Art of the Ancient World

May 10th-December 31st, 2014

Teaching Resource Guide

The Appleton Museum of Art, Ocala, FL

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Introduction

Our current exhibition, *The Art of the Ancient World* features various artifacts from ancient Egypt, Greece and Rome. These three civilizations have captivated the world’s imagination for centuries. They have been very influential on future cultures and civilizations. An example of this is the influence of Greek and Roman art on the Renaissance period which was one of the most significant periods in the history of the Western World.

Recognizing the value of an antiquities collection for any museum that aims to teach about the world’s great cultures, Arthur Appleton collected fine Egyptian, Greek and Roman works along with others from neighboring ancient civilizations. Over the years, other significant works have been added to the collection from generous donors so that the entire collection now contains over 900 pieces. Recently, works from the museum’s ancient Islamic ceramics collection traveled to the Frick Art and Historical Center in Pittsburgh.

While ancient Egypt, Greece and Rome are united in their influence on later cultures, they were distinctly different societies. Whereas Egyptian art reflects rigid political and religious systems, the art of Greece reflects the search for ideal forms to represent gods and men. Greek art of the 6th and 5th centuries B.C. is ranked among the highest of human artistic achievements. Sculpture was founded on nature but was governed by the pursuit of symmetry, proportion, and balance. Although few pictorial works in wood or textiles have survived, more durable Greek pottery shows the development of painting. Subjects were taken from mythology and daily life: athletes, warriors, banquets, women performing everyday tasks, and animals. Movement and expression were conveyed in linear style.

Like the Egyptians, the Greeks set high standards of artistic expression and craftsmanship- so much so that the Romans who came after copied many of the great Greek works. In fact, large number of Greek sculptural masterpieces are only known to us through their Roman copies. When creating original pieces, Roman artists absorbed the lessons in rendering human form from the Greeks and applied it to the works reflecting their own society’s great advancements, particularly the expansion of their empire. Many of the greatest sculptures of antiquity are testaments to the military might of ancient Rome. Echoes from dynasties and empires long past, the works in this gallery remind us of the lasting legacy of ancient art – on that still influences artists to this day.
Included in this guide is information about the following cultures and art periods along with resources for more information and activities to accompany lessons.

NOTE: While this guide does not include many photo references, all of the items listed in the section titled “Important Objects” refers to items in our exhibit.

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References
Timeline of artifacts included in exhibit

(Source: Heilbrunn Timeline of Art History (metmuseum.org) - dates are not precise, different sources have different dates)

**Egyptian Art**
- Predynastic (ca. 4500-3100 BCE)
- Old Kingdom (ca. 2649-2150 BCE)
- Middle Kingdom (ca. 2030-1640 BCE)
- New Kingdom (ca. 1550-1070 BCE)
- Late Period (ca. 712-332 BCE)

**Etruscan Art**
- Italian Peninsula, ca. 750-90 BCE

**Greek Art**
- Archaic Period (ca. 700-480 BCE)
- Classical Period (ca. 480-323 BCE)
- Hellenistic Period (ca. 323-31 BCE)

**Roman Art**
- Roman Republic (509-27 BCE)
- Roman Empire (27 BCE – 393 AD)

**Luristan Art (Western Iran)**
Art of Ancient Egypt

Our collection of Egyptian art features artifacts from various periods in Egyptian history.

This exhibit features pieces ranging from the Gerzean Period (circa 3400-3100 B.C.E.) to the Late Period (circa 712-30 B.C.E.).

With such an astounding time range, this exhibit allows us to get an idea of how much Egyptian art and culture has changed through periods and various rulers.

Time Periods

Predynastic Period
- The predynastic period is the period of time that comes right before the 1st dynasty in Egypt. During this time, the people of Egypt change from a hunter-gatherer nomadic societies into agricultural societies, giving way to the beginning of Egyptian civilization. Also, there is a change in burial rituals and the development of the concept of an afterlife.
- The Gerzean period is the third period within the Predynastic period and is also referred to as Naqada II. While a writing system was already in development before this period, it was definitely being used by the Gerzean period. During this time, pottery for decorative purpose is prominent. The people of this time use geometric patterns and various motifs on their work. Also, the Egyptians begin burying their dead in tombs with symbolic objects.

Old Kingdom
- During this period, Egyptian artists developed an artistic canon which defined Egyptian art for most of the rest of ancient Egyptian history, though subtle changes are made throughout time. Artists of this time mastered techniques that enabled them to build massive stone structures as well as life size statues in various materials. They also developed precise techniques for carving reliefs and painting images, producing very detailed imagery of flora and fauna which are still able to be seen today. The basis of Egyptian art was “to ensure an ordered existence and to defeat death by preserving life into the next world.”

Middle Kingdom
- This period begins with the reunification of Upper and Lower Egypt by Mentuhotep II. During the 11th Dynasty with Mentuhotep II as ruler, Thebes serves as the political and artistic center for Egypt which had never happened with previous
rulers. Things during this time encompassed a Theban style which created an exemplary union of architecture and landscape. The next two dynasties created a new style of sculpture based on Old Kingdom style. Royal statues are a highlight of art during this time.

**New Kingdom**
- Egypt gains control of the Delta and Nubia as well as extended Egypt’s influence on the Near East with use of military. There was great wealth in Egypt during this time and much of it was spent on building temples for the gods or as offerings. Thebes remains a cultural center and Deir-el Medina is established within the area as a home for artists. The new kingdom period produces a variety of masterpieces. The Amarna period during this time is interesting as there is a deviation for the traditional art style in Egypt into a more naturalistic style under the reign of Akhenaten.

**Late Period**
- This period marks the end of Egyptian dynastic control. Early during this period, Nubian rulers restored traditional Egyptian culture and brought a revival in temple building and appreciation for the arts which lasts throughout the Late Period. During this period, Egyptian rulers lose control of the country to the Persian empire for about 120 years and regain control for only about 60 years before the Greeks take over. The country is not ruled by Egyptians for another 2500 years. Though politically Egypt is going through many changes during this period, the art and culture remain pretty stable. There are changes and influences from the Persian period and later Greek rulers but there is still a strong connection to Old and New Kingdom art styles.

Source: [www.touregypt.com](http://www.touregypt.com)
[www.metmuseum.org](http://www.metmuseum.org)

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**Characters in Egyptian Mythology**

Anubis was once revered as the god of the afterlife most commonly associated with the burial of the pharaoh but during the Middle Kingdom, there was a switch to Osiris as the god of the afterlife and Anubis’ role in ancient Egyptian mythology became much more minor. He is commonly depicted as man with a black jackal head or in a full jackal form. A common scene in Egyptian art is Anubis weighing the heart of the dead to see if they were good or bad.
Osiris served as both the god of the afterlife and the god of fertility. He was the first born child of the goddess Nut and her consort Geb. Nut was cursed by the god Re to not bear any children on any day of the year. Thoth, the god of wisdom helps Nut by creating five extra days onto the year during which Nut gives birth to five children. Osiris married his sister Isis and became the ruler of Egypt. He is believed to have brought agriculture and civilization to Egypt. Osiris is murdered by his brother Seth in an elaborate plan and due to his unjust death, becomes the ruler of the afterlife.

Isis served as the goddess of fertility. After her husband was murdered, she gathered up the pieces of his body and resurrected him. Some versions of the tale state that she gave birth to Horus after the resurrection and some state that Horus was born before his father’s death.

Horus was revered as the god of light. He was the son of Isis and Osiris and is portrayed as a falcon. A common motif in Egyptian art is the eye of Horus or wadjet. One of his eyes was the sun and the other was the moon.

Sekhmet was the lioness goddess who represented war, love and protection. She is most well known as a warrior goddess who was sent down by Re to earth to destroy mankind.

### Animals

Snakes were both loved and hated in Egypt. While they are regularly seen as pests, they were thought to be guardians of the pharaohs. Regardless of the Egyptian’s attitude towards snakes, the Egyptians believed that all animals were sacred and should be prepared for the afterlife.

Scarabs or dung beetles were very important in Egyptian culture. Egyptians identified scarabs with the god Atem (the setting sun). In Egyptian mythology, Atem rose from the underworld in the morning and moved across the sky through the day, back into the ground at night. Similarly, the dung beetle arises from the ground, moves a ball of dung across the ground and moves it back into the ground. There are many scarab motifs on ancient Egyptian art as well as many amulets and other items made to represent the scarab.

The Shrew mouse was important in Egyptian culture as being an animal that represented the night or darkness in relation to mongooses that represented the day or light. They are most commonly associated with Horus.

Source: [www.reshafim.org.il](http://www.reshafim.org.il)  
[www.egyptianmyths.net](http://www.egyptianmyths.net)
**Important Objects**

**Shawabti** are funerary figurines that are made to look like mummies and are buried with the dead to serve them in the afterlife as workers.

**Sarcophagus** is a type of coffin used to protect a mummified body from natural elements. Over time, Egyptian burials became more extensive and coffins grew from clay coffins into much more elaborate designs made of various materials. Pharaohs ordered their sarcophagus and tomb to be made well in advance preceding their death. Sarcophagi (plural) were even made for animals who died.

**Canopic jars** were used to store the organs of the deceased when they were mummified. There are four different characters that are portrayed on canopic jars and represent the four sons of Horus.
- Imsety: Depicted as a human head, protected the liver
- Qebehseuf: Depicted as a falcon head, protected the intestines
- Hapy: Depicted as a baboon head, protected the lungs
- Duamutef: Depicted as a jackal head, protected the stomach
- The heart and brains were not protected in jars because the heart was left inside the body to be weighed in the afterlife and the brains were not seen as important and discarded.

Source: [www.primaryhomeworkhelp.co.uk](http://www.primaryhomeworkhelp.co.uk)  
[www.touregypt.net](http://www.touregypt.net)
Art of Ancient Etruria

Brief History

While the origin of the Etruscan civilization is still debated, we do know that sometime between 10th and 1st century BCE, the Etruscans lived in central Italy around modern Tuscany. Not much is known about this civilization except that the Etruscans were fundamental in contributing to the development of the Roman civilization. It is believed that the Romans gained many of their cultural elements from the Etruscans including gladiatorial combat, hydraulic engineering, temple design, and religious ritual.

The Etruscans (similarly to the Egyptians) had strong beliefs in afterlife and buried many items with their dead. They believed in cremating their dead and therefore urns for the ashes are common artifacts found. Tuscany has an abundance of natural resources so the Etruscans traded with other Mediterranean cultures allowing exchange of not only material items but of language, art and ideas as well.

An important aspect of Etruscan art is the realism in their portraiture in contrast to the idealism in Greek art during the same time.

Source: www.smarthistory.khanacademy.org

Important Objects

Cinerary Urn is an object that was used to hold the ashes of the deceased. The Etruscans believed in an afterlife and prepared their dead for the afterlife with various items including pottery and sculptures. Cinerary urns came in various styles most commonly with a decorative box featuring a relief with a reclining figure on the lid.

Lekanis is a shallow bowl with two horizontal handles and a lid.

Kylix is a drinking cup most associated with drinking wine

Source: www.pottery.about.com
Art of Ancient Greece

The people of Ancient Greece created some of the finest works in art history and set a canon for classical antiquity that would be replicated in various future art periods including the Renaissance.

Time Periods

Archaic Period
- Preceding the Archaic Period, Greece had a Geometric period where most of the pottery and artwork contained geometric patterns. This changes around 7th century BCE which marks the beginning of the Archaic Period. Trade with the Near East and Egypt influenced change in Greek art creating a more naturalistic style. New art techniques arise during this time, working with various materials. Motifs in artwork also come about during this time adapted of Eastern styles.
- Artistic centers that flourished during this period were in mainland Greece, Sparta, Corinth and Athens with each center having their own specialty.
- An important contribution to Greek architecture during this period are the two of three orders, the Doric and Ionic columns.
- Black-figure pottery is significant during this time.

Classical Period
- During this period, Athens serves as a central capital for Greece and dominates the culture of the country. Greece establishes the first democracy during this time as well. One of Greece’s most famous monuments, the Parthenon is built during this period to honor the goddess Athena, the patron goddess of Athens.
- Art during this period faces many changes. In terms of pottery, we see a shift early on from black-figure pottery to red-figure pottery. Bronze becomes the preferred material for creating statues.
- Figures during this period take on a much more idealistic form. The human body is shown in different poses and much more ‘sculpted’ than before.
- Most of the Greek work from this time does not survive, however, roman copies of the works have survived.
- The third order of Greek architecture, Corinthian, is developed sometime within the Classical Period between Hellenistic period.
- Athens’ status as a cultural capital does not last long due to the Persian wars and the Peloponnesian war.
Hellenistic Period

- The beginning of the Hellenistic period is marked with the death of Alexander the Great in 323 BCE. Before his death, Greece had already started transforming with the influence of cultures from as far east as India who were all under Alexander’s kingdom. After his death, his empire divided into separate kingdoms. In Greece, the royal families during this time lived in exquisite palaces and were patrons of the arts.
- Art during this period is much more realistic than previous periods with unconventional subject matter like the elderly. Statues have much more realistic facial features, expressions, bodies and forms.
- Rome was the center for Hellenistic art so many Greek artists went to Rome to work. The Romans collected Greek art and use them for decorative purposes in their homes.

Source: www.metmuseum.org

Important Objects

Phrygian helmet (also known as the Thracian helmet) is a type of helmet that was once used in battles dating back to Classical Greece.

Lekythos is a long container with cylindrical body with a base, narrow neck and loop shaped handle. These were used to hold oil used at baths, gymnasiuums or for burial offerings.

Skyphos is a short container used as a wine cup. It is usually very deep with two handles with a shallow base.

Oinochoe is a tall container used as a wine flask. The mouth is shaped like a trefoil and the handle is long and curved.

Amphoriskos is a small container that is used to hold oils or perfumes. It is very similar to the amphora. It will usually have a small base and two handles.

Antefix is a block that is used on the roof to hide joints between tiles. It is placed at the front facing outward and has ornamental purpose.

Source: www.wikipedia.com
www.britannica.com
Art of Ancient Rome

Today, the people of Rome are remembered for their exquisite marble creations, impressive urban planning and developments such as the arch, concrete, Roman columns, and more.

Though many of their art techniques are adapted from the Greeks and Etruscans, they found a way to make it their own. For instance, while their sculptures were influenced by the Greeks, the Romans emphasized realism over idealism. Greek art is considered to be more idealized and intellectual while Roman art is more secular and functional.

The Italians’ attention to detail and high artistic ability continues in future art periods (including the Renaissance) becoming home to some of history’s most famous artists and the birthplace of some of the most valued works of art.

Due to expansive conquest and trade with other cultures, there is great change in Roman art over time.

Time Periods

Republic
- In the 10th century BCE, Rome developed into a city-state which early on was run by kings, then the rich citizens called the patricians, and then by both the wealthy and the poor called the plebeians in a form of government referred to as a Republic which lasted up until late in the 1st century BCE.
- Late during this period, Rome acquires territories in Asia, Africa, and around the Mediterranean and Near East which drives it into becoming a thriving metropolis. While this had benefits, it causes the Roman republic to crumble due to civil conflict. Julius Caesar leads as dictator but then is assassinated. His grandnephew, later known as Augustus must work to restore peace in Rome and rules Rome as an empire.
- One of the most important parts of Roman art is sculpture portraiture. During the Republic, many sculptures were created to commemorate political officials and military commanders in praise of triumph or achievement. Most of these had an inscription detailing the life achievements and lineage of the subject. Lineage was included because Romans believed that ability could be passed down through lineage so a great military officers’ descendant also has potential for greatness.
- Details in Roman portraiture were unmatched at the time. Artists depicted the subject down to creases in their foreheads, wrinkles around their mouths, veins in their neck, etc.
Empire
- Augustus becomes the first emperor of Rome in 27 BCE and Rome remains an empire until the Fall of Constantinople in 1453 AD. The emperors of this time are Augustus, Tiberius, Caligula, Claudius and Nero. The history of the Roman Empire is broken down into 5 distinct periods similarly to the Egyptian kingdoms.
- The Julio—Claudians rules Rome from Augustus in 27 BCE to Nero’s suicide in 68 AD. This time is considered a period of prosperity as peace was restored in Rome and was maintained through diplomacy. There are great achievements in the arts during this time. Beginning with Augustus, imperial portraiture is used as political propaganda, portraying the ruler as divine with symbols of their divinity. This is done so in order to enhance the ruler’s authority. Along the lines of this political propaganda, coins were also fashioned to bear the image of the ruler. The last ruler of this dynasty is Nero who was quite a supporter of the arts but did not do a great job at keeping the citizens of Rome happy, leading to civil discord.
- Following the Julio-Claudians comes the Flavian dynasty, composed of Vespasian, Titus and Domitian. Vespasian restored peace in Rome after Nero’s reign. He was a greedy ruler and increased taxes so that the imperial treasury could be replenished well. His sons Titus and Domitian both ruled after him.
  - During Titus’s reign, Jerusalem and the Temple are destroyed as well as Pompeii due to the eruption of Mt. Vesuvius.
  - Famous works from this time include the Colosseum and the Arch of Titus.
- The next period is that of the Five Good Emperors who were Nerva, Trajan, Hadrian, Antoninus Pius and Marcus Aurelius. The successors of the Emperor were no longer chosen by their dynasty but rather their abilities and achievements.
  - Trajan’s column was erected during this period.
- The Antonine period began with Antoninus Pius and continued with Marcus Aurelius & Lucius Verus (they ruled together until Lucius Verus died) and Commodus. Commodus’ reign causes chaos with his leadership and he is assassinated in 192 A.D
  - An important aspect of this period is depicting victory in artwork.
  - There is a shift in funerary customs from cremation to burials and sarcophagi become another important item.
- The next dynasty is that of the Severan, a line of short reigns, beginning with Septimius Severus in 193 A.D followed by Caracalla, Macrinus, Elagabalus, and ending with Alexander Severus in 235 AD. After Alexander Severus, there is a line of over 15 military emperors up under Diocletian emerges as ruler in 284 AD.
- The last part of the Roman Empire includes the rule of Diocletian and Constantine. Under Diocletian, the empire is split into the Western Empire and the Eastern Empire and a tetrarchy is established with Maximianus (as a co-ruler), Galerius and Constantius (as subordinate rules) as rulers of the empire.
- This lasts until 324 AD when Constantius’ son Constantine the Great takes over, reunites the two halves and moves the capital to Byzantium, renaming it Constantinople. The empire is divided again in 395 AD with Honorius of the West and Arcadius of the East as emperors.
- The Western Roman Empire falls to the Ostrogothic kingdom in 476 AD and the Eastern Roman Empire eventually develops into the Byzantine Empire.

Source: [www.metmuseum.org](http://www.metmuseum.org)

### Important Objects

**Unguentaria** is a term for small glass or ceramic bottles usually used to hold perfumes.

**Jewelry** was important to Roman culture. Women enjoyed elaborate pieces of various materials that came to Rome through trade.

**Oil lamps** were made to be portable and reusable. Most lamps found from ancient Rome have a design of some sort as seen in our collection.

**Coins** served as a means of currency in Ancient Rome but also served as method of political propaganda for emperors. They could have their portrait embossed onto coins which are then seen by anyone in the Empire using a coin. This was done so that people recognize the Emperor.

Source: [www.metmuseum.org](http://www.metmuseum.org)  
[www.wikipedia.com](http://www.wikipedia.com)
Appendix A: Art of Ancient Egypt Resources

Page 1: Story of Isis and Osiris
Page 2: Activity: Make a Mummy
Page 3: Printable: Seega (Board Game)
The Story of Osiris, Isis and Horus: The Egyptian Myth of Creation

From Geb, the sky god, and Nut, the earth goddess came four children: Osiris, Isis, Set and Nepthys. Osiris was the oldest and so became king of Egypt, and he married his sister Isis. Osiris was a good king and commanded the respect of all who lived on the earth and the gods who dwelled in the netherworld. However, Set was always jealous of Osiris, because he did not command the respect of those on earth or those in the netherworld. One day, Set transformed himself into a vicious monster and attacked Osiris, killing him. Set then cut Osiris into pieces and distributed them throughout the length and breadth of Egypt.

With Osiris dead, Set became king of Egypt, with his sister Nepthys as his wife. Nepthys, however, felt sorry for her sister Isis, who wept endlessly over her lost husband. Isis, who had great magical powers, decided to find her husband and bring him back to life long enough so that they could have a child. Together with Nepthys, Isis roamed the country, collecting the pieces of her husband’s body and reassembling them. Once she completed this task, she breathed the breath of life into his body and resurrected him. They were together again, and Isis became pregnant soon after. Osiris was able to descend into the underworld, where he became the lord of that domain.

The child born to Isis was named Horus, the hawk-god. When he became an adult, Horus decided to make a case before the court of gods that he, not Set, was the rightful king of Egypt. A long period of argument followed, and Set challenged Horus to a contest. The winner would become king.

Set, however, did not play fair. After several matches in which Set cheated and was the victor, Horus’ mother, Isis, decided to help her son and set a trap for Set. She snared him, but Set begged for his life, and Isis let him go. When he found out that she had let his enemy live, Horus became angry with his mother, and rages against her, earning him the contempt of the other gods. They decided that there would be one more match, and Set would get to choose what it would be.

Set decided that the final round of the contest would be a boat race. However, in order to make the contest a challenge, Set decided that he and Horus should race boats made of stone. Horus was tricky and built a boat made of wood, covered with limestone plaster, which looked like stone. As the gods assembled for the race, Set cut the top off of a mountain to serve as his boat and set it in the water. His boat sank right away, and all the other gods laughed at him.

Angry, Set transformed himself into a hippopotamus and attacked Horus’ boat. Horus fought off Set, but the other gods stopped him before he could kill Set. The other gods decided that the match was a tie. Many of the gods were sympathetic to Horus, but remembered his anger toward his mother for being lenient to Set, and were unwilling to support him completely.

The gods who formed the court decided to write a letter to Osiris and ask for his advice. Osiris responded with a definite answer: his son is the rightful king, and should be placed upon the throne. No one, said Osiris, should take the throne of Egypt through an act of murder, as Set had done. Set had killed Osiris, but Horus had not killed anyone, and was the better candidate. The sun and the stars, who were Osiris’ allies, descended into the underworld, leaving the world in darkness. Finally, the gods agreed that Horus should claim his birthright as king of Egypt.

Note: There are many variations of this myth because it has evolved over time and different parts of Egypt have different variations.

Source: www.laits.utexas.edu/cairo/teachers/osiris.pdf
Activity 1: Make your own Mummy

For this project you will need:
- Plasticene
- Plaster of paris bandages
- Paint (acrylic will work best -- BUT it doesn't wash off, so be careful)
- Paintbrushes
- Scissors
- The right attitude

Step 1
- Take a lump of plasticene or modeling clay and work it between your hands until it becomes soft.
- Mold the lump into a mummy's body shape.

Step 2
- Fashion a headdress and arms for your mummy.
- Don't worry about fine details as they will be covered up later by plaster anyway.

Step 3
- Add the arms and headdress to the body.
- Smooth them on using your fingers and thumb.

Step 4
- The complete body will be the form for your mummy case.

Step 5
- Take the plaster of paris bandages and cut them into strips.
- Make them a size you can handle easily.
- Plan how you want to wrap a mummy.
- You might want to start at the feet.

Step 6
- Dampen the strips in water and carefully wrap your mummy. Do this part fairly fast because the plaster can set quickly. Smooth the plaster with your fingers.
- Make sure you wipe your hands with a disposable cloth before you wash them.
- Do not throw unused material down the sink.
- If this stuff gets in your drains you'll make your plumber very wealthy.

Step 7
- When painting your mummy you might find it helpful to look at some mummy pictures from books or magazines.
- Here we painted the headdress gold first, let it dry, and applied the black paint afterwards for detail.

Step 8
- This is our finished mummy. It looks a lot like a shawabti figure, a magical statuette that Egyptians had buried with them. They believed that the shawabti would act as a servant for them in the afterlife.
- Shawabtis usually had the deceased's name written on them in hieroglyphics. Find out how to spell your name in hieroglyphics.

Source: http://www.rom.on.ca/en/education/online-activities/ancient-egypt/mummification/make-your-own-mummy
Seega - Egyptian Activity Sheet.

This is an ancient 2-player game but is still played by young Egyptians today. It is easy to play and has similarities to the game ‘noughts and crosses’ which you might already know.

1. Cut out the board and each of the 6 playing pieces, along the dotted lines.
2. Decide which player is going to be ‘X’ and which is going to be ‘O’.
3. Set up the board, as shown in the picture below.

![The Seega board setup.](image)

Players take it in turns to move 1 of their pieces either 1 or 2 squares on the board. Players can move in any direction but cannot pass over another piece. The winner of the game is the first player to get their 3 pieces in a straight line (diagonal included), other than the starting line.
Appendix B: Art of Ancient Greece Resources

Page 1-2: Story of Medusa and Athena
Page 3: Activity: Greek Pottery Paper Plate Craft
Page 4: Printable: Greek Vases
Page 5: Additional Activities
Once upon a time, a long time ago there lived a beautiful maiden named Medusa. Medusa lived in the city of Athens in a country named Greece -- and although there were many pretty girls in the city, Medusa was considered the loveliest.

Unfortunately, Medusa was very proud of her beauty and thought or spoke of little else. Each day she boasted of how pretty she was and each day her boasts became more outrageous.

On Sunday, Medusa bragged to the miller that her skin was more beautiful than fresh fallen snow. On Monday, she told the cobbler that her hair glowed brighter than the sun. On Tuesday, she commented to the blacksmith’s son that her eyes were greener than the Aegean Sea. On Wednesday, she boasted to everyone at the public gardens that her lips were redder than the reddest rose.

When she wasn’t busy sharing her thoughts about her beauty with all who passed by, Medusa would gaze lovingly at her reflection in the mirror. She admired herself in her hand mirror for an hour each morning as she brushed her hair. She admired herself in her darkened window for an hour each evening as she got ready for bed. She even stopped to admire herself in the well each afternoon as she drew water for her father’s horses -- often forgetting to fetch the water in her distraction.

On and on Medusa went about her beauty to anyone and everyone who stopped long enough to hear her – until one day when she made her first visit to the Parthenon with her friends. The Parthenon was the largest temple to the goddess Athena in all the land. It was decorated with amazing sculptures and paintings. Everyone who entered was awed by the beauty of the place and couldn’t help but think of how grateful they were to Athena, goddess of wisdom, for inspiring them and for watching over their city of Athens. Everyone, that is, except Medusa.

When Medusa saw the sculptures, she whispered that she would have made a much better subject for the sculptor than Athena had. When Medusa saw the artwork, she commented that the artist had done a fine job considering the goddess’s thick eyebrows -- but imagine how much more wonderful the painting would be if it was of someone as delicate as Medusa.

And when Medusa reached the altar she sighed happily and said, “My, this is a beautiful temple. It is a shame it was wasted on Athena for I am so much prettier than she is – perhaps someday people will build an even grander temple to my beauty.”

Medusa’s friends grew pale. The priestesses who overheard Medusa gasped. Whispers ran through all the people in the temple who quickly began to leave – for
everyone knew that Athena enjoyed watching over the people of Athens and feared what might happen if the goddess had overheard Medusa’s rash remarks.

Before long the temple was empty of everyone except Medusa, who was so busy gazing proudly at her reflection in the large bronze doors that she hadn't noticed the swift departure of everyone else. The image she was gazing at wavered and suddenly, instead of her own features, it was the face of Athena that Medusa saw reflected back at her.

“Vain and foolish girl,” Athena said angrily, “You think you are prettier than I am! I doubt it to be true, but even if it were -- there is more to life than beauty alone. While others work and play and learn, you do little but boast and admire yourself.”

Medusa tried to point out that her beauty was an inspiration to those around her and that she made their lives better by simply looking so lovely, but Athena silenced her with a frustrated wave.

“Nonsense,” Athena retorted, “Beauty fades swiftly in all mortals. It does not comfort the sick, teach the unskilled or feed the hungry. And by my powers, your loveliness shall be stripped away completely. Your fate shall serve as a reminder to others to control their pride.”

And with those words Medusa’s face changed to that of a hideous monster. Her hair twisted and thickened into horrible snakes that hissed and fought each other atop her head.

“Medusa, for your pride this has been done. Your face is now so terrible to behold that the mere sight of it will turn a man to stone,” proclaimed the goddess, “Even you, Medusa, should you seek your reflection, shall turn to rock the instant you see your face.”

And with that, Athena sent Medusa with her hair of snakes to live with the blind monsters -- the gorgon sisters -- at the ends of the earth, so that no innocents would be accidentally turned to stone at the sight of her.

DLTK's Crafts for Kids
Greek Pottery Paper Plate Craft
Contributed by Leanne Guenther

Materials:

- scrap paper and pencil
- paper plate,
- Paint (we used black and gold).
- Paintbrush,
- scotch tape.
- 2 pipe cleaners

Instructions:

- Draw a rough design on a scrap piece of paper.
  - The pottery designs usually have a circle around them.
  - You can use anything as your inspiration.
  - One of the best sources of inspiration is to read a Greek myth and then draw a picture inspired by that myth.
  - Remember you need to keep the image simple enough to paint it.
- Paint your paper plate a base color (we used black paint for this).
- Let dry
- Note: acrylic paint dries very fast. If your children are old enough to keep it off their clothes, it's a great option. If it does get onto something, wash it out immediately... Once it dries, it is not washable.
- Use paint colours like gold, deep red or silver to paint the design on your plate. Greek pottery usually only has one (maybe two) colours used to make the design.
- Bend two pipe cleaners into oval shapes and tape or staple them to opposite sides of your plate as a handle

Source: http://www.dltk-kids.com/world/greece/m-pottery.htm
Greek Vase Patterns

The Ancient Greeks loved making patterns especially on vases. Finish off some of these Ancient Greek patterns.

Pictures on Ancient Greek vases give us a clue to what life might have been like over 2000 years ago. Decorate the vase below with a picture that will tell people in the future what life was like in the 21st Century!

What is happening in your Picture?

Source:
http://www.schoolsliaison.org.uk/kids/siteactivities/greekvase.pdf
Primary History: Ancient Greeks
Extension Activity - Arts and Theatre

Make a Greek actor’s mask. What would be a good material? Why do the masks have such big mouths? (Answer: it helped make the actor’s voice sound louder). Find out what a Greek play was like. What part did the Chorus play? Was there any scenery? Did actors dress up – as birds or animals, for example?

Find pictures of the three styles or ‘orders’ of columns in Greek architecture: Doric, Ionic and Corinthian. Compare the styles of decoration. Why do you think the Greeks used columns that look like tree trunks? Are there any buildings where you live that look Greek in any way?

Make your own map of Ancient Greece. Mark on your map some of the city-states you are finding out about, such as Corinth and Athens. Can you find out about any more?

You could have a go at making some Greek pots. You could use any soft modelling material, or proper clay. Start off by making a pot from long ‘sausages’ of clay. Make a ring with the first sausage, then put others on top. Experiment with different shapes.

Write a report on a visit to an Ancient Greek theatre. Where do you sit? What do you see? Is it sad or funny? What do the actors look like? What does the Chorus do?

Design your own perfume pot. It could look like an animal, a fruit or other object. Where will it be filled and poured from? You could make it from clay or plasticine.

Source: www.bbc.co.uk/schools/primaryhistory
Appendix C: Art of Ancient Rome Resources

Page 1-2: Story of Remus and Romulus
Page 3: Activity: Make a Paper Mosaic
Page 4: Printable: Fix the Broken Amphorae
Page 5: Additional Activities
A legend is a story about a person who did something heroic. It is not based on fact nor can it be said to be the truth. Roman children were told the following legend about how the city of Rome was built.

Romulus and Remus were twin brothers. Their father was Mars, the God of War, their mother was Rhea Silvia, a vestal virgin and daughter of the King, Numitor. Numitor’s brother, Amulius, had taken the throne from him and had forced Rhea Silvia to become a vestal virgin so that she would not have any children who might try to take back the throne.

When the boys were born, Amulius seized them, put them into a basket and threw them into the river Tiber. He hoped that they would drown. However, the boys were rescued by a she-wolf who fed the babies with her own milk and cared for them.

They grew up and were found by the shepherd Faustulus, who took them home and looked after them until they were grown up.

The two young men discovered who they really were and decided to kill Amulius and put their grandfather back on the throne. After doing this they decided to build a city of their own but could not agree where to build it. Remus favoured the Aventine Hill but Romulus wanted to use the Palatine Hill. They could not reach an agreement and so each began to build his own city enclosed with walls.

One day, Remus visited Romulus and made fun of his wall by jumping over it and saying how easily it could be breached. Romulus was so annoyed that he killed Remus and said the he would kill anyone who mocked his city or tried to break through the walls of Rome.

The legend says that Romulus became the first King of Rome in 753BC and populated his new city with runaway slaves and convicted criminals. He stole women from the Sabine tribe to provide wives for the slaves and criminals and to populate his new city.

The Sabine tribe were not happy about this and declared war on Rome. The war went on for many years but eventually the Sabine tribe and Romulus reached an agreement and the Sabines became a part of Rome under the Kingship of Romulus.

The legend ends by telling how Romulus was carried up to the heavens by his father, Mars, and was worshipped as the God Quirinus.
Make a Paper Mosaic!

Mosaics are great fun for the part of the brain that recognizes patterns, and can help build geometrical awareness in your child. Mosaics come in many materials, such as glass, rock, tile and brick. The complexity of this art form depends on the creativity of the artist. Introduce your young artist to this art form with this fun and creative activity, which blends arts and crafts with patterning for hidden math practice!

What You Need:

- Assorted colors of construction paper
- Ruler
- Scissors or paper cutter
- White glue or glue sticks
- Black construction paper

What You Do:

1. Cut the paper into 1 inch or ¼ inch squares, depending on your child's level and preference. The easiest way to do this is to cut the paper into 1 inch or ¼ inch strips and then snip them into squares. Use your rule to mark the 1 inch and ¼ inch strips so that your squares will be uniform. Put each color into a separate bowl.

2. Next, have your child pencil an outline of his design onto the black paper. Make this a simple design as it is hard to do a lot of detail with a mosaic.

3. Now it's time to start adding squares to the mosaic. It helps to start on the outlines and work in. Glue the squares one by one. A tip for gluing is to dip your finger into the glue, capture the square on your fingertip then place it onto the paper.

Encourage your child to create patterns with his mosaics. Color identification is also important to reinforce while doing this activity. It will be surprising how different each child's art will be even when they start with the same drawing. Have them explore alternating colors or using clumps of color to vary the effect.

Did You Know?

- Mosaics can be traced to as early as 3,000 B.C. in the Near East.
- The first mosaics were made with rounded pebbles, glass and marble chips.
- Today huge murals are depicted in mosaic tiles, homes and public places are decorated with them.

By Jessica McBrayer


Pots tell us a lot about how the Romans lived. The contents tell us about cooking and about what they drank. The decorations on the outside of the pots show scenes from Roman life and work.

Most pottery from Roman times has been broken. Archaeologists carefully put them back together. Can you draw in the missing parts of the broken pots below?

**A storage jar**
Jars like this were used for olive oil. The Romans used olive oil for cooking. Olives were crushed to make the oil. Jars were often stored in the ground to keep the oil cool.

**A wine jar**
Wine is made from grapes. The Romans would tread on these grapes (in their bare feet) to squeeze out all the juices. This juice was then made into wine.

**A honey pot**
Honey was used as a sweetener, as there was no sugar.

**Decorate the large pot** with a scene from Roman life. Scenes you could include are:
- Romans rode in chariots. They liked to watch thrilling chariot races, which could be dangerous.
- Romans often went hunting. They hunted deer for sport and for food.
Primary History: Romans
Extension Activity - City of Rome

Some buildings from Ancient Rome survive, though they are in ruins. Visitors to Rome today can walk in the Forum. Find out what the Forum was. Visitors can also see temples, Roman sewers and underground burial tunnels called catacombs.

See how much you can discover about the ancient city of Rome. Write an Ancient Roman guidebook to record what you find out.
- What were Ancient Rome’s most famous buildings?
- How would a tourist from Britain have travelled to Ancient Rome?

What did Roman Emperors look like? We have portraits of Emperors on coins as well as statues and paintings of some of them. What kind of clothes are they wearing?
Draw a picture of a Roman Emperor. How should he look? Happy or sad, serious or excited, strong or weak?

Find out about the people who ruled the Roman Empire. Make a list of 'good' people and 'bad' people, and explain why they are on your list. You’ll find a list of the Roman Emperors in the Resources section. Here are some suggestions for people you could research.

Caligula  Claudius  Nero  Hadrian  Constantine

For example, Emperor Augustus was a good ruler, because he restored peace to the Roman Empire. One thing he did was to set up a fire-fighting service for the people of Rome.
- Do you think the Romans liked having an Emperor? Or should they have stuck with the Republic?
- How could the Romans have made their government fairer for everyone?