

The Cleveland Museum of Art Distance Learning Program

Gods and Heroes from Greece and Rome

Grades 6-12

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How to Prepare Your Class for the Distance Learning Presentation

Teacher Information will be sent or made available to you prior to the program.

Please familiarize yourself with the materials and discuss them with your class.

Have the Teacher Information Packet (T.I.P.) materials on hand in the classroom, ready for the program. These materials may be used during the videoconference.

Be prepared to facilitate by calling on students yourself during the lesson. Students are sometimes initially shy about responding to questions during a distance learning lesson.

Explain to students that this is an interactive medium and encourage them to ask questions.

Reinforce topics discussed in the program by asking students to complete some of the suggested pre- and post-conference activities in the Teacher Information Packet.

We ask teachers, after the program, to please fill out the Evaluation Form and return it to:

Dale Hilton/Distance Learning
The Cleveland Museum of Art
11150 East Boulevard
Cleveland, OH 44106

Thank You!

Teacher Information Guide

The Cleveland Museum of Art Distance Learning Program

Gods and Heroes from Greece and Rome

Grades 6-12

Program/Series Objectives:

1. Students will learn the characteristics of myth and understand how culture is revealed through the stories it tells.
2. Students will be introduced to the cultural and historical context of selected works of art and learn how art can tell a story.
3. Critical Attribute Lesson -- Students will be introduced to the characteristics of mythology and learn that ancient myths, legends, and stories:
 - were used to explain natural events
 - were used explain the creation of the world
 - were also meant to entertain
 - sometimes taught moral lessons
 - can help us understand ancient religion
 - can tell us about history

Common Core State Standards Applicable:

English Language Art & Literacy in History/Social Studies, Science, and Technical Subjects- **6th Grade**

CCSS.ELA-Literacy.SL.6.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 6 topics, texts, and issues*, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.W.6.4

CCSS.ELA-Literacy.WHST.6.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

7th Grade

CCSS.ELA-Literacy.SL.7.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 7 topics, texts, and issues*, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.W.7.4

CCSS.ELA-Literacy.WHST.7.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

8th Grade

CCSS.ELA-Literacy.SL.8.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 8 topics, texts, and issues*, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.W.8.4

CCSS.ELA-Literacy.WHST.8.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Grades 9-10

CCSS.ELA-Literacy.SL.9-10.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.W.9-10.4

CCSS.ELA-Literacy.WHST.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Grades 11-12

CCSS.ELA-Literacy.SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11-12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.W.11-12.4

CCSS.ELA-Literacy.WHST.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

National Education Standards:

For Fine Arts - Visual Arts (grades 5-8, 9-12):

- Understanding and Applying Media, Techniques, and Processes
- Understanding the Visual Arts in Relation to History and Cultures
- Making Connections Between Visual Arts and Other Disciplines

For Language Arts - English (grades K-12):

- Reading for Perspective

- Reading for Understanding
- Evaluation Strategies
- Communication Skills
- Communication Strategies
- Applying Knowledge
- Developing Research Skills
- Multicultural Understanding

For Social Sciences – World History (grades 5-12):

- Era 3: Classical Traditions, Major Religions, and Giant Empires 1000 BCE-300 CE

Program Description:

Through an examination of artists' portrayals of Greek and Roman gods and heroes, students are prepared to embark on a study of Greek and Roman myths. This videoconference makes connections to history and culture and includes such figures as Herakles, Orestes, and Perseus. Homer's Iliad is also discussed. The heroes and heroines of mythology are the primary focus.

Prerequisites for Videoconference:

1. Students should have read the story of Herakles before the distance learning lesson and should have some familiarity with Homer's Iliad. Consult the Teacher Resource pages for a listing of print and electronic sources.
2. Students should be acquainted with some of the specialized vocabulary used in the videoconference. See the vocabulary listing in this packet for these words and their definitions.
3. Students should have a copy of the viewing guide, titled **Gods and Heroes of Greece and Rome Activity Sheet**, to use during the video conference.

Vocabulary:

These words will be found in the distance learning lesson.

Amphora: A storage vessel used to hold wine or grain. (*Plural is amphorae*)

Black-figure: A style of Greek vessel on which the primary image is black slip over a red-clay (terracotta) background.

Furies: Women, usually dressed in black, who punish and torment wrongdoers.

Lararium: Niche in the wall, used as a household shrine in a Roman home. They displayed sculptures of gods and other items.

Nymph: A female deity who inhabits or represents a feature of nature.

Oracle: A person through whom the gods were consulted. It can also refer to the place where the person is located, or the message delivered by that person.

Sarcophagus: The Roman name for coffin which means “flesh eating.” (*Plural is sarcophagi*)

Red-figure: A style of Greek vessel on which the primary image is the red color of the clay (terracotta) and black slip is painted over the background.

Relief sculpture: Sculpture in which figures and sculptural forms project outward from a flat background.

Renaissance: Means “rebirth,” referring to the rebirth of the art and literature of ancient Greece and Rome in 14th century Europe.

Sepulcher: A burial vault.

Extra Post-lesson Questions:

1. Can you name a real-life modern hero? What did he or she do to become a hero? What need or concern of society did this hero meet or satisfy? How does the real-life hero compare with your made-up one? How does the real-life hero compare with Herakles? Orestes? Perseus?
2. Do the Greek gods follow a moral code?
3. Write down one aspect of ancient Greek culture that is the same or different from our own.
4. Retell one of the myths (either from the web or the videoconference) in your own words. What is the moral of the story?

Post-lesson Activities:

Activity One:

Create your own list of modern day Greek Mythology items and explain their significance.

Materials needed: *Paper, pencils, telephone books and magazines*

Process:

1. After reading several Greek or Roman myths, students should be divided into groups of three or four in order to find modern day examples of the elements in those stories.
2. Each group should take a piece of paper and divide it in half vertically. They will label the first column “Modern Day” and the second column “Greek Mythology.”
3. Give each group at least one telephone book and as many magazines as you can. Help them get started by providing an example or two. Tell them the object of the game is to come up with the most words, symbols or pictures that relate to Greek mythology and explain their importance. Each group will create a chart in which they list the modern day item and then indicate in the second column how it relates to mythology. See the examples below. The winning team might be given a reward of the classroom teacher’s choosing. Allow a certain amount of time and inform the groups of the starting and finishing times.

Examples:

Modern Day

Midas Mufflers

Mercury cars

Greek Mythology

King Midas' touch turned everything to gold, so Midas Mufflers wants us to think they have "the golden touch".

Mercury, the messenger god, was very quick, so the auto makers want to say that their cars are, too!

Activity Two:

Students can create their own jobs for the gods.

Materials needed: *Newspapers (classifieds), list of gods and goddesses, glue stick, pen and job application sheet*

Process:

1. Distribute list of gods and goddesses and have each student select one god.
2. Distribute the classified section from the newspaper and the job application sheet to each student or group of students (groups of two or three work well). Explain to students the following: "By decree of the Oracle at Delphi the gods were asked to live among us on earth. They will be here for quite some time, so they will need to find work. Your job is to search the classifieds to find a suitable job for the god or goddess you selected. Fill out the job application for your god and in the center space at the bottom paste your cut out employment ad from the newspaper." You may wish to give them a sample. See example below.
3. Allow students to use approximately twenty minutes in class to complete this assignment. If you wish you may assign them to do two more job applications for two different gods for homework.

Example: Ask students what might be a suitable job for the god Hermes? (Elicit student responses. Since he is the messenger god they might say a mailman or Fed Ex man. They should then search the classifieds to find such a job posting. Another way to do the assignment is to have them search the classifieds to see what comes to their attention for a job for the god. There may be jobs listed there that might apply that they did not think of ahead of time).

Note: Students may wonder how to fill out the job application form. Tell them they are to fill it out as if they were the god or goddess. Some information they may have to make up, but they should use their creativity and what they already know about the gods to fill it out as accurately and authentically as possible.

Activity Three:

Students can create their own Pandora's Box after hearing an oral reading of this myth.

Materials needed: *Art supplies (glitter, ribbon, colored pencils, paint, sequins, pipe cleaners, etc.), shoe boxes, glue guns or white glue, magazines.*

Process:

1. Read the myth “Pandora’s Box” to students. See *The Greek Gods* by Evslin, Evslin and Hoopes for a short reading (Teacher Resources page has the complete bibliographical listing for this book).
2. Put students into groups of three or four and tell them that they are going to create their own Pandora’s Box, but with a modern twist. They are going to consider the problems and hopes in our world today. They should create a box that has inside at least three problems facing our world and then they must include one hope. They should find a symbol for these ideas in the magazines or they can put an object into their box to represent the problem or hope. For example, a picture of a syringe might be a symbol of hope to cure all of the maladies in our world. By the same token, a toy soldier might symbolize the violence in a war-torn country. Since some symbols can have dual meanings (the syringe could be a symbol for curing the ills of the world, but it could also represent the drug problem in America), students should be asked to present their group’s Pandora’s Box to the class, explaining the meanings behind the symbols. Allow students to work in class on this project and present the next day (if your class is at least 45 minutes long).

Activity Four:

Students can create a collage of a Greek god or hero after reading many myths.

Materials needed: *Paper, glue, magazines and other art supplies as student desires.*

Process:

1. Instruct students that now that they have read many myths and have encountered many Greek gods, goddesses and heroes, it is time to create a collage based on their favorites.
2. Students should select a god, goddess or hero from Greek mythology.
3. They should then brainstorm (possibly even with as many as four individuals) as to the characteristics their god or hero exhibited in the stories (Allow at least 5 minutes to brainstorm.)
4. Students should then individually search through magazines to find pictures of symbols of their characters. They should then cut them out to form a collage. In a collage, the pictures overlap somewhat or are cut to fit right next to the next one. Somewhere in their collage, they should have the character’s name. Tell students when they are finished there should be no white showing from the back of the paper they are going to glue their pictures to. Allow students at least 45 minutes for this activity. It will take them some time to find the photos and then glue them down. When complete, this project would be a nice one to display.

Teacher Resources**Print Resources:**

Arner, Heather. *Greek Myths for Young Children*. London: Usborne Publishing Ltd., 1999.

Bulfinch, Thomas. *Myths of Greece and Rome*. New York: Viking Penguin Inc., 1979.

D'Aulaire, Edgar Parin and Ingri. *D'Aulaires' Book of Greek Myths*. New York: Bantam Doubleday Publishing Group, Inc., 1962.

Evslin, Bernard. *The Adventures of Ulysses*. New York: Scholastic, Inc., 1969.

Evslin, Bernard, Dorothy Evslin and Ned Hoopes. *The Greek Gods*. New York: Scholastic, Inc., 1966.

Green, John. *Life in Ancient Greece – A Dover Coloring Book*. New York: Dover Publications, Inc., 1993.

Hoffman, Mary. *A First Book of Myths*. New York: DK Publishing, Inc., 1999.

Horowitz, Anthony. *Myths and Legends*. New York: Larousse Kingfisher Chambers, Inc., 1994.

January, Brendan. *The New York Public Library Amazing Mythology – A Book of Answers for Kids*. New York: John Wiley and Sons, Inc., 2000.

Jones, Simon. *Eyewitness Books – Ancient Rome*. New York: Dorling Kindersley Publishing, Inc., 1990.

Keenan, Sheila. *Gods, Goddesses and Monsters – An Encyclopedia of World Mythology*. New York: Scholastic, Inc., 2000.

Lister, Robin. *The Odyssey*. New York: Kingfisher Publications, 1987.

Martell, Hazel Mary. *Myths and Civilization of the Ancient Greeks*. New York: Peter Bedrick Books, Inc., 1998.

Masters, Anthony. *Greek Myths and Legends*. New York: Peter Bedrick Books, 1999.

Masters, Anthony. *Roman Myths*. New York: Peter Bedrick Books, 1999.

Mitchell, Adrian. *The Odyssey*. New York: Dorling Kindersley Publishing, Inc., 2000.

Morley, Jacqueline. *Greek Myths*. New York: Peter Bedrick Books, 1997.

Osborne, Mary Pope. *Favorite Greek Myths*. New York: Scholastic, Inc., 1989.

Philip, Neil. *The Illustrated Book of Myths – Tales and Legends of the World*. New York: DK Publishing, 1995.

Electronic Resources:

Classic stories, a Latin version, a vocabulary list, and clever graphics make for an interesting web site.

www.mythweb.com

These sites have information on the planets and their moons, the Greek and Roman gods, family trees, word and phrase origins, and paintings.

http://www.pantheon.org/miscellaneous/celestial_bodies.html

<http://www.theoi.com/>

Interested in the origins of Greek mythology? Then this is the site for you. It also has links to books, art, maps and coins and has a fun fast quiz you can take. Greek and Roman names are included.

<http://www.greekmyths-greekmythology.com/greek-mythology/>

A brief overview of the Greek deities and their Roman counterparts is featured in this site, as well as the listing of the principal gods, links to projects, an image gallery, genealogy tables and more!

Greek:

<http://www.pantheon.org/areas/mythology/europe/greek/>

Roman:

<http://www.pantheon.org/areas/mythology/europe/roman/>

With the Myth Man's help, you can't go wrong. This site designed primarily for student's use cleverly provides homework help while featuring the myth of the month.

<http://mythman.com/>

Mythology of Greece and Rome Quiz

Answer the following questions taken from the distance learning lesson with The Cleveland Museum of Art. You can check your responses with the answer key.

1. Which of the following is not a characteristic of a myth?
 - a. they have a stated moral
 - b. they include gods and goddesses
 - c. they tell about history
 - d. they tell of natural events

2. What is a lararium?
 - a. a place to entertain
 - b. a place to store food
 - c. a place for washing
 - d. a place for worship in your home

3. What is an oracle?
 - a. a female spirit who represents the forces of nature
 - b. a Greek god or goddess
 - c. an opening in a stone carving
 - d. person through whom the gods were consulted

4. Which of the following is one of Herakles' twelve labors?
 - a. clean the Metropolitan stables
 - b. bring back the Golden Cheese of Goudas
 - c. capture the Euphasian antelope
 - d. destroy the Nemean lion

5. Which of the following does not describe a Greek amphora?
 - a. some held water or stored grain
 - b. some were flexible
 - c. some were purely decorative
 - d. some were stacked in the holds of ships

- 6 Renaissance artists made works of art based on stories from ancient Greece and Rome. These works of art were made for all of the following reasons except:
- a. for home decoration
 - b. for religious purposes
 - c. for specific functions, such as being made into a lamp
 - d. to be given as diplomatic gifts
7. What is a sarcophagus?
- a. a tool used in the lost-wax technique of metal-working
 - b. a jewelry or cosmetics box
 - c. a Roman coffin
 - d. the votive room in Roman times
8. The Greek hero who rescued Andromeda was:
- a. Troy
 - b. Odysseus
 - c. Perseus
 - d. Homer
9. In ancient Greece, wrongdoers were punished by:
- a. the Lares
 - b. the Gorgons
 - c. the Furies
 - d. the nymphs
10. The Orestes story reveals some aspects of Greek law and history of the 2nd century AD. Which of the following was not part of Greek belief?
- a. a child could not kill his parents
 - b. a son must avenge his father's murder
 - c. a visit to a Fury could help in decision-making
 - d. to honor the deceased provided hope for his spirit in the afterlife

Mythology of Greece and Rome Quiz Answers

- 1.a. Although myths teach moral lessons, they are generally not stated directly. Fables often have stated morals, but in myths it is generally an implied lesson.
- 2.d. A lararium is a place where the homeowners would light candles to worship or pay homage to statues such as the Herakles bronze shown in the Distance Learning Lesson.
- 3.d. An oracle was a person through whom the gods were consulted. One of the most famous examples is the oracle at Delphi.
- 4.d. Hercules' first labor was the slaying of the Nemean lion.
- 5.b. Greek amphorae (*plural of amphora*) were not flexible for they were earthenware objects, made out of materials such as hardened clay.
- 6.b. Renaissance families did not use small bronzes for religious purposes as the Romans did.
- 7.b. A sarcophagus is a Roman coffin.
- 8.c. Perseus rescued Andromeda on his way back from his mission to cut off the head of Medusa.
- 9.c. In ancient Greece, wrongdoers were punished by the Furies.
- 10.c. A visit to an oracle, not a Fury, could help in decision-making.

Application Form: Jobs for the Gods

| | |
|---------------|--|
| Name | |
| Address | |
| City | |
| Country | |
| Date of birth | |

Education

| | |
|---------------------|---------|
| Name of institution | Address |
| | |
| | |

Previous Work Experience

| | | |
|---------|---------|---------------------|
| Company | Address | Reason Why You Left |
| | | |
| | | |

Qualifications

| |
|--|
| |
|--|

References

| | | |
|------|--------------|---------|
| Name | Relationship | Comment |
| | | |
| | | |

Glue Ad Here

Supplementary Material

GODS AND GODDESSES OF GREEK AND ROMAN MYTHOLOGY

| GREEK NAME | ROMAN NAME | POWER/ROLE/DOMAIN |
|------------|------------|--|
| Zeus | Jupiter | King of the gods |
| Hera | Juno | Queen of the gods Marriage, women |
| Apollo | Apollo | Sun, music, healing, archery, youth |
| Poseidon | Neptune | Ruler of the sea |
| Hades | Pluto | King of the underworld |
| Hermes | Mercury | Messenger god |
| Dionysus | Bacchus | Wine, music, fertility |
| Demeter | Ceres | Agriculture |
| Persephone | Proserpine | Queen of Hades |
| Athena | Minerva | Goddess of war and wisdom |
| Hephaestus | Vulcan | God of fire |

Viewing Guide

Gods and heroes of greece and rome activity sheet

God or Hero:

Your Superhero

Hercules

Orestes

Perseus

Duty or quest:

Special power:

**Positive trait/
strength:**

**Negative trait/
flaw:**

Adversary/foe:

**Action or
heroic deed:**

**Outcome or
Reward:**

NOTES:



The Cleveland Museum of Art Distance Learning Evaluation Form

Your Name _____

Your School _____

School Address (with zip code) _____

E-mail Address _____

Grade/Class of students (e.g. 10th grade French) _____

Program Title _____

Program Date _____

Thank you so much for your participation in our distance learning program. We would appreciate your response to these questions by circling the appropriate answer and returning the survey. Please Mail or Fax to Dale Hilton at 216-707-6679

**5= Strongly Agree 4= Agree 3= Neither Agree nor Disagree
2= Disagree 1= Strongly Disagree**

1. The teacher information packet was helpful for preparing my class and me for the distance learning lesson.
5 4 3 2 1
2. The teaching style of the on-camera instructor was interesting, engaging and fostered interaction.
5 4 3 2 1
3. The Teacher Information Packet was helpful in providing interdisciplinary extension activities that I did use or plan to use.
5 4 3 2 1
4. The distance learning lesson successfully taught its objectives.
5 4 3 2 1
5. The distance learning lesson was not interrupted by technical difficulties.
5 4 3 2 1
6. The pre-requisites the distance learning lesson and extensions are aligned with The National Education standards.
5 4 3 2 1

7. I plan to register for another distance learning lesson.
(circle one)

Yes

No

If no, why? _____

8. I would like more information about The Cleveland Museum of Art's Teacher Resource Center.
(circle one)

Yes

No

9. Why did you choose The Cleveland Museum of Art Distance Learning?
(circle one)

- a.) Price Point
- b.) Quality of lessons
- c.) Selection of lessons
- d.) Ease of working with CMA
- e.) Other

10. How did you hear about The Cleveland Museum of Art Distance Learning program?
(circle all that apply)

- a.) CMA inservice
- b.) CILC
- c.) TWICE
- d.) Conference
- e.) Brochure
- f.) The Cleveland Museum of Art website
- g.) The Teacher Resource Center
- h.) Other

11. Do you have any additional comments about the distance learning lesson?

Please return the completed teacher evaluation form to:

**Dale Hilton/Distance Learning
The Cleveland Museum of Art
11150 East Boulevard
Cleveland, OH 44106**

Or fax to Dale Hilton at 216-707-6679

Selected Images



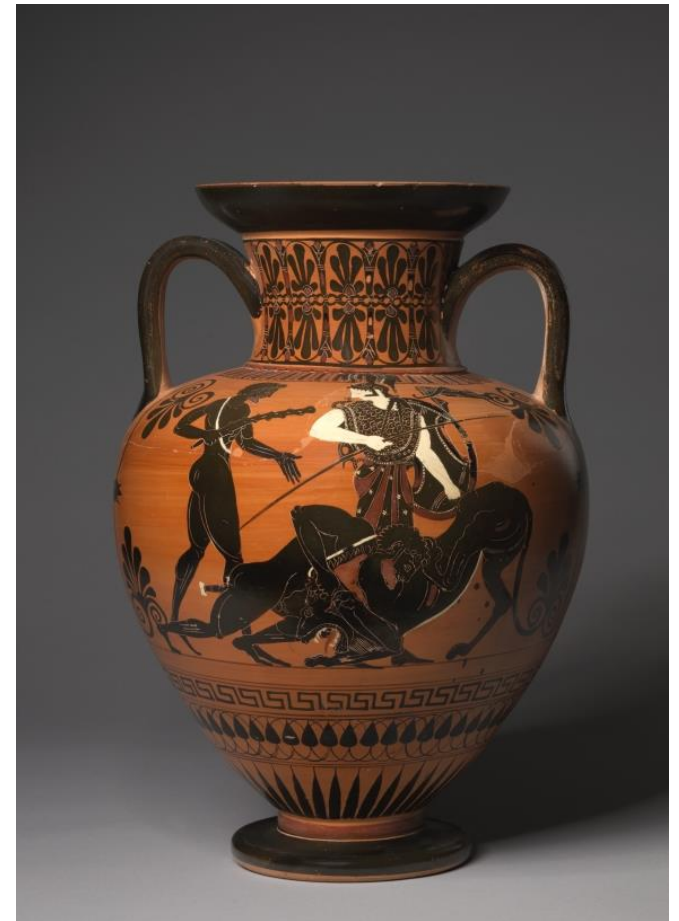
Head of Herakles, 3rd-2nd
Centuries BC
Greece, Hellenistic period
Bronze filled with lead
1971.71



Sarcophagus, c. 100-125
Italy, Rome, Roman Empire
Greek marble
1928.856



Story of Perseus and Andromeda, early 1500s
 Netherlands, early 16th century
 Tapestry weave: wool and silk
 1927.487



Neck Amphora, 515-510 BC
 Painter of Berlin 1899 (Greek)
 Black-figure terracotta
 1970.16