

Content Area: : Visual Arts

Grades: 9-12 Advanced

Task Description:

Students are to be introduced to the life and histories of Herodotus, giving specific attention to his recollections of Delphi. Students are to select and research one aspect of the histories of Herodotus and his descriptions of Delphi and record their findings either by writing a reflection paper and recorded history of their own or developing a visual arts piece that serves as a response or reflection of their research. The Student will present his/her research findings and response to the class. Students are encouraged to use the Ashes2Art website, as well as the list of provided resources that accompany this lesson.

Background or Instructional Context/Curriculum

Connections:

“Becoming Herodotus” is a research-based lesson that encourages students to respond to their findings in a visual or literary way. Because of these possibilities, several content areas are addressed. Visual arts, history, and language arts play a dominant role in this lesson with art history and social studies also present. The national standards addressed for “Becoming Herodotus” are Visual Arts standards, however, this lesson can be easily adapted to a history, language arts, or social studies classroom.

The Attachments to this Lesson Include:

- Defining your Research worksheet
- Suggestions for guided research
- Who is Herodotus? Handout
- List of resource material
- Rubric

Objectives:

The student will:

1. Review the histories of Herodotus and choose one avenue of the histories pertaining to Delphi to investigate further. (Nat. Standards: III C., IV A., IV B., IV C.) *Assessment: Planning worksheet*
2. Research his/her chosen topic in depth and develop either a literary, or visual response that is well researched. (Nat. Standards: I B., Advanced: I C., I D.) *Assessment: Rubric*
3. Execute his/her response to the research in a manner that is clear and well developed. Visual responses should be well crafted and related to student’s research. Responses should be thoroughly researched and sources should be correctly sited using MLA format. (Nat. Standards: VI A., VI B., Advanced: V D., VI C.) *Assessment: Rubric*
4. Present research findings and response to class. (Nat. Standards: IV A., IV C.) *Assessment: Rubric*

Time:

(45 minute class periods)

- 1 class for introduction of Herodotus, lesson, and Ashes2Art website
- 3-4 classes for independent research
- 3-4 classes for preparation of response
- 1-2 classes for class presentations

Materials and Tools:

- 1 Herodotus handout per student
- 1 Computer per student
- 1 Guided Research worksheet per student
- Various books and resource material pertaining to Herodotus and Delphi
- Art supplies as needed for students to create visual response

Visuals and Resources:

Ashes 2 Art website: www.coastal.edu/ashes2art

Stevenson, Daniel C. "The History of Herodotus by Herodotus." The Internet Classics Archives. 1994. Web Atomics. 04 Oct. 2000. <http://classics.mit.edu/Herodotus/history.html>
(Translated by George Rawlinson)

Books: Porter, John. "Herodotus." University of Saskatchewan. 11 Oct. 2007
<http://homepage.usask.ca/~jrp638/CourseNotes/HdtNotes.html#achievement>

Pedley, John. Sanctuaries and the Sacred in the Ancient Greek World. New York: Cambridge University Press, 2005.

Author not available, *HERODOTUS*. The Columbia Encyclopedia, Sixth Edition
New York: Columbia University Press 2007.

National Standards:

I. Understanding and applying media techniques and processes:

- B. Students conceive and create works of visual art that demonstrate an understanding of how the communication of their ideas relates to the media, techniques, and processes they use.

Advanced:

- C. Students communicate ideas regularly at a high level of effectiveness in at least one visual arts medium
- D. Students initiate, define, and solve challenging visual arts problems independently using intellectual skills such as analysis, synthesis, and evaluation.

III. Choosing and evaluating a range of subject matter, symbols, and ideas:

- C. Students describe the origins of specific images and ideas and explain why they are of value in their artwork and in the work of others.

IV. Understanding the visual arts in relation to history and cultures:

- A. Students differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art.
- B. Students describe the function and explore the meaning of specific art objects within varied cultures, times, and places.
- C. Students analyze relationship of works of art to one another in terms of history, aesthetics, and culture, justifying conclusions made in the analysis and using such conclusions to inform their own art making.

V. Reflecting upon and assessing the characteristics and merits of their work and the work of others:

Advanced:

- D. Students correlate responses to works of visual art with various techniques for communicating meanings, ideas, attitudes, views, and intentions.

VI. Making connections between Visual Arts and other Disciplines.

- A. Students compare the materials, technologies, media and process of the visual arts with those of other arts disciplines as they are used in creation and types of analysis.
- B. Students compare characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences.

Advanced:

- C. Students synthesize the creative and analytical principles and techniques of the visual arts and selected other arts disciplines, the humanities, or the sciences.

Procedures:

1. Students are introduced to the histories of Herodotus through lecture and class discussion.
2. Give students “Who is Herodotus?” handout and discuss the influence Herodotus has had on Western history.
3. Introduce students to the lesson: Explain that this is a research based lesson that involves a visual or literary response to their findings.
4. Explain to students that they are to research the histories of Herodotus, paying particular attention to references pertaining to Delphi.
5. Students are to choose one avenue of their research to which they will respond, either visually or by writing a reflection paper.
6. Students may use the “suggestions for guided research” hand out to facilitate a starting point for their research.
7. Encourage students to analyze the histories’ geographic, artistic, historic, and archeological components when choosing which avenue they will pursue in their research.
8. Provide students with multiple resources so that they may adequately research their chosen topic.
9. After students have chosen their topic and thoroughly completed their research, they should begin by planning their response.
10. Visual responses should be well crafted and directly pertain to the student’s research. Examples of this may include: responses or replications of dedications presented to the oracle, replications or paintings of various monuments described by Herodotus, a creative visual response (such as a painting, etching, or print) to the descriptions of a battle described by Herodotus, etc. The focus of this aspect of the lesson is to have students thinking critically about their research and using this new knowledge to influence a visual work of their choice.
11. Should a student choose to respond to his/her research by writing a reflection paper, the paper should include a thoughtful summary of his/her research as well as a bibliography completed in MLA format. Additionally, the reflection paper should contain a written history completed by the student. He/She may research a monument, building, or dedication in his/her town or school and record these findings in his/her paper. This part of the reflection paper should contain appropriate vocabulary pertaining to previous lessons regarding the elements and principles of design, as well as nothing the history of the chosen subject.
12. Provide students with a rubric prior to their beginning the response portion of the lesson, so they are acutely aware of the expectations.
13. Each student should be prepared to present his/her research as well as his/her response to the class at the completion of the lesson.

Defining your Research: Herodotus

Name: _____

After reading the “Who is Herodotus?” handout, listening to the lecture, and reading over the suggestions for guided research handout, list three possible avenues you would like to pursue in your research:

1.

2.

3.

List three findings in your preliminary research that you have found to be of particular interest:

1.

2.

3.

Define the major theme or topic you have chosen to research in depth:

Defining your Research: Herodotus (continued)

Identify three resources you will use in your research:

- 1.
- 2.
- 3.

What about this topic is interesting to you?

List three possible ways you could respond to this research visually?

- 1.
- 2.
- 3.

How could you respond to this research in a reflection paper?

Planning your Response: Choose one of the options below to answer.

Visual: How will you respond to this work in a visual way that is interesting to the viewer and conveys the statement you, as the artist, wish to make?

Reflection Paper: What research will you include in your summary? Why did you find this information interesting? What subject will you further research in your town or school to record its history?

Suggestions for Guided Research:

Book One:

- The dedications of Gyges to Delphi
- Croesus of Lydia (c. 560-546 B.C.)
- Croesus and Solon
- Investigate the prophetic dream of Croesus regarding the death of his son. Under what context did this event occur. How did this effect Croesus?
- Research Croesus' ambitions turn toward Persia: How did he test and consult various oracles. Which oracles were consulted? Which oracle(s) were deemed true?
- Croesus and his relationship with Delphi
- Research and detail the various dedications of Croesus to Delphi
- Ambiguous responses of the oracle: How could these be misleading or interpreted? How did these ambiguous responses of the oracle contribute to the decisions made by Croesus and other leaders?
- Croesus' disastrous expedition against Persia: What factors led to the expedition against Persia?
- Detail the early history of Persia as recorded by Herodotus

Use the above topics as a guide to find an aspect of Herodotus' histories that interest you to research further. You may research the various dedications to the oracle that were made, the questions that were asked of the oracle, the ambiguous responses, war, etc. Then choose whether you will create a visual response or respond to your research by writing a reflection paper.

The reflection paper should include a summary of your research and a detailed history of your own. You may research monuments, statues, buildings, or works of art in your town or school and record their history in the style of Herodotus.

If you choose to respond in a visual way, you may recreate a scene based on your research and the writings of Herodotus in the media of your choice (paint, graphite, charcoal, clay, etc.) Or you may choose to recreate or respond to one of the dedications to the oracle that Herodotus references. Other methods of visual response are also encouraged.

Who was Herodotus:

Herodotus is often regarded as the “Father of History,” however, very little is known regarding his personal history. The information we have regarding Herodotus is based on what historians have gleaned from his historic writings.

The date of birth for Herodotus is not exactly known, however historians estimate the year to be around 484 BC. It is estimated that he died around the year 425 BC.

Herodotus traveled along the coast of Asia Minor to the northern islands and to the shore of the Black Sea. At some time in his life he also visited Mesopotamia, Babylon, and Egypt. The writings of Herodotus also indicate that was in Athens by 447 BC.

The histories are a compilation of historical, geographical, and archaeological material. These histories were later divided into nine books named for the Muses.

The focus of the history is the recollection of the Persian Wars. However, Herodotus goes into great detail to illuminate life in Ancient Greece.

Additional Resource Materials:

Stevenson, Daniel C. “The History of Herodotus by Herodotus.” The Internet Classics Archives. 1994. Web Atomics. 04 Oct. 2000. <http://classics.mit.edu/Herodotus/history.html>

(Translated by George Rawlinson)

The complete histories of Herodotus can be downloaded and printed out at the website: <http://classics.mit.edu/Herodotus/history.html> The Internet Classics website also offers additional information regarding Ancient Greece with an easy to use search option

Porter, John. “Herodotus.” University of Saskatchewan. 11 Oct. 2007. <http://homepage.usask.ca/~jrp638/CourseNotes/HdtNotes.html#achievement>

This website contains extensive research and material regarding Herodotus. Detailed summaries of the various books as well as a complete outline of the entire body of books is available from John Porter and the University of Saskatchewan.

Pedley, John. Sanctuaries and the Sacred in the Ancient Greek World. New York: Cambridge University Press, 2005.

This book contains detailed descriptions of the various sanctuaries in Ancient Greece. Additionally, it recounts descriptions of Delphi as written by Herodotus, as well as his recollections of various dedications made to the oracle. This book also has informative images throughout the text that aid in the spatial understanding of the ancient world.

Author not available, *HERODOTUS*. The Columbia Encyclopedia, Sixth Edition New York: Columbia University Press 2007.

This resource provides information regarding Herodotus and the influence his recordings have had on Western history.

	1	2	3
Research	Student's research was not well prepared. Less than three sources were used and bibliography was either not prepared or overwhelming errors exist.	Student's research was satisfactory. Less than three sources were used, but research was thorough. Bibliography was prepared in MLA format but some errors may have occurred.	Student's research was thorough and in depth. Three or more sources were used and a bibliography was prepared in MLA format.
Response	Student's response does not correlate with research or is not well crafted with little or no attention paid to detail.	Student's response to research was executed with satisfactory craftsmanship, or satisfactory attention to detail. Or, craftsmanship may be excellent, but response does not have clear connection to research.	Student's response to research was executed with craftsmanship and attention to detail. Response directly correlated with research and was thoughtfully done.
Presentation	Student's response was ill prepared and not well researched. The student did not connect his/her response to research.	Student's presentation was well researched an adequately prepared. Student did not remark on particular points of interest, but instead gave an overview of his/her research, and did not directly relate their research to his/her response.	Student's presentation of research and response was well prepared and informative. The student remarked on the points of research he/she found particularly interesting and used discussed his/her response .