

Content Area: Art History/
Social Studies/
History

Grades: 9-12

Task Description:

Students will use the Ashes2Art website to research various aspects of life in ancient Greece. Students will work in groups to identify specific areas of interest including art, architecture, social and political life, as well as athletics, war, and religion. Students will then prepare a presentation to be given in their groups to the rest of the class regarding the aspects of life a Delphi that they found most interesting.

Background or Instructional Context/Curriculum Connections:

Discovering Delphi is an interactive lesson that allows students to be accountable for their knowledge. Their research instruction is limited and is meant to facilitate the ability for them to discover what interests them most about Delphi and the Ashes2Art website. This lesson encompasses several disciplines including Visual Arts, Language Arts, History, and Social Studies. Students are encouraged to explore the art, writings, histories, political strife, and religious theologies of the people who were a part of a place that was considered by many ancient historians to be the “center of the world.”

The Attachments to this Lesson Include:

- Categorizing Vocabulary
- Worksheet
- Rubric



Objectives:

The student will:

1. Explore the Ashes2Art website in an effort to research the history of Delphi. (Nat. Standard: III A.) Assessment: Worksheet
2. Choose at least four of the themes provided to research in depth and give a group presentation to the class. (Nat. Standard: II A.) Assessment: Rubric
3. Prepare a visual aid to accompany the group presentation. (Nat. Standard: I A.I B.) Assessment: Rubric
4. Discuss the connection between the visual arts within this historical period and ideas, social norms, politics, or religious theologies of the time period. (Nat. Standard: VI B.) Assessment: Rubric/Teacher Observation
5. Reflect analytically on his/her interpretation of one of the aspects (Nat. Standard: V A.,V C.) Assessment: Rubric
6. Analyze relationships of works of art to one another in terms of history, aesthetics, or culture, and define how this could influence their own work. (Nat. Standards: IV C., VI B.) Assessment: Rubric

Time:

(45 minute class periods)

- 1 class to introduce lesson, assign groups, and lead class discussion regarding Delphi
- 3 classes for research and completion of worksheets
- 3 classes for presentation preparation and development of visual aid
- 2 classes for presentations

Tools and Materials:

- 1 Computer per student
- Worksheets (attached)
- Various materials to create visual aids (Suggestions for visuals include: Power Point presentations, Model reconstruction, Clay, Painting, etc. This exercise is meant to encourage creativity and to address multiple learning styles.)
- Additional reference material (See list of resource material for suggestions)

Visuals and Resources:

Ashes2Art website: www.coastal.edu/ashes2art/

Books: Stokstad, Marilyn. *Art History: Second Edition Volume One*. New Jersey: Prentice-Hall Inc., 2002.

Gardner, Helen. *Art Through the Ages: Sixth Edition*. New York: Harcourt Brace Jovanovich, Inc., 1975.

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

Goals:

- I. Understanding and Applying Media Techniques and Processes Creative Expression:** Students will develop and expand their knowledge of visual arts media, techniques and processes in order to express ideas creatively in their artworks.
- II. Using knowledge of Structures and Functions Aesthetic Perception/Creative Expression:** Students will demonstrate knowledge of the elements and principles of design and show an aesthetic awareness of the visual and tactile qualities in the environment that are found in works of art.
- III. Choosing and Evaluating a Range of Subject Matter, Symbols, and Ideas Creative Expression/Aesthetic Valuing:** Students will use a variety of subjects, symbols, and ideas in creating original artwork and will evaluate the use of these elements in the artworks of others.
- IV. Understanding the Visual Arts in Relation to History and Cultures Historical and Cultural Perceptions:** Students will demonstrate a knowledge of artists, art history, and world cultures and will understand how the visual arts reflect, record, and shape cultures.
- V. Reflecting upon and Assessing the Merits of Their Work and the Work of Others Historical and Cultural Perception/Aesthetic Valuing:** Students will use thorough analysis, interpretation, and judgment to make informed responses to their own artworks and those of others.

National Standards:

I. Understanding and applying media techniques and processes:

- A. Students apply media, techniques, and processes with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks
- 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.

II. Using knowledge of structures and functions:

- A. Students demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art.

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

- A. Students reflect on how artworks differ, visually, spatially, temporally, and Functionally, and describe how these are related to history and culture.

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

- C. Students analyze relationships 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:

- A. Students identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works.
- C. Students reflect analytically on various interpretations as a means for understanding and evaluating works of visual art.

VI. Making connections between visual arts and other disciplines:

- B. Students compare characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences.

Procedures:

1. Introduce Ancient Delphi (Utilize the resources available from Ashes2Art, particularly the essay regarding the History of Delphi.)
2. Lead class discussion/lecture regarding the religious theologies of the period, the Oracle, society in general, art, and war, mythology, and history. Discuss and show examples of the various architectural structures present at Delphi, and utilize the 5 minute videos and panos available on the Ashes2Art site to introduce the site to the class.
3. Introduce the lesson by explaining that the students will work in groups to research suggested points of interest, using the Ashes2Art websites. Explain that the students will be responsible for giving a presentation on their findings to the class, and the presentation must be accompanied by a visual aid.
4. Suggested research topics may include:
 - The Mythological history of Delphi
 - Apollo's Role at Delphi
 - The Oracle
 - The Temple of Apollo
 - The Altar of Chios
 - The Athenian Treasury
 - The Pythian Games
 - Building Materials Used at Delphi
 - Tholos Sanctuary of Athena Pronaia
 - Stoa of the Athenians
 - Siphnian Treasury
 - The Stadium
 - Dedications given to Delphi
 - Historians: Thucydides and/or Herodotus(These are suggestions, but because this lesson is designed to encourage discovery, other options should be considered if a student has found a particular interest)
5. Have students complete the "Categorizing Vocabulary Worksheet" individually, using the Glossary available on the website. This will help get students familiar with vocabulary, but also help them begin to expand their thinking into other avenues of life at Delphi. This may spark an interest that they would like to pursue, which is not in the suggested research list above.
6. After the worksheet is complete, have students meet in their groups to discuss the various points of interest they discovered. Students should narrow down their interests to at least four topics they will further research.
7. Students should now return to the website, working in groups to complete the necessary research and prepare their presentation and visual aids. Each presentation should last ten minutes.
8. At the end of each presentation, the groups presenting should prepare a class discussion facilitated and lead by the group. The discussion should cover any pertinent questions that arise, and it should engage the rest of the class. Encourage students to ask questions, and think analytically about the information. Also, allow room for speculation regarding artistic subject matter, the oracle, etc. The key to this lesson is to engage the students in finding information on their own, have them asking questions and finding the conclusions with one another.

Categorizing Vocabulary Worksheet

Name _____

Place each of the vocabulary terms under its appropriate heading. Utilize the Glossary on the Ashes2Art website.

Terms:

Hoplitodromos	Hippodrome
Oracle	Gorgoneion
Agora	Kanephoros
Greaves	Pankration
Lapith	Arrhephoros
Sanctuary	Emporion
Libation	Gigantomachy
Quadriga	Centaur
Hoplite	Enkomion
Cyclops	Strigil
Gorgon	Apotropaic
Fibula	Chiton
Arktos	Hieropoios
Paian	Aegis
Initiate	

Gods and Deities

Athletics

Places

Mythology

Clothing, Fashion, Armor

People

	0	1	2	3
Research	One or less themes were chosen to research. Research was either ill prepared or no attempt was made to complete research.	Student's group did not choose at least four themes. Research was not well prepared and was not delivered in a clear and understandable way.	Student's group chose at least four themes to research. Research was satisfactory in content, and information was presented in a clear and understandable way.	Student's group chose at least four themes to research in depth. Research was thoughtful, extensive, and well prepared.
Visual Aid	No attempt was made to create a visual aid.	Visual aid was not well crafted and/or did not pertain to the presentation's content.	Visual aid was well prepared/crafted, and moderately accompanied the presentation's content.	Visual aid was well prepared/crafted, creative/original, and closely accompanied the presentation's content. .
Visual Arts Connections	Student's presentation makes no attempt to discuss visual arts connections within this historical period and social norms, politics, religious theologies, etc.	Student's presentation regarding visual connections within the historical period and social norms, politics, etc. is hard to understand and not stated clearly.	Student's presentation attempts to discuss the connection between the visual arts within this historical period and ideas, social norms, politics, or religious theologies of the time period.	Student's presentation clearly discusses the connection between the visual arts within this historical period and ideas, social norms, politics, or religious theologies of the time period.
Reflection	Student makes no attempt in his/her presentation or class discussion to reflect on his/her interpretation of the information he/she has researched	Student is unable to reflect analytically on his/her own and needs help interpreting the information they have researched in their presentation or discussion.	In student's presentation or class discussion, the student makes an attempt to reflect analytically on his/her interpretation of the information they have acquired.	In student's presentation or class discussion, the student is able to reflect analytically on his/her interpretation of the information they have acquired.
Analyzing One's Own Work	Student makes no attempt to analyze relationships of works of art to one another, and does not attempt to define how this could influence his/her work.	Student attempts to analyze relationships of works of art to one another in terms of history, aesthetics, or culture, but is unable to do so clearly. Student does not clearly define how this could influence his/her work.	In student's class discussion he/she analyzes relationships of works of art to one another in terms of history aesthetics, or culture, but does not define how this could influence his/her own work.	In student's class discussion he/she analyzes relationships of works of art to one another in terms of history, aesthetics, or culture, and define how this could influence their own work.