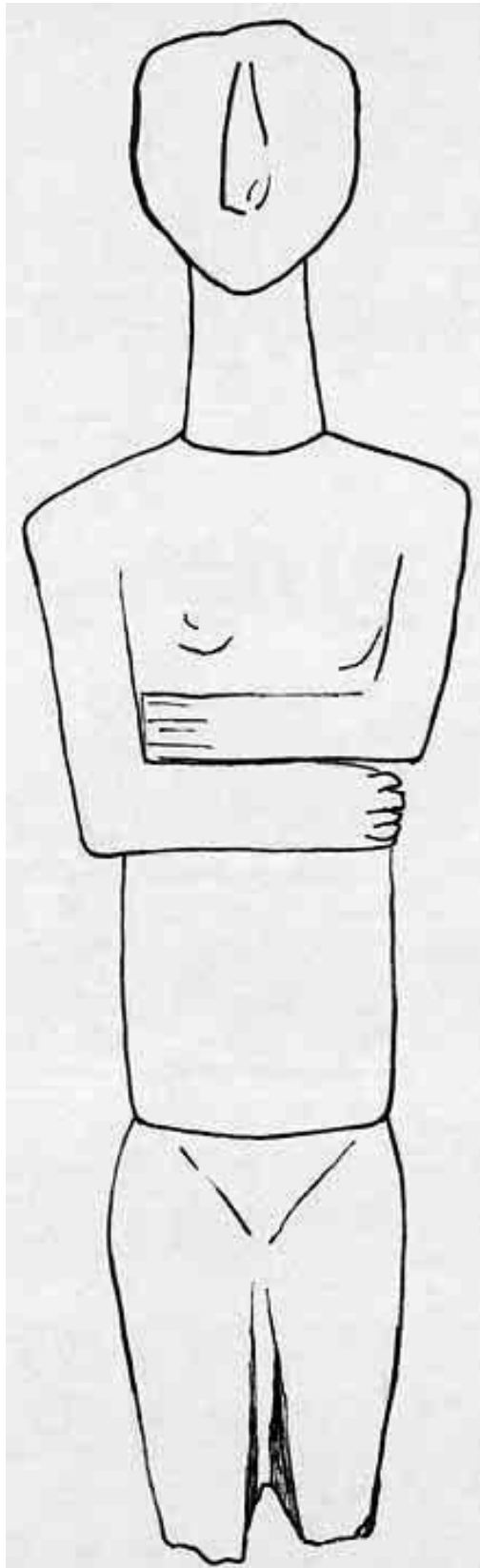
This activity meets **Illinois State Goal 25:** Know the language of the arts.

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This activity meets **Illinois State Goal 26:** Through creating and performing, understand how works of art are produced.



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## Daily Life and Schooling

### Lesson plan based on Cycladic Figure

Compare the ancient Greek method of schooling and writing to contemporary methods

Skills and Focus: **Discussion, Cultural Comparisons, Hands-on**

Subject Area: **English Language Arts**

Thematic Connection: **Literature, Comparing Cultures, Connecting Past and Present**

Grade Level: **Elementary School**

Time Needed: **90 minutes**

### Objectives

- Understand the ancient Greek method of schooling and compare it to contemporary school activities.
- Participate in an activity from an ancient Greek curriculum, using the tools used by students of that period.
- Recognize and use the letters of the Greek alphabet.

### Instructional Materials Needed

- Wet clay, rolled out so that each student has at least a 5" square
- Popsicle sticks (one per student), cut so that one end has a sharp point
- Print Resources:
  - Guide to the Greek alphabet, including the corresponding English letters:  
*The Chicago Manual of Style*, 14th ed., Chicago: University of Chicago Press, 1993. p. 350
- **Books about ancient Greek schooling:**
  - Burrell, Roy. *The Greeks*. New York: Oxford University Press, 1989. pp. 42-43.
  - Freeman, Charles. *Spotlights: The Ancient Greeks*. New York: Oxford University Press, 1989. pp. 32-33.

### Activity

**Step 1:** Introduce students to the information presented in the above resources (or any others that you may find). In Burrell's *The Greeks*, there is a short passage, beginning on the bottom of page 42, that is told from the point of view of an ancient Greek student, Timon, taking the reader into Timon's personal experience. Encourage students to read this passage aloud.

**Step 2:** Create a list on the chalkboard or overhead projector of the similarities and differences between ancient Greek and contemporary U.S. schooling, such as the following:

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## Ancient Greek and Contemporary U.S. Schooling

Similarities to U.S.	Differences from U.S.
classes taught: history, literature, arithmetic, geometry, music, physical education	students went to school with their personal slaves, or <i>pedagogues</i>
writing taught by repeated practice	students write on wax tablets with pointed sticks
different teachers for different subjects	no punctuation or spaces between words
learning to read aloud and memorization considered important	only boys go to school, beginning at age 7

**Step 3:** Show students the Greek alphabet and how it corresponds to the English alphabet with 24 letters instead of 26. The word *alphabet* comes from the first two words in the Greek alphabet: *alpha* and *beta*. Distribute the clay and the Popsicle sticks, telling students that they are going to practice writing as the ancient Greeks did.

**Step 4:** Ask students to copy the Greek alphabet, keeping in mind that the ancient Greek way to correct mistakes was to smooth out the writing surface with the flat end of the writing tool, or *stylus*, and start over.

**Step 5:** Once students are familiar with the characters of the Greek alphabet, they can begin to use them to write. Encourage students to write their first and middle names in the clay, remembering not to use capitalization or to leave a space between words.

### Goals

This activity meets **Illinois State Goal 2:** Understand explicit and implicit meaning in literature representing individual, community, national, world, and historical perspectives.

This activity meets **Illinois State Goal 3:** Write to communicate for a variety of purposes.



## Sculpture Shapes

Lesson plan based on **Cycladic Figure**

Reconstruct an ancient Greek sculpture using various geometric forms

**Skills and Focus:** Geometry

**Subject Area:** Mathematics

**Thematic Connection:** Identifying Patterns

**Grade Level:** Elementary School

**Time Needed:** 40 minutes

### Objectives

- Learn about different geometric forms.
- Create an abstract human form out of geometric shapes.
- Create other representations out of the same shapes.

### Instructional Materials Needed:

- Story: *The Human Image in Cycladic Art*
- [Cycladic Figure](#)
- Construction paper
- Scissors
- Transparent tape
- Tracing paper and pencils

### Activity

**Step 1:** After watching *The Human Image in Cycladic Art* with the students, discuss the use of abstract geometric forms to create human forms, using the Cycladic figure as an example.

**Step 2:** Ask students to identify the various geometric forms that make up the Cycladic figure. List them on the chalkboard.

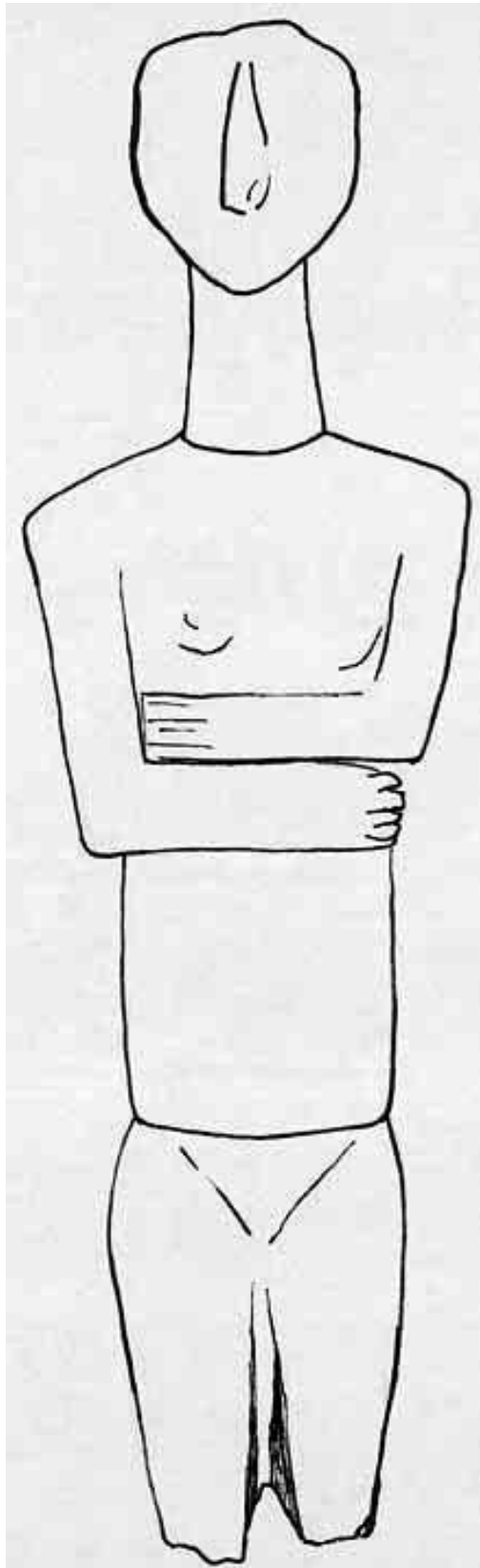
**Step 3:** Have students trace the various parts of the figure as separate shapes. Then have them transfer the tracings onto construction paper and cut them out. Tell students to fasten a small doubled-over loop of tape to the back of each shape.

**Step 4:** Have students reassemble the geometric shapes into the Cycladic figure by fastening the pieces to another piece of construction paper. Then encourage students to use the shapes to create other forms, such as animals, landscapes, buildings, and the like.

### Goals

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This activity meets **Illinois State Goal 9:** Use geometric methods to analyze, categorize, and draw conclusions about points, lines, planes, and space.



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## Dig It Up

Lesson plan based on **Cycladic Figure**

Simulate an archaeological excavation to determine how archeologists make inferences about various cultures.

**Skills and Focus:** Geology, Scientific Inquiry

**Subject Area:** Science

**Thematic Connection:** Connecting Past and Present

**Grade Level:** Elementary School

**Time Needed:** 90 minutes

### Objectives

- Gain a general acquaintance with the principles of archaeological excavation.
- Understand how archaeological inferences are made.

### Instructional Materials Needed

- Story: *Who Is This?*
- [Tags and Forms](#)
- Three or four large (at least 3'-4' square), sturdy cardboard boxes, lined with black plastic bags
- Sand, rocks, and dirt
- Digging equipment: trowel, whisk broom, paintbrushes, marking pen, gloves, tackle box or similar container, serving spoons, buckets, screen or sifter
- Recording equipment: rulers, pencils, papers, notebooks
- Simulations of ancient objects made by students following [Cleopatra](#) elementary-level Fine Arts Lesson plans: [Life After Death](#) (Model Boat), [Rulers for a Day](#) (Alexander Coin), [Ancient Abstraction](#) (Cycladic Figure), [Self-portrait Shields](#) (Fallen Warrior), [Modern Mosaics](#) (Mosaic)
- An Archaeological Analysis: Pieces of the Past:
  - <http://www.rom.on.ca/digs.munsell/>
  - <http://kroeber.anthro.mankato.msus.edu/archaeology/index.shtml>

### Activity

**Step 1:** Prepare an excavation "site." The site should consist of two levels, a top level (dirt) that was deposited after the site was abandoned and a lower level (sand and rocks) that was associated with the use of the site.

**Step 2:** Collect ancient-artifacts simulations and place in the lower level. Collect newer items (for example: plastic, aluminum foil, new coins) and place in the upper level.

*The following steps should be completed with the students in the classroom:*

**Step 3:** After watching *Who is This?* and visiting the Archaeological Analysis Web site, discuss with students why it is important to excavate these artifacts in a controlled excavation rather than just digging them up and putting them in a museum.

**Step 4:** Have students write a job description for an archaeologist and list the needed tools.

**Step 5:** Divide the class into teams of 4 students and distribute a set of household-object "tools" to each group. One student should be responsible for excavating, a second for taking notes, a third for labeling, and a fourth for storing finds. Students should rotate job responsibilities.

As students dig through the layers, make sure they carefully measure at what depth from the top of the box they encountered the new layers. Students should carefully document whether artifacts come from the upper layer or the lower.

*All artifacts should be tagged and bagged using printouts of the tags provided. Each trench should have a full record of the distribution of evidence both vertically and horizontally at the end of the dig.*

#### **Step 6: Analysis**

Ask students to reconstruct the layers as drawings as if seen through the side of the site box.

Try to establish some kind of date for the upper and lower levels: ancient or 20th century. Discuss what kinds of information came from excavating carefully and making full documentation.

#### **Goals**

This activity meets **Illinois State Goal 11:** Have a working knowledge of the processes of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems.

### **Artifact Control Tag**

Date:  
Trench #:  
Tag #:  
Excavators' initials:  
Layer:

### **Artifact Control Tag**

Date:  
Trench #:  
Tag #:  
Excavators' initials:  
Layer:

### **Artifact Control Tag**

Date:  
Trench #:  
Tag #:  
Excavators' initials:  
Layer:

### **Artifact Control Tag**

Date:  
Trench #:  
Tag #:  
Excavators' initials:  
Layer:

## **Excavation Record Form**

**Date:**

**Trench #**

**Recorder:**

**Feature #**

**Layer:**

### **Soil Characteristics**

**Color:**

**Texture:**

**Inclusions:**

**Finds (tag #s):**

**Sketch plan of Trench # \_\_\_\_\_ Layer # \_\_\_\_\_**

**Mark elevations on plan.**

---

## **An Archaeological Adventure**

Lesson plan based on **Cycladic Figure**

**Simulate an archeological dig in the classroom to explore a culture through its artifacts.**

**Skills and Focus:** Hands-on, Studio, Writing, Discussion, Analysis

**Subject Area:** Social Science

**Thematic Connection:** Connecting Past and Present

**Grade Level:** Elementary School

**Time Needed:** 90 minutes

### **Objectives**

- **Learn how the tools of social science inquiry (e.g., buried art objects) can be used to investigate an ancient culture.**

### **Instructional Materials Needed**

- Story: *Who Is This?*
- [Cycladic Figure](#)

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- [Worksheet](#)
- Shallow foil loaf pans
- Sand
- Several pieces of cardstock (various sizes)
- Excavating tools such as plastic spoons, toothbrushes, and the like.
- White charcoal paper or cardstock (1 piece for each student)
- Markers, colored pencils, or crayons

### Activity

**Step 1:** Create several cardstock templates of the Cycladic figure and Cycladic vessels (such as small cups, *pyxides*, and *kandiles*).

**Step 2:** Have students use the templates to create their own Cycladic figure and vessels on white charcoal paper or cardstock.

**Step 3:** Instruct students to decorate their figures and vessels with markers, crayons, or colored pencils in any way they choose.

**Step 4:** Fill disposable foil loaf pans (or other shallow pans) with sand.

**Step 5:** Students should bury their Cycladic figure and vessels in the sand.

**Step 6:** Distribute the pans with their buried treasures and four worksheets to each student. (Each student should have a pan with objects created by a classmate.)

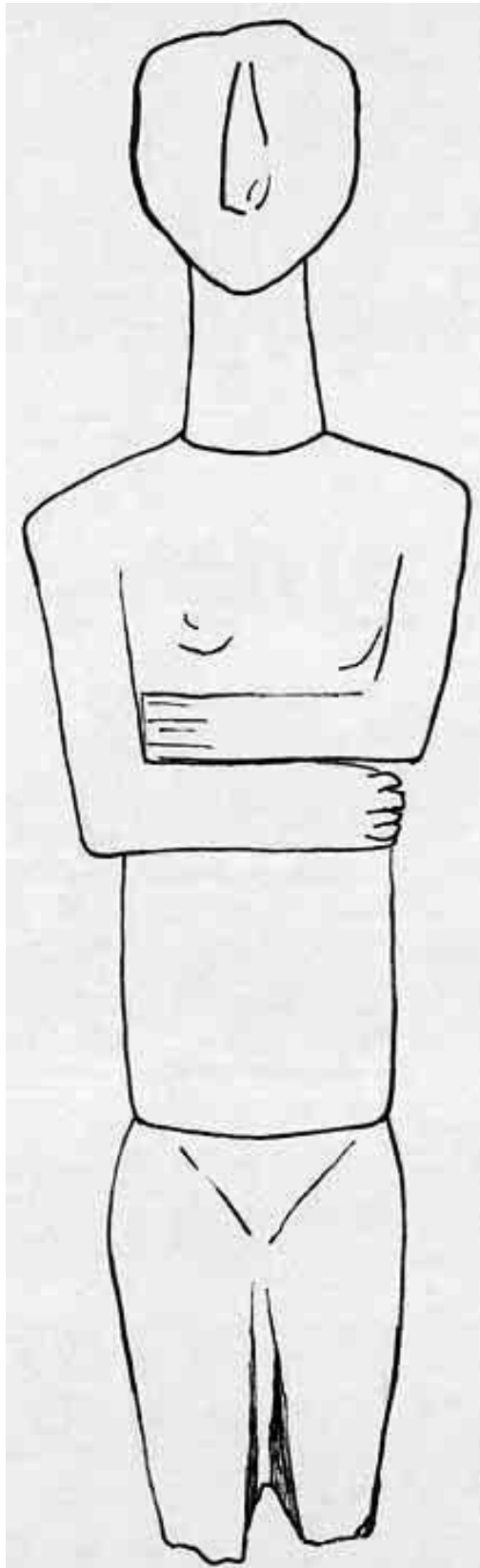
**Step 7:** Instruct students to use extreme care while using their excavating tools, as tools can damage the objects.

**Step 8:** Tell students to complete one worksheet each for the figure and three vessels. Then have students discuss what they learned about an ancient culture from the remains they found.

### Goals

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





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## Archaeologist's Worksheet

Name of the Object \_\_\_\_\_

Draw or describe the shape of the object.

Draw or describe the decorations on the object.

Are any of the decorations similar? If so, describe how.

How do you think this object was used?

What does this object reveal about the culture that made it?

---

### Portrait of a Ruler

Lesson plan based on **Hadrian**

Create a full-length portrait of the Emperor Hadrian that conveys his role through attributes.

**Skills and Focus:** Art History, Hands-on  
**Subject Area:** Fine Arts  
**Thematic Connection:** Signs and Symbols  
**Grade Level:** Elementary School  
**Time Needed:** 60 minutes

### Objectives

- Identify and define an attribute in a portrait.
- Determine which attributes in a full-length portrait might identify Hadrian as an ancient Roman emperor.
- Paint or draw a portrait of Hadrian that depicts these attributes.
- Understand how this bust of Hadrian conveys a story about life as an emperor in ancient Rome.

### Instructional Materials Needed

Story: *Portraits of Roman Emperors*

[Hadrian](#)

Tempera paints or colored pencils

Brushes and small containers of water for rinsing brushes

### Activity

**Step 1:** Artists of ancient Rome were admired in their own time and still are today for the realism of their portraiture. Elements that tell us about the subject of a portrait are called attributes. This sculpture is recognizable as Hadrian because he was known to have worn ringlets and a beard in the style of the Greek philosophers. Because his body is missing, we must imagine the other attributes that signify his role as a powerful emperor. Discuss as a class what these attributes might be.

**Step 2:** For each student (or team of students), print out a reproduction of the Art Institute's portrait head of Hadrian. Cut out the head around the edges and attach it with glue or tape to one of the short sides of a large rectangular sheet of white paper. Have students draw or paint the emperor's body in full length on the large paper, showing it in proper proportion to the cut-out of the head pasted onto the sheet. Working in either tempera paint or with colored pencils, students should complete their full-length portraits, which should include a number of appropriate attributes. When students have completed their portraits, ask them to discuss the attributes they included and why.

### Goals

This activity meets **Illinois State Goal 26:** Through creating and performing, understand how works of art are produced.

This activity meets **Illinois State Goal 27:** Understand the role of the arts in civilizations, past and present.



---

## Vocabulary of Ancient Rome

Lesson plan based on **Hadrian**

Define vocabulary relative to ancient Rome through oral presentations.

**Skills and Focus:** Vocabulary, Oral Presentation

**Subject Area:** English Language Arts

**Thematic Connection:** Connecting Past and Present

**Grade Level:** Elementary School

**Time Needed:** 75 minutes

### Objectives

- Define six words that relate to ancient Roman cultural life.
- Demonstrate increased familiarity with dictionaries.
- Collaborate to present definitions to the class.

### Instructional Materials Needed

**Stories:** *Who Was Hadrian?* and *How Was This Made?*

Dictionaries for each student

### Activity

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**Step 1:** Write the following words on the chalkboard, asking students to copy them onto a sheet of paper: emperor, toga, temple, architect, portrait, sculptor.

Show the stories *Who Was Hadrian?* and *How Was This Made?* and ask students to listen for these words and look for the images that accompany them.

**Step 2:** Ask students to use the dictionaries to find and copy the first definition of each of these words.

**Step 3:** When students have finished writing the definitions, divide the class into six groups, one group per word. Ask each group to think about their assigned word and how they might present it to the class. For example, the *emperor* group may have one student play the emperor, while others play his subjects bowing before him, and another reads a proclamation that is the definition of emperor.

## Goals

This activity meets **Illinois State Goal 1:** Read with understanding and fluency.

This activity meets **Illinois State Goal 5:** Use the language arts for inquiry and research to acquire, organize, analyze, evaluate, and communicate information.

---

## Architectural Adventure

Lesson plan based on **Hadrian**

Construct a three-dimensional model of the Pantheon.

**Skills and Focus:** Geometry, Problem Solving

**Subject Area:** Mathematics

**Thematic Connection:** Identifying Patterns

**Grade Level:** Elementary School

**Time Needed:** 80 minutes

## Objectives

- **Analyze a building based on different views and plans.**
- Reconstruct a building based on photographs and plans.

## Instructional Materials Needed

- Story: *Who Was Hadrian?*
- Construction paper
- Scissors, transparent tape
- Printouts of various views of the Pantheon (found at <http://harpy.uccs.edu/roman/html/pantheonslides.html>)

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## Activity

**Step 1:** After watching *Who Was Hadrian?*, emphasize that Hadrian was not only the emperor of Rome, but also the designer of the Pantheon and other important buildings.

**Step 2:** Look at images and plans of the Pantheon with the class. Discuss with the students the basic two-dimensional and three-dimensional shapes used in designing the Pantheon.

**Step 3:** Lead the class in making a three-dimensional model of the Pantheon, and discuss with students how simple geometric forms can be turned into a complex structure.

## Goals

This activity meets **Illinois State Goal 9:** Use geometric methods to analyze, categorize, and draw conclusions about points, lines, planes, and space.

---

## The Artistic Process

Lesson plan based on **Hadrian**

Experiment with and compare different types of natural resources and tools used by artists in ancient Rome.

**Skills and Focus:** Scientific Inquiry

**Subject Area:** Science

**Thematic Connection:** Connect Past and Present

**Grade Level:** Elementary School

**Time Needed:** 60 minutes

## Objectives

- Identify and describe natural resources and tools used by artists in ancient Rome.
- Describe changes in natural resources that result from human use of tools.

## Instructional Materials Needed

- Stories: *How Was This Made?* (for Hadrian, Hercules, and Mosaic Floor)
- Marble slab (1-2 pounds)
- Soap stone or Creat-Stone © and stone carving tools such as chisels, rasps, etc., or use soap, wooden dowels, plastic knives, small grater, etc.

## Activity

**Step 1:** After viewing the stories, review with students the tools that were used to make marble and bronze sculptures and mosaics. Compare the marble slab with the portrait Head of Emperor Hadrian and describe the changes in the marble caused by the tools.

**Step 2:** Experiment with the way tools can alter the appearance of materials. Using Creat–Stone © and stone carving tools, have students experiment with recreating different surfaces and designs similar to those seen in the Portrait Head of Emperor Hadrian. Create hair, beards, eyes, or other facial features. (If Creat–Stone © is not available, use soap, wooden dowels, plastic knives, and small grater.)

**Step 3:** Lead the class in comparing the hardness of the marble with the Creat–stone © or soap. Discuss the difficulty of carving marble with modern and ancient tools. List and describe modern tools that correspond to those of the ancient Romans.

### Goals

This activity meets **Illinois State Goal 11:** Have a working knowledge of the processes of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems.

This activity meets **Illinois State Goal 13:** Have a working knowledge of the relationships among science, technology, and society in historical and contemporary contexts.

---

### Honoring Leaders

Lesson plan based on **Hadrian**

Design and compare monuments that honor an imaginary Roman emperor and a future American president.

**Skills and Focus:** Cultural Comparisons, Studio, Analysis

**Subject Area:** Social Science

**Thematic Connection:** Comparing Cultures

**Grade Level:** Elementary School

**Time Needed:** 30-40 minutes

### Objectives

Compare the attributes of Roman rulers with those of American presidents.

### Instructional Materials Needed

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- Story: *Portraits of Roman Emperors*
- [Worksheet](#)

### Activity

**Step 1:** Distribute the worksheet. Explain to students that portraits of Roman emperors were seen on coins, buildings, and as sculptures in public squares throughout the empire. Ask students where they are likely to see portraits of past and present U.S. presidents. Then tell students to fill out the worksheet, describing how emperors and presidents are alike and how they are different.

**Step 2:** Have each student describe and/or draw his or her own monument honoring an imaginary Roman emperor and a past or present U.S. president. Ask students to explain how the monuments reflect the attributes of the person being honored.

### Goals

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



## Comparing Emperors and Presidents

Roman Emperor
American President

---

## Modern Mosaics

Lesson plan based on **Mosaic Floor**

Create individual mosaics to decorate the classroom.

**Skills and Focus:** Studio, Art Appreciation

**Subject Area:** Fine Arts

**Thematic Connection:** Identifying Patterns

**Grade Level:** Elementary School

**Time Needed:** 60 minutes

### Objectives

- Define the term *tesserae* and explain how they are used in the mosaic.
- Explore the elements of shape, texture, color, and pattern by identifying how the artist manipulated tesserae to create the mosaic.
- Explain how the use of tesserae creates specific effects, such as a sense of volume or shadowing.
- Create a copy of this mosaic by manipulating torn paper to depict different textures and details.

### Instructional Materials Needed

Stories: *What Animal Is This?* and *How Were Mosaics Made?*

- [Mosaic](#)
- Construction paper in a variety of colors, torn into small pieces of uniform size (approximately 1/2" square)
- Glue sticks
- Foil, ribbon, fabric remnants, or other materials as desired

### Activity

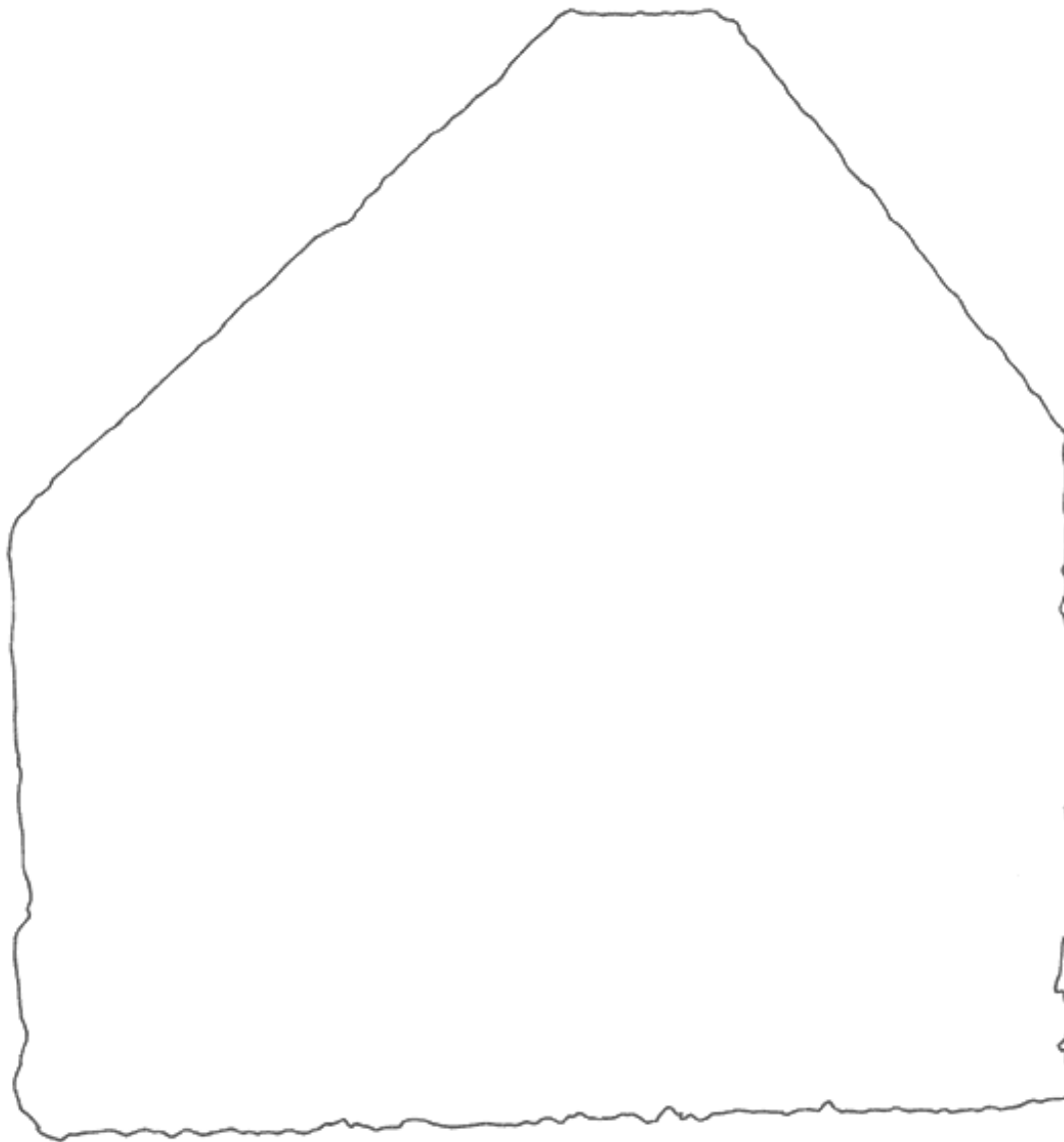
**Step 1:** Explain to students that mosaics like this one were used to decorate private homes in ancient Rome. Discuss how mosaic artists created decorative patterns by making different shapes or lines with tesserae. Have students experiment with patterns by placing paper tesserae on the mosaic template to create textures and details on the animal and figure.

**Step 2:** Students may glue tesserae to the template when they are satisfied with the patterns they have created. Foil, ribbon, or fabric remnants can be added to enhance different textures.

## Goals

This activity meets **Illinois State Goal 25:** Know the language of the arts.

This activity meets **Illinois State Goal 26:** Through creating and performing, understand how works of art are produced.



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## Animals in Ancient Rome

Lesson plan based on **Mosaic Floor**

Invent, illustrate, and describe hybrid exotic animals, their imaginary origins, and lifestyles.

**Skills and Focus:** Discussion, Analysis, Hands-on

**Subject Area:** English Language Arts

**Thematic Connection:** Animals, Signs and Symbols

**Grade Level:** Elementary School

**Time Needed:** 50–75 minutes

### Objectives

- Understand the ways in which ancient Romans made use of various animals.
- Create exotic hybrids, combining characteristics of two animals and writing a brief statement about the new creature.

### Instructional Materials Needed

- Story: *What Animal Is This?*
- [Chart](#)
- Drawing paper
- Crayons, colored pencils, or markers
- Print Resources:
  - Corbishley, Mike. *The Roman World*. New York: Warwick Press, 1986.
  - James, Simon. *Eyewitness Books: Ancient Rome*. New York: Alfred A. Knopf, Inc., 1979. pp. 24-25, 28-35.
- Online Resources:
  - Images of the Colosseum: Encyclopaedia Britannica Online:
    - <http://www.eb.com> (search for Colosseum)

### Activity

**Step 1:** After watching the story *What Animal Is This?*, introduce students to the place of animals in ancient Rome. Animals served many purposes in ancient Roman culture, but most were used for sport, as symbols, or in religious ceremonies. If possible, show some of the images in the James book. Also, distribute the chart.

**Step 2:** After discussing the chart, turn students' attention back to the final section of the story in which Dio Cassius describes the giraffe that Caesar brought back to Rome in 46 B.C.

**Step 3:** Hand out the drawing paper and colored pencils or crayons and ask students to invent and draw their own exotic animal, naming it in the same way that the ancient Romans named the "camelopardus." The animal must be a combination, or hybrid, of at least two animals we are familiar with today, and it must show some attributes of those animals.

**Step 4:** Have students write a few sentences introducing the animal to an audience gathered at a public arena like the Colosseum. Sentences should name

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the animal, tell where it came from, and relate interesting facts about the animal's lifestyle, behavior, or personality.

### **Goals**

This activity meets **Illinois State Goal 3:** Write to communicate for a variety of purposes.

This activity meets **Illinois State Goal 4:** Listen and speak in a variety of situations.

This activity meets **Illinois State Goal 5:** Use the language arts for inquiry and research to acquire, organize, analyze, evaluate, and communicate information.

## The Place of Animals in Ancient Rome

Sports and Personal Use	Religious or Symbolic Use
<p><b><u>lions, tigers</u></b></p> <ul style="list-style-type: none"><li>• gladiatorial combat</li><li>• capital punishment</li></ul> <p><b><u>horses</u></b></p> <ul style="list-style-type: none"><li>• contests</li><li>• races</li></ul> <p><b><u>bears, giraffes, elephants</u></b></p> <ul style="list-style-type: none"><li>• parades</li><li>• park displays</li></ul> <p><b><u>wild boars, fish, fowl</u></b></p> <ul style="list-style-type: none"><li>• hunting</li></ul> <p><b><u>cats, dogs, insects</u></b></p> <ul style="list-style-type: none"><li>• personal pets</li></ul>	<p><b><u>Venus and dove, Jupiter and eagle</u></b></p> <ul style="list-style-type: none"><li>• association with gods</li></ul> <p><b><u>she-wolf</u></b></p> <ul style="list-style-type: none"><li>• founding of Rome</li></ul> <p><b><u>goats, boars, small birds</u></b></p> <ul style="list-style-type: none"><li>• sacrificial offerings to gods</li></ul>

---

### To Scale: Mosaic Drawings

Lesson plan based on **Mosaic Floor**

Create a freehand drawing of a mosaic giraffe and its trainer.

**Skills and Focus:** Measuring, Calculation

**Subject Area:** Mathematics

**Thematic Connection:** Counting and Calculating

**Grade Level:** Elementary School

**Time Needed:** 60 minutes

## Objectives

- Measure an image of a mosaic floor fragment and create a freehand drawing which replicates its appearance and preserves the same dimensions.

## Instructional Materials Needed

- [Mosaic](#)
- Rulers
- Colored pencils
- Large sheets of construction paper

## Activity

**Step 1:** Distribute copies of the mosaic floor printout. Have students measure its outer height and width. Have students measure the height of the trainer and giraffe.

**Step 2:** Lead the students in making individual freehand drawings, after the printout, in which the outer dimensions and the height of the trainer and the giraffe conform to the measurements of the printout. Rulers should be used to duplicate the original measurements in the students' drawings.

## Goals

This activity meets **Illinois State Goal 6:** Demonstrate and apply a knowledge and sense of numbers, including basic arithmetic operations, number patterns, ratios, and proportions.

This activity meets **Illinois State Goal 7:** Estimate, make, and use measurements of objects, quantities, and relationships and determine acceptable levels of accuracy.



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## Wild Habitats

Lesson plan based on **Mosaic Floor**

Research and Illustrate the natural habitats of giraffes and other animals imported into ancient Rome.

**Skills and Focus:** Earth Sciences

**Subject Area:** Science

**Thematic Connection:** Animals, Geography

**Grade Level:** Elementary School

**Time Needed:** 40 minutes

### Objectives

- Understand the natural habitat of giraffes and other animals.

### Instructional Materials Needed

- Story: *What Animal Is This?*
- [Mosaic](#)
- Online Resources:
  - Hunting African species on a Roman mosaic from Piazza Armerina, Sicily:  
<http://www.lib.uwaterloo.ca/tour/boar/Art14.GIF>
- **Lincoln Park Zoo Animal Species Data Sheet: Giraffe:**
  - [http://www.lpzoo.com/animals/mammals/facts/b\\_giraffe.html](http://www.lpzoo.com/animals/mammals/facts/b_giraffe.html)
- Large sheets of construction paper to draw maps and make animals
- Wall-size world map

### Activity

**Step 1:** Have students watch the story, *What Animal Is This?* Pose the following questions:

- What animals are shown in the story?
- Where do they come from?

Have students draw a map of Europe, North Africa, and West Asia and draw the animals that come from each region in their proper places.

**Step 2:** Have students research the natural habitats for each of these animals and report their findings.

### Goals



This activity meets **Illinois State Goal 12:** Have a working knowledge of the fundamental concepts and principles of the life, physical, and earth/space sciences and their connections.



---

### **Animals from Afar**

Lesson plan based on **Mosaic Floor**

Visualize the scope of the Roman empire by illustrating the geographic origins of various imported animals.

**Skills and Focus:** Geography, Hands-on

**Subject Area:** Social Science

**Thematic Connection:** Geography, Animals

**Grade Level:** Elementary School

**Time Needed:** 40-60 minutes

### **Objectives**

- Understand the scope of the Roman empire by learning how exotic animals were imported into Rome from the farthest regions of the empire.

### **Instructional Materials Needed**

- Story: *What Animal is This?*

- [Worldmap](#)
- Images of assorted animals—photocopies, pages cut out of *National Geographic* or other magazines, pictures drawn by the students themselves, or printouts from the internet site: <http://www.lpzoo.com/animals>

### Activity

- Many Roman mosaics show images of animals that were imported from the far reaches of the empire for parades, private parks, and public games.
- Have students plot images (either drawn, photocopied, or cut from magazines) of the following imported animals on a map in order to see the extent of the vast Roman empire.
  - lions: Africa
  - ostriches: Africa
  - elephants: Africa
  - giraffes: Africa
  - bears: Scotland
  - bears: Persia (Iran)
  - camels: western Asia

### Goals

This activity meets **Illinois State Goal 17:** Demonstrate a knowledge of world geography, as well as an understanding of the effects of geography on society with an emphasis on the United States.

---

### Self-portrait Shields

Lesson plan based on **Fallen Warrior**

**Create individual shields that depict important events and facts in students' lives.**

**Skills and Focus:** Studio, Art History, Cultural Comparisons

**Subject Area:** Fine Arts

**Thematic Connection:** Myths and Legends

**Grade Level:** Elementary School

**Time Needed:** 60 minutes

### Objectives

- Identify the original context of this sculptural fragment of a fallen warrior.
- Recognize the importance in ancient Greek history of the battle between the Greeks and the Amazons.
- Compile a list of important events and people in students' lives.

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- Create a poster board shield which depicts these personal milestones.
- Demonstrate ability to manipulate a variety of tools and materials, including paint, brushes, and writing implements.

### **Instructional Materials Needed**

- Stories: *The Shield of Athena* and *Why Was This Sculpture Made?*
- Writing paper
- Pencils or pens
- White poster board, cut into 18" circles (one per student)
- Tempera paints
- Brushes
- Small containers of water for rinsing brushes

### **Activity**

**Step 1:** Begin by having students make a list of people, objects, and events important to them. Student lists may include the following: family, friends, or people in their communities; their homes or neighborhoods; favorite foods, books, movies, or television shows; a favorite subject at school; special events in their lives, such as holidays or group gatherings; places they have visited or would like to visit; and what they might like to do in the future.

**Step 2:** Have students illustrate items from their lists on a large circle of poster board with tempera paint.

**Step 3:** Display the completed shields in the classroom. Ask students to guess who made each shield.

### **Goals**

This activity meets **Illinois State Goal 26:** Through creating and performing, understand how works of art are produced.

This activity meets **Illinois State Goal 27:** Understand the role of the arts in civilizations, past and present.

### **Art Dates**

Lesson plan based on **Fallen Warrior**

Use a timeline to measure intervals and calculate the age of works of art.

**Skills and Focus:** Measuring, Calculation

**Subject Area:** Mathematics

**Thematic Connection:** Counting and Calculating

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**Grade Level:** Elementary School

**Time Needed:** 60 minutes

### Objectives

- Measure intervals using a time line.
- Categorize time in years, decades, and centuries.
- Use a timeline to create math sentences.

### Instructional Materials Needed

[Timeline](#)

Box (in which to put cutouts of artwork)

### Activity

**Step 1:** Distribute the timeline. Ask students to determine how many centuries are included in the timeline. Cut out the pictures of the artworks from the second timeline and place them in box.

**Step 2:** Have students locate the Fallen Warrior on the timeline and identify the century during which it was created. (Inform students that the Fallen Warrior is a copy of a section of an older Greek statue completed in the fifth century B.C., which was located in the temple of the Parthenon.) Select an artwork from the box, ask students to locate it on the timeline, and then estimate how many centuries earlier or later than the Fallen Warrior it was created. Using addition or subtraction, create a math sentence that will measure the centuries between each object. Continue until all objects are drawn from the box.

**Step 3:** Tell students to divide the centuries into decades and years, and then determine how many decades are included in this timeline. Have students calculate how many years this time line covers.

**Step 4 :** Have students create a math sentence to describe how many centuries old the Fallen Warrior is.

### Goals

This activity meets **Illinois State Goal 7:** Estimate, make, and use measurements of objects, quantities, and relationships and determine acceptable levels of accuracy.

This activity meets **Illinois State Goal 10:** Collect, organize, and analyze data using statistical methods to predict results and interpret uncertainty and change in practical applications.

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### Icons

## Lesson plan based on Fallen Warrior

Compare the characteristics and values depicted in ancient wall decorations with art displayed in contemporary rooms.

**Skills and Focus:** Cultural Comparisons, Discussion

**Subject Area:** English Language Arts

**Thematic Connection:** Comparing Cultures

**Grade Level:** Elementary School

**Time Needed:** 50 minutes

### Objectives

- Recognize and articulate the heroic qualities represented by the Fallen Warrior sculpture
- Think critically about the qualities represented by the images that students and their families and friends use to decorate their own living spaces.
- Compare the values of ancient Greek and Roman and modern cultures by charting these **qualities as a class**.

### Instructional Materials Needed

- **Stories:** *The Shield of Athena* and *Why Was This Sculpture Made?*
- [Worksheet](#)

### Activity

**Step 1:** As the students watch the stories *The Shield of Athena* and *Why Was This Sculpture Made?*, ask them to pay close attention to how the sculpture was used and what it was created to represent.

**Step 2:** After the students watch the stories, ask them to recall how this Roman copy of an ancient Greek sculpture would originally have been used (as a decoration in a private Roman home, set into the wall, possibly with other relief sculptures).

**Step 3:** Ask students to picture their own rooms at home, thinking about the artwork that decorates the walls. Have them make lists of the types of art (posters, photographs, paintings) and what is shown on each artwork.

**Step 4:** Distribute the worksheet to the students and ask them to compare the artistic qualities of the Fallen Warrior to those of a favorite artwork that students have hung in their rooms. When students have completed the worksheets, discuss their responses.

### Critical Thinking Ask students to

- **describe** the physical qualities represented in each artwork.
- **identify** their emotional response to each artwork.

- **explain** how ancient and modern artworks reflect the values of the cultures that made them.

### **Goals**

This activity meets **Illinois State Goal 4:** Listen and speak effectively in a variety of situations.

This activity meets **Illinois State Goal 5:** Use the language arts for inquiry and research to acquire, organize, analyze, evaluate, and communicate information.

What is the subject of each artwork?	
<b>Fallen Warrior</b>	<b>Contemporary Art</b>
What physical qualities do you see in each artwork?	
<b>Fallen Warrior</b>	<b>Contemporary Art</b>
How does each artwork stir your emotions?	
<b>Fallen Warrior</b>	<b>Contemporary Art</b>
How does each artwork represent the values of the culture that made it?	

<b>Fallen Warrior</b>	<b>Contemporary Art</b>
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## Healing Fallen Warriors

Lesson plan based on **Fallen Warrior**

Read ancient Greek texts to explore evidence for healing wounds.

**Skills and Focus:** Biology

**Subject Area:** Science

**Thematic Connection:** Comparing Cultures

**Grade Level:** Elementary School

**Time Needed:** 100 minutes

### Objectives

- Understand Greek healing practices for wounds.
- Compare ancient healing practices to those of modern times.

### Instructional Materials Needed

Story: *Who Is the Fallen Warrior?*

[Warrior.text](#)

[Patroclus Bandage](#)

(found at <http://www.perseus.tufts.edu/cgi-bin/image?lookup=1992.07.0327&type=vase>)

### Activity

**Step 1:** Have class read the passage from the Homer's *Iliad* (see below). Then ask the following questions:

- What happened to Eurypylus?
- How did Patroclus heal the wound of Eurypylus?
- How did he stop the pain?
- Do you think the crushed plant might have helped to sterilize the cut?
- Why did the cut stop bleeding?



**Step 2:** Direct the class to study the image of Achilles binding the wound of Patroclus. Ask the following questions:

- How different do ancient Greek medical practices seem to be from today's?
- Is this a surprising scene for a 2,500 year-old vase? Why?

**Step 3:** Discuss with the class contemporary first-aid practices in the case of cuts, and have students compare them to the ancient examples.

### **Goals**

This activity meets **Illinois State Goal 12:** Have a working knowledge of the fundamental concepts and principles of the life, physical, and earth/space sciences and their connections.

This activity meets **Illinois State Goal 13:** Have a working knowledge of the relationships among science, technology, and society in historical and contemporary contexts.

**Homer, *Iliad* XI.963- (Fagles 1990 trans.)**

“Sprinting close to king Odysseus’ fleet  
where the Argives (Greeks) met and handed down their laws,  
the grounds where they built their altars to the gods,  
there he met Eurypylus, Euaemon’s gallant son,  
wounded, the arrow planted deep in his thigh,  
and limping out of battle...

The sweat was streaming down his face and back  
and the dark blood still flowed from his ugly wound  
but the man’s will was firm, he never broke his stride.

And moved at the sight, the good man Patroclus  
burst out in grief with a flight of winging words,  
“Poor men, Lords of the Argives, O my captains!  
How doomed you are, look—far from your loved ones  
and native land—to glut with your shining fat  
the wild dogs of battle here in Troy...

But come, tell me Eurypylus, royal fighter,  
can the Achaeans, somehow, still hold monstrous Hector?—  
or must they all die now, beaten down by his spear?”

Struggling with his wound, Eurypylus answered,  
“No hope, Patroclus, Prince. No bulwark left.

They’ll all be hurled back to the black ships.

All of them, all our best in the old campaigns  
are laid up in the hulls, they’re hit by arrows,  
pierced by spears, brought down by Trojan hands  
while the Trojans’ power keeps on rising, rising!  
Save me at least. Take me back to my black ship.

Cut this shaft from my thigh. And the dark blood—  
wash it out of the wound with clean warm water.

And spread the soothing, healing salves across it,  
the powerful drugs that they say you learned from Achilles  
and Chiron, most humane of Centaurs taught your friend...

The brave son of Menoetius (=Patroclus) answered quickly...

“...I won’t neglect you, even so, with such a wound.”

And bracing the captain, arm around his waist,  
he helped him towards his shelter. An aide saw them  
and put some ox hides down. Patroclus stretched him out,  
knelt with a knife and cut the sharp, stabbing arrow  
out of Eurypylus’ thigh and washed the wound clean  
of the dark running blood with clear warm water.

Pounding it in his palms, he crushed a bitter root  
and covered over the gash to kill his comrade’s pain,  
a cure that fought off every kind of pain...

and the wound dried and the flowing blood stopped.

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## Public Art

Lesson plan based on **Fallen Warrior**

Analyze and compare the role of public sculpture in ancient Greece and today's neighborhoods.

**Skills and Focus:** Cultural Comparisons, Art Appreciation, Writing

**Subject Area:** Social Science

**Thematic Connection:** Comparing Cultures

**Grade Level:** Elementary School

**Time Needed:** 40 minutes

### Objectives

- Define the role of public sculpture and its effect on the community.

### Instructional Materials Needed

- Story: *The Shield of Athena*
- [Worksheet](#)

### Activity

- The battle depicted on the shield of Athena inside the temple of the Parthenon in Athens would have reminded the Greeks of their recent victories against the Persians. Ask students to think about a piece of public sculpture displayed prominently in their community or school.
- Distribute the worksheet and ask students to compare the Fallen Warrior to a piece of contemporary sculpture.

### Goals

This activity meets **Illinois State Goal 18:** Understand, analyze, and compare social systems with an emphasis on the United States.

<b>Name/Description of Public Sculpture:</b>
<b>How is it similar to the Fallen Warrior?</b>
<b>How is it different from the Fallen Warrior?</b>
<b>What effect does this sculpture have on my community?</b>