PICTURING HISTORY:
Ancient Greece and Rome
A Teacher’s Resource Guide for Using Art to Teach 7th Grade Social Studies and ELA
How to Use These Materials

The materials presented here are developed with the middle school student in mind. The focus is on social studies, English language arts (ELA) and visual arts content. All lesson plans are aligned to the Common Core Standards.

Tips for Using This Guide

• Review the guide and lesson plans. Some of the lesson plans require you to select an image for discussion. Images of art from the collection of the Toledo Museum of Art can be viewed online at http://emuseum.toledomuseum.org/collections. Consider showing these works of art on a smart board in your classroom.

• To make the most of this guide, we recommend completing the pre-visit lesson plan before your visit to TMA. You can customize these lessons with the suggested extension activities to enhance students’ connections with social studies, ELA and visual arts content.

• Take your tour experience back to the classroom by completing the post-visit lesson plan after your TMA field trip. Use the post-visit lessons to help stretch your student’s critical thinking and descriptive writing skills.

This resource is made possible in part by the generous support of the Martha Holden Jennings Foundation.
How were these resources developed?

The materials presented here are the result of the Teacher Leaders program, a year-long collaboration between the Toledo Museum of Art and social studies, ELA and visual arts middle school teachers from the Northwest Ohio area.

Why use works of art to support social studies and ELA?

Research has shown that when works of art are a part of arts-integrated efforts to teach social studies and ELA content, students develop new connections to the material by absorbing the visual content and translating it into new knowledge. In this way, the visual arts offer students a unique window to other places and times. Arts exposure cultivates students’ reflective and multi-sensory thinking, allowing for insightful connections to previous knowledge (schema) while stimulating students’ creative and analytical thinking.

Benefits include:

- **Excitement and motivation:** Museum objects motivate students to learn about the past.
- **Active participation in the learning process:** Participating in hands-on guided experiences in the Museum allows students to take full ownership of their learning experience.
- **Construction of historical knowledge:** Students develop historical thinking skills connecting social studies content to a larger framework of knowledge.
- **Improved student writing:** Research has shown that pre-writing experiences can foster critical thinking and lead to more precise vocabulary use.

What are the benefits of looking closely at art?

Taking the time to observe works of art develops the imagination while improving visual and reading aptitudes through visual literacy. It allows for a different way of learning about the past and making knowledge relevant in a tangible fashion.

“I learned how to incorporate art and visual literacy into my lessons to make them more meaningful.”

–Cathleen Smith-Lee (Old West End Academy)
Where can I learn more about the benefits of arts-integrated approaches to teaching ELA and social studies?

Here are some additional resources you may wish to review:


Toledo Museum of Art School Partnerships website, schoolpartnerships.toledomuseum.org

What Makes a Hero?

About this Lesson:

This lesson was developed by:

- Katie Coffey (Toledo Early College)
- Ashlie Demspey (Byrnedale Elementary School)
- Jeniene Hall (Harvard Elementary School)
- Kim Miller (Wayne Trace Jr./Sr. High School)
- Laura Rusch (Ottawa River Elementary School)
- Andrea Schak (Fassett Jr. High School)

Goals:

Students will be introduced to Ancient Greece and Rome through text and images. Students will work together in groups to learn about the period, myths and heroes.

Objectives:

- Students will work cooperatively to think critically about the myths and heroic subjects depicted in ancient images.
- Students will read a myth and answer related questions using information from the text to support their answers.

Common Core Standards Addressed:

- **CCSS.ELA-LITERACY.RL.7.3**: Analyze how particular elements of a story or drama interact
- **CCSS.ELA-LITERACY.W.7.2.D**: Use precise language and domain-specific vocabulary to inform about or explain the topic
- **CCSS.ELA-LITERACY.SL.7.1.C**: Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

Materials:

Herakles myth, pencils, and worksheets.

Suggested images:


Step 1: Divide the students into two equal groups. Each group will start at a different station: myths or images.

Step 2: Assign each group a starting point. (Groups will switch stations for the second half of the lesson.)

Step 3: At the first station, students will read a myth about the hero Achelous and Herakles.

Step 4: Before reading the text, ask students to use the worksheet to brainstorm for one to two minutes about what a hero is, what heroes from pop culture and history they can name, and the qualities of a hero.

Step 5: Ask students to take turns reading the myth aloud.

Step 6: At the end of the reading have students use the worksheet to reflect on what they have learned about Herakles comparing him with their earlier discussion about heroes.

Step 7: For the second station students will observe art images. Display the images of Herakles where all students in the group can see them.

Step 8: Ask students to record notes on the following questions together:

- What similarities and differences do you see between the different images of Herakles?
- Herakles is a hero, how do these images reflect what you know about heroes?
- Why do you think the artist would choose to depict Herakles? What does this tell you about this time period and the people?

Step 9: At the end of the group activity, allow students about 5 minutes to work with their groups to finalize any answers they may not have had time to complete earlier in the activity.

Discussion Questions:

- How did Ancient Greeks define a hero? How did you see/read/view heroes today? How have the activities changed your thinking about heroes?
- What did you learn about Ancient Greece? Why do you think heroes were important to the Greek people, and what does this tell you about them? How do you know this?
What Makes a Hero?

Worksheet

Rotation Activity Answer Sheet:
Group Members
1. __________________ 2. __________________ 3. __________________
4. __________________ 5. __________________ 6. __________________

Greek Myth Station
Before you read the myth, discuss the following questions with your group, and write down your answer:

What is a hero?
What heroes from pop culture and history can you list?
What are the qualities of a hero?

Read the myth aloud. Take turns reading, when finished, answer the following questions:

1. How does Herakles fit your description of a hero? ____________________________
   ____________________________
   ____________________________

2. How is Herakles dissimilar to your description of a hero? ____________________________
   ____________________________
   ____________________________

3. Do you believe Herakles is a hero, why or why not? What happens in the myth that supports your answer? ____________________________
   ____________________________
   ____________________________

4. Did anything in the myth surprise you? ____________________________
   ____________________________
   ____________________________

Viewing Art Station

5. What qualities of Herakles do you see repeated in the images? What differences do you notice?
   ____________________________
   ____________________________
   ____________________________

6. Think about what you know about heroes, what do they look like, what do they do? Herakles is a hero. Do these images reflect what you know about heroes?
   ____________________________
   ____________________________
   ____________________________

7. What did you learn about Ancient Greece? Why do you think heroes were important to the Greek people, and what does this tell you about them? What do you see that supports your thinking?
   ____________________________
   ____________________________
   ____________________________
TOUR SUMMARY

Thank you for choosing the Toledo Museum of Art’s Picturing History program for your class field trip! Your Museum experience will be more fun from the start if you remember to do the following:

- Visit toledomuseum.org/visit/tours/school-tours/ to request your tour.
- If you have any children with special needs, please share any necessary accommodations when you make your tour request.
- Divide your class into groups of 12-15 students, and assign one adult chaperone to each group.
- Have each student wear a name tag with her/his first name in large print.
- Arrive on time.

What to expect during your visit?

This tour explores the roles of gods and heroes in Ancient Greek and Roman culture. The activities are varied and multi-modal and include using painted vessels and other ancient objects as clues for investigation and inspiration for creative writing as well as making connections to modern art.

“My students loved their visit to TMA! They couldn’t stop talking about what they saw.”

–Karen Angst (Eisenhower Intermediate School)

POST-VISIT LESSON PLAN

Use this lesson plan after your visit to help your students connect their Picturing History field trip experience with the classroom and extend their learning. This lesson is approximately 45 minutes.
Record and Respond: A Closer Look at Ancient Writing

About this Lesson:
This lesson was developed by:

- Katie Coffey (Toledo Early College)
- Ashlie Dempsey (Byrnedale Elementary School)
- Jeniene Hall (Harvard Elementary School)
- Kim Miller (Wayne Trace Jr./Sr. High School)
- Andrea Schak (Fassett Jr. High School)
- Laura Rusch (Ottawa River Elementary School)

In this lesson, students will have the opportunity to express what they have learned about Greek and Roman Mythology through the development of a one-page summary. A One Pager is a single-page response that shows the student’s understanding of information through visuals and text. It is a way to be creative and experimental while responding imaginatively and honestly.

Goals:
Students will show what they have learned about myths and Gods in words and pictures.

Objectives:
- The student will practice close looking skills.
- The student will demonstrate use of descriptive vocabulary and critical thinking.

Common Core Standards Addressed:
- ELA-Literacy.W.7.3: Write narratives to develop real or imagined experiences or events using effective technique, and relevant descriptive details.

Materials:
Paper, pencils, colored pencils, printed copies of artwork from the http://emuseum.toledomuseum.org/collections

Suggested Images:
1. Ancient Roman, Mosaic with Imago Cipieata (Framed Portrait) of Bacchus, 140-160 (1990.73)
2. Ancient Roman, Portrait Bust of Emperor Domitian, about 90 CE (1990.30)
3. Ancient Greek, Amphora (Storage Vessel) with Chariot Race, about 550-530 BCE (1980.1022A-B)

Step 1: Provide students with the printed copies of Ancient Greek and Roman artwork from the TMA collection.

Step 2: Allow students some time to look closely at the images as a way to remind them about their visit to the Museum.

Step 3: After allowing an appropriate time for observation, have students add a title at the top of the page.

Step 4: Have students write down their ideas about what they have learned and the images that interest them. Ask them to include statements about what these images make them think or wonder. Suggest using different colors and/or writing styles to individualize their ideas.

Step 5: Ask students to draw an image inspired by the artifacts observed during their visit to the museum – this will create a visual focus.

Step 6: Ask the students to make a personal statement about what they have seen, reflecting on the possible personal connections.

Step 7: Have students formulate one or two questions and then answer them. These must be created in such a way that the audience will understand something about the topic(s) from the student’s One-Pager.

Step 8: Ask for volunteers to share their work.

Discussion Questions:
- What have you learned about the ancient world, mythology and heroes?
- What are the key words or phrases for this topic?
- How will you carry what you’ve learned into the future?
This lesson is approximately 90 minutes over two class periods. It will provide students an opportunity to explore the aesthetics and function of pottery though making a Paper Mache object.

**Grecian Urn**

**About this activity:**

*This lesson was developed by:
*• Angie Stokes (Wayne Trace Jr./Sr. High School)

**Goal:**

For students to create a symmetrical 3D form inspired by Grecian pottery using Paper Mache.

**Materials:**

Elmer’s or Ross Paper Mache Art Paste, plastic sealable container, balloons, tape, cereal boxes, newspaper, paper towels, tissue paper or paint.

**Step 1:** Have students research various forms of Greek pottery and then ask them to make a sketch for their own 3D creation. They can choose to use a traditional shape or design a new form.

**Step 2:** Ask students to blow up balloons and then cut cereal boxes into 1-2” strips that will be bent and shaped into bases or handles and taped onto the balloons to create armatures. Do not use too much tape to apply balloons as the balloon will later be popped and removed.

**Step 3:** Have students tear newspapers into 1-2” strips and then dip into Paper Mache paste that has been mixed in a plastic container (ice cream tubs work well as one box of Paper Mache powder can be mixed with one container of water and stored for months if not all of the paste is used.) Wipe off excess paste before applying to balloon. Too much paste and the paper will slip off the balloon.

**Step 4:** Cover the form including the base and handles with 2-3 layers of newspaper strips leaving an opening at the top, then cover with one layer of paper towels to make decorating much easier.

**Step 5:** When the piece is completely dry, have the students pop their balloons and remove them from the inside of the form. Be careful with the tape to avoid tearing the base or handles off. Students may have to trim the edges with scissors or Paper Mache around the edges to smooth out the shape before decorating.

**Step 6:** To decorate their urns, students can cover the paper towel with a layer of colored tissue paper or use tempera to paint the form (do not paint while wet). Symbols and figures can be hand drawn on construction paper, cut out and then glued onto the form using Paper Mache paste.
ADDITIONAL RESOURCES

• Ancient History Encyclopedia resource on Roman mythology: https://www.ancient.eu/Roman_Mythology/
• Greek Gods and Goddesses: https://greekgodsandgoddesses.net/heroes/
• Greek Heroes: https://www.teachervision.com/heroes-role-models/top-10-heroes-greek-mythology
• History Channel resource on Greek art: https://www.history.com/topics/ancient-history/ancient-greek-art
• TMA Reference Library: http://www.toledomuseum.org/education/reference-library

GLOSSARY

• **Amphora**: Two handed vessel used for liquid storage of wine, water, or olive oil.
• **Black figure technique**: a style of vase painting developed in Greece in the 7th and 8th centuries B.C., chiefly characterized by silhouetted figures painted in black slip on a red clay body.
• **Fresco**: A painting technique in which water based pigments are applied to a surface of wet plaster.
• **Frieze**: A broad horizontal band of sculpted or painted decoration, especially on a wall near the ceiling.
• **Hero**: A person who is admired or idealized for courage, outstanding achievements, or noble qualities. In mythology, usually having superhuman qualities of a semi-divine origin.
• **Herakles**: The epitome of Greek heroes, renowned for his strength; he is the demigod son of Zeus.
• **Mythology**: A collection of sacred tales particular of a culture, usually dealing with the human condition, good and evil, or life and death.
• **Pantheon**: All of the gods of a people or religion collectively, or a temple dedicated to them.
• **Red-figure technique**: a style of vase painting invented around 530 BCE characterized by drawn red figures and a painted black background.
Museum Hours of Operation
Tuesday and Wednesday
10 a.m. – 4 p.m.
Thursday and Friday
10 a.m. – 9 p.m.
Saturday
10 a.m. – 5 p.m.
Sunday
Noon – 5 p.m.
Closed Mondays, Independence Day, Thanksgiving Day, and Christmas Day

Admission
Admission to the Museum is always free. Special exhibitions or events may require purchased tickets. Members are admitted free to all exhibitions and receive free admission and discounts for special programs, events, and Museum Store purchases.

Location
The Museum is just west of Toledo’s downtown business district, directly off Interstate 75, at 2445 Monroe Street at Scottwood Avenue.
☎ 419.255.8000
🔗 toledomuseum.org

Our Mission
We believe in the power of art to ignite the imagination, stimulate thought, and provide enjoyment. Through our collection and programs, we strive to integrate art into the lives of people.

Thank You
This resource is made possible in part by a grant from the Martha Holden Jennings Foundation.

More teacher resources from the Toledo Museum of Art are available online at toledomuseum.org