

Educator Guide

Heroes: Mortals and Myths in Ancient Greece

October 11, 2009—January 03, 2010

Heroes: Mortals and Myths in Ancient Greece is an international loan exhibition organized by the Walters Art Museum. This exhibition focuses specifically on the role heroes played throughout ancient Greece. Greek history and mythology are especially rich in various kinds of heroes and have influenced our modern understanding of heroes. Greek heroes were represented everywhere in the arts, and this exhibition brings together more than 100 works of art, including fine examples of sculpture, pottery, and jewelry.

Heroes is composed of three sections. Before you visit, spend some time viewing the information on the museum's web site to begin planning your field trip. This guide introduces each section and provides related, short backgrounds, suggested pre- and post-visit activities, as well as other content to help prepare and guide your students' experience.

For more information about *Heroes* visit <http://thewalters.org/exhibitions/heroes/>.

Free guided tours, free outreach visits to your school, and museum studio experiences (\$1.50 per student; Title I students are free) are available for this exhibition. For booking information please visit thewalters.org/visit_plan_museum/planavisit_tours.aspx.

This Educator's Guide is divided into three components:

<u>I. Introduction</u>	2
Alignment with Maryland Voluntary Student Curriculum	3
Glossary	4
The Greek Gods & Heroes	
Genealogy	7
Highlighted heroes	8
Highlighted opponents and allies	10
Map of Ancient Greece	11
<u>II. Exhibition and Activities</u>	
Teacher Walkthrough	12
Heroes in Myth	13
Heroes in Cult	16
Emulation	18
<u>III. Resources and Programs for Teachers and Students</u>	
Related exhibitions at the Walters	20
Related programs at the Walters	
Teacher	22
Family	23
Adult	25
Further reading for teachers & students	27
Useful web sources	28
Map of the Exhibition	29
Walters' School Programs Staff	30

Part One: Introduction

Why study ancient Greece?

- Ancient Greece is an important topic of inquiry for students regardless of what they are currently studying. In history and language arts, ancient Greece is one of the earliest cultures for which we have an extensive recorded body of knowledge. Greek authors left behind a rich and varied amount of material still read today. Greek thinkers like Plato and Aristotle formed the foundation of modern philosophy and shaped the way people would think for millennia to come.
- The basis of our modern understanding of science, math, and medicine originated in the works of Greek thinkers. Philosophers like Aristotle proposed a form of rational observation that is the basis of the scientific method. Pythagoras' theories of geometry have remained largely unchanged. The Hippocratic Oath, written by the Greek physician Hippocrates concerning the ethical practice of medicine, is still taken by modern doctors.
- Greek art is equally important. To the Greeks, art allowed them to express the ideas and mythology which formed the cornerstone of their culture. Artistic principles such as form and composition were outlined by ancient Greek writers, and starting in the Renaissance artists looked to the works of ancient Greece for inspiration.

What is the focus of this special exhibition?

In this exhibition, *Heroes: Mortals and Myths in Ancient Greece*, the importance of one aspect of Greek culture, heroes, will be analyzed. Heroes played an integral role in Greek culture: as the primary characters in their complex mythology, as subjects of local religious worship, and as models that the everyday Greek citizen could look up to and imitate in order to lead a good life. The lives of their heroes were a constant presence in everyday life, since artists represented both the mighty deeds, and the normal tasks of heroes, on monuments and everyday objects.



How are the heroes of Greece applicable to my students?

Many traits of Greek heroes are mirrored in our modern conception of heroes. Whether it is the value of extraordinary physical ability or mental acumen, there are instances where the Greek conception of a hero influenced our own heroic ideal. While we do not worship deceased heroes as gods, we still erect monuments to their memory. Indeed, there seems to be an inherent human need for superhuman and mortal heroes in every culture, and our modern society is no different. By using ancient Greek culture as one point of origin, we can learn not only how other cultures understood heroes in a different manner from our own, but also the universal traits of heroes.

Apollo and Herakles, Walters Art Museum, 23.164

Alignment with Maryland Voluntary State Curriculum (VSC)

The Maryland Voluntary State Curriculum (VSC) defines what students in all Maryland public schools should know and be able to do in the core areas as a result of their elementary and secondary schooling. Performance descriptors and VSC-aligned classroom assessments were developed to enhance the VSC and to serve as resources to help teachers determine local performance expectations at each grade level. For more information on the VSC and to locate corresponding performance descriptors or assessments, visit <http://mdk12.org/instruction/curriculum/index.html>.

Use of this educator guide in combination with a field trip to the *Heroes* exhibition will help you link learning experiences to the following VSC. Teachers will need to identify indicators and objectives for individual lesson plans, larger units of study, and specific subject areas.

***Heroes*, while suitable for all students regardless of grade level, aligns closely with concepts studied in later elementary, middle school, and high school.**

Social Studies

- 1.0 Political Science
- 2.0 Peoples of the Nation and World
- 5.0 History

Foreign Languages

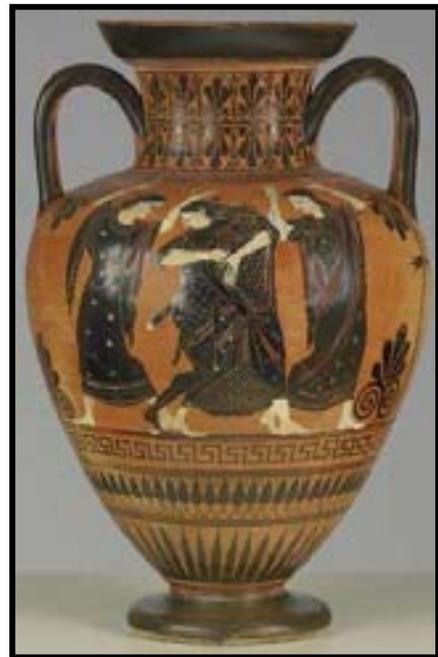
- 2.1 Culture: Practices and Perspectives
- 2.2 Culture: Products and Perspectives

Visual Arts

- 1.0 Perceiving and Responding
- 2.0 Historical, Cultural, and Social Context
- 3.0 Creative Expression and Production
- 4.0 Aesthetics and Criticism

Reading/English Language Arts

- 1.0 Reading Processes
- 2.0 Informational Text
- 3.0 Literary Text
- 4.0 Writing
- 5.0 Listening
- 6.0 Speaking



Peleus and Thetis, Walters Art Museum, 48.18

Glossary

Listed below is a list of useful vocabulary that will help you navigate through the exhibition. Included are key terms of Greek myth, art, and everyday life.

Aegis [ee-jis] a large collar or cape with protective powers, the most famous being worn by Athena

Amazon [am-uh-zon] member of a legendary nation of female warriors in Greek mythology

Amazonomachy [am-uh-zon-o-mak-ee] a depiction of battle between Amazons and Greek warriors or heroes

Amphora [am-fer-uh] a vase with two handles and a long neck narrower than the body used for transport and storage

Apulian [uh-pyool-yuhn] of or referring to the area of southern Italy that produced a unique style of pottery decoration popular from 430 to 300 BC

Attic [at-ik] of or referring to the area surrounding the ancient city of Athens

Attribute an object closely associated with or belonging to a specific person or thing; especially as an object used for identification in painting or sculpture

Black-figure a ceramic decoration technique where black silhouettes are painted on a red background

Caryatid [kar-ee-at-id] architectural support made of a carved image of a woman that replaced a traditional column

Centaur [sen-tawr] half man, half horse creature, commonly known for their savagery, with the exception of uncharacteristically wise centaurs including Chiron and Pholus

Chiton [kayh-ton] a form of clothing worn by men and women consisting of a single sheet of fabric

Classical a term that generally refers to the period of Greek and Roman civilization, or specifically to Greek culture during the fifth century BC

Contrapposto [kohn-truh-pos-toh] a pose used in sculpture and painting in which a human figure is given the appearance of movement, through the tension created by shoulders and hips angled in opposite directions.

Cult in traditional usage the term refers specifically to the religious rites and practices of any religion

Diadochi [dahy-ad-uh-kee] the Greek generals who ruled over large kingdoms following the death of Alexander the Great and the splitting of his empire

Diptych [dip-tik] an object with two flat plates attached by a hinge, often used for record-keeping

Erotes [eh-roh-teez] winged gods of love, a multiplication of the primal god Eros.

Hellenistic [hel-uh-nis-tik] a term referring to the period when Greek culture spread throughout the eastern Mediterranean following the conquests of Alexander the Great

Herm [hurm] a vertical pillar surmounted by a head, used to indicate boundaries and other liminal spaces

Hero [heer-oh] in Greek mythology and religion, a being of godlike prowess and beneficence, regarded as a model or ideal worthy of worship

Himation [hi-mat-ee-on] a type of clothing that was draped over a chiton, much like a cloak or toga

Hoplite [hop-lahyt] term used for the heavily armed citizen soldiers of the Greek city-state

Hydria [hi-dree-a] a wide-brimmed pot used to carry water with three handles: two horizontal handles and one vertical handle

Kithara [kith-er-uh] an ancient stringed instrument similar to the lyre, used by professional musicians

Kouros and **Kore** [kahr-os/eh] modern term given to representations of youths beginning in the Archaic period

Krater [krey-ter] a vase for to mixing wine and water, used in drinking parties

Kylix [kahy-lik] a wide but shallow drinking cup with an interior scene that would be revealed as the contents were drunk

Lekythos [lek-uh-thos] a narrow-bodied vase used for storing oil, often found in a funerary context

Libation [lahy-bey-shuh n] a ritual pouring of a drink as an offering to a god or goddess

Nereid [neer-ee-id] sea nymphs, the fifty daughters of Nerius (sea god)

Peplos [pep-luhs] a tubular, body-length garment, worn by women in the years before 500 BC

Red-figure a ceramic decoration technique where red silhouettes are created by painting a black background around blank areas of clay

Rhyton [rahy-ton] a vessel used for drinking or libation, often in the shape of an animal or human

Skyphos [skahy-fos] a small two-handled deep wine-cup

Strategos [strat-eh-gos] Greek term equivalent to “general.” In later periods it referred to a military governor

Stele [stee-lee] a carved and/or inscribed stone slab used for both religious and state commemorative purposes. Plural can be either stelai [stee-lahy] or steles [stee-leez]

Tripod [trahy-pod] in Greek culture a three-legged pedestal used in religious ceremonies or as dedications, the most famous being the oracular seat of the priestess of Apollo at Delphi

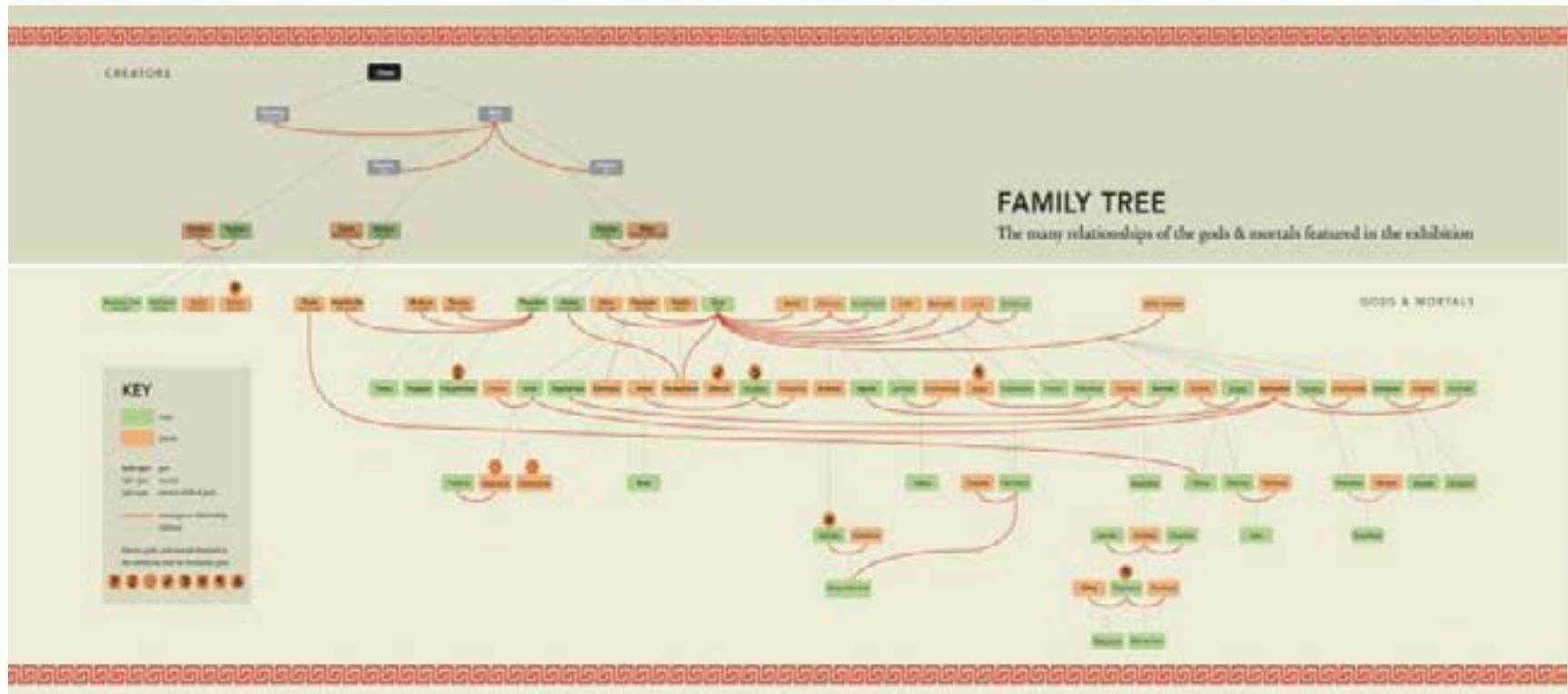
Votive [voh-tiv] an offering left in a sacred place for ritual purpose



The Reclamation of Helen, Walters Art Museum, 48.16

The Greek Gods & Heroes

The family tree below provides a good starting point in understanding the close connection between the various gods and heroes found in the exhibition. The highlighted heroes are shown in red, yellow, green, and blue. A larger genealogy can be found at the beginning of the exhibition



Highlighted Heroes

Throughout this exhibition, you will see many heroes and gods depicted in both mythic and everyday activities. Four of the most prominent heroes are highlighted throughout the exhibition. Each hero is characterized by very different qualities important to Greek ideals: **Herakles**, the strong hero-god; **Helen**, the eternal beauty; **Achilles**, the hot-tempered warrior; and **Odysseus**, the cunning traveler. Not only were these heroes all admired for their traits, but they were also worshiped in religious cults and emulated in the day-to-day activities of the Greeks. As you move through the exhibition, look for the unique icon for each of these major heroes!



Achilles [*uh-kil-eez*] is the renowned Greek hero of the Trojan War and the central character of Homer's *Iliad*. Born to the hero Peleus [*pel-yus*] and the sea-goddess Thetis, he was admired for his god-like skills as a warrior and for his struggle with mortality. He is a complex hero, known both for his rage, which leads him to battle against the Trojan Hector, and for his compassion, which causes him to make peace with Hector's father Priam. There were many other myths and epics that described Achilles' numerous battles and adventures in the years before the Trojan War and the years of the war not covered by the *Iliad*. Ultimately Achilles died before Troy fell, but his fame was such that many communities claimed to be the burial place of the hero. Achilles can often be recognized by the armor and weapons that he carries.



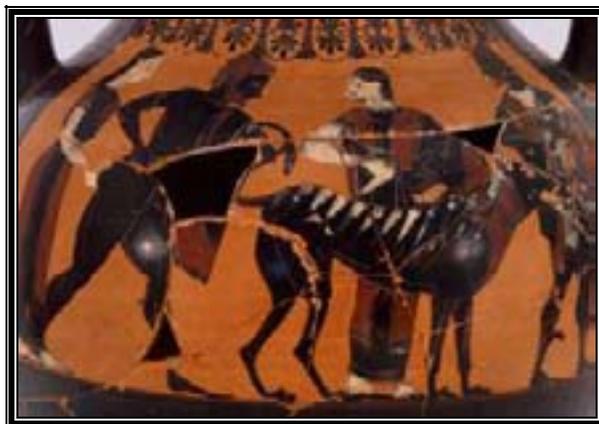
Helen [*hel-uh n*] also known as Helen of Sparta or Helen of Troy, was the daughter of the god Zeus and the mortal Leda. In some accounts her mother is Nemesis, the goddess of divine punishment. Renowned for her beauty, Helen was abducted at a young age by the Athenian hero Theseus, but was rescued by her heroic brothers, Castor and Polydeuces, who were also sons of Zeus. The wife of King Menelaos of Sparta, Helen is most famous for her role in the Trojan War, as her abduction by Paris brought about the war. Renowned for her beauty and wisdom, Helen became a model for young brides.



Herakles [hair-uh-kleez] known as Hercules by the Romans, was the son of the god Zeus and the mortal Alcmena. He was the greatest of the Greek heroes, known for his extraordinary strength, courage, and ingenuity. He used his great strength in many adventures, including his famous twelve labors in which he defeated dangerous monsters like the Hydra. Although he was not as clever a hero as Odysseus, Herakles used his wits on several occasions. For instance he tricked Atlas into taking the sky back onto his shoulders! Herakles was one of the few heroes elevated to godhood after his death. His attributes are the lion skin and the club.



Odysseus [oh-dis-ee-uh s] also known as Ulysses, was the king of Ithaca and the son of mortal parents. He is the main character of Homer's *Odyssey* and a prominent character in the *Iliad*. While a skilled warrior, Odysseus was renowned by all Greeks for his cunning and resourcefulness. While there are myths concerning other aspects of his life, Odysseus is most famous for the ten eventful years he took to return home after the ten-year Trojan War, as described in the *Odyssey*, and his famous Trojan horse trick, which brought an end to the war. Some of his most famous accomplishments include his escape from the the cyclops Polyphemos and his meeting with the witch Circe, who turned his crew into pigs. His main attribute is the conical *polos* hat or other traveling clothing.



Herakles and Kerberos, Walters Art Museum, 48.16

Highlighted Opponents and Allies

There are several other characters, both enemies and allies, who are highlighted within the exhibition. These figures represent qualities that make them excellent foils for the heroes of Greek myth. Some examples of these figures are:



Amazons [*am-uh-zon*] were members of a legendary nation of female warriors in Greek mythology. Led by the daughters of the war god Ares, including Penthesilea [*pen-thes-y-ley-a*] and Hippolyta [*hip-po-lee-ta*], the Amazons were renowned for their skill in battle. In Greek society, where women spent most of their time outside of the public eye, the Amazons represented non-Greek qualities.



Athena [*uh-thee-nuh*] was worshiped as the goddess of wisdom, fertility, the useful arts (pottery, weaving, etc.), and prudent warfare. A benevolent goddess, she was the patron goddess of the city-state of Athens, and would often help heroes such as Herakles and Odysseus.



Polyphemos [*pol-uh-fee-muh s*] was a son of Poseidon. This giant Cyclops imprisoned Odysseus and his companions in a cave until Odysseus blinded him and escaped. Beyond his cruelty, Polyphemos and the other Cyclopes were feared for their non-Greek qualities, as they rejected aspects of ‘civilization’ such as farming.



Sphinx [*sfingks*] was a monster, usually represented as having the torso of a woman, the body of a lion, and the wings of an eagle. Seated on a rock outside of the city-state of Thebes, she posed a riddle to travelers, killing them when they answered incorrectly, as all did before the Greek hero Oedipus. When he answered her riddle correctly, the Sphinx killed herself.

Map of Ancient Greece



Follow the hyperlink below to access a more detailed map of ancient Greece.
To zoom in and out, right click with your cursor.

<http://www.greeklandscapes.com/images/maps/ancient-greece-map.swf>

Part Two: Exhibition & Activities

Teacher Walkthrough

In this section you will find more information on the exhibition, as well as activities for your students both before and after your visit to the exhibition. The content in this part of the manual corresponds to the major topics of the exhibition. The show is divided into three components: *Heroes in Myth*, *Heroes in Cult*, and *Emulation*. Within each section of this guide you will find:

- A general description of the cultural and religious ideas that link the pieces in the section together.
- A description of the exhibition’s interpretive elements, which allow students a greater level of interaction with the content.
- Guide questions which will help students think critically about the themes expressed in each section as they go through the exhibition.
- Ideas for pre-visit activities for the classroom that, when completed by students before coming to the museum, will allow the students to be more familiar with the content and ideas found in the exhibition.
- Ideas for post-visit activities for the classroom that will enable students to reflect on their experience at the museum and apply themes raised in the exhibition to their own lives.



Achilles and Memnon, Walters Art Museum, 48.2230

Section One: Heroes in Myth

Greek heroes and heroines are known to us today primarily through myths that recount their accomplishments. To the Greeks, however, they were not fictional characters, but mortals who had lived, died, and were worthy of worship. To demonstrate the qualities of a hero in Greek art, not only are the heroes’ greatest deeds shown, but also the more private and everyday moments, as well as the adversaries that they overcame.

Section Two: Heroes in Cult

Heroes and heroines were worshiped locally throughout Greece. Heroes were regarded as heroic ancestors, founders, protectors, healers, or helpers, but also occasionally as dangerous spirits. Worship entailed festivals, rituals, sacrifices, and offerings. In return, one could expect some other form of divine aid. Worshipers left offerings, which could vary from small models to large reliefs.

Section Three: Emulation

Heroes and heroines were inherently human, and for that reason were models of behavior for the ancient Greeks. The variety of heroes meant that many people, from warriors to musicians, could look up to a specific hero as a role model. This section highlights several groups of people for whom heroes and heroines served as models of behavior.

Heroes in Myth

The complex mythology of the Greek heroes and heroines was an important part of Greek culture. Their stories were told not only in lengthy epics such as Homer's *Iliad* and *Odyssey*, but also in local stories that were passed down from generation to generation. Because of this, heroes often became associated with the creation myths of local customs and phenomena, creating a complex mythology with a great deal of local variation.



Ajax carrying the body of Achilles, Walters Art Museum, 48.17

These figures were worshiped in part due to their unique standing, existing somewhere between the Olympic gods and the common man. By fighting barbaric or monstrous adversaries who typified everything that was non-Greek, moreover, these heroes helped define Greek culture. To demonstrate the qualities of heroes, Greek artists went well beyond simply showing their great deeds; they also represented the more private and everyday moments that showed the human side of these mighty figures.

In this section of the exhibition, you will discover that diverse approaches to narration and visual representation reflect the complex stories associated with a multitude of Greek heroes. For example, you can see the mythical births of heroes like Helen, the exploits of Herakles, or the misfortunes of Odysseus' crew. You can also see the heroes in common day-to-day activities, from playing board games to resting.

General Guide Questions

- How do artists represent heroes? How do attributes and artistic design make heroes identifiable from those around them?

Hint: It is often only the objects a figure carries or the context that allows heroes to be identified. For example, when there is not an inscription identifying a figure, attributes such as a club or lion skin can help identify a figure as Herakles.

- How do the heroes' life stories influence your opinion of them? Do they appear more human or more god-like?
- How are heroes different from those around them? Why might this be the case?

Interactive Components

Find out which hero, god, or monster you are most like. Prior to visiting the exhibition, students can take our personality quiz on the exhibition website, thewalters.org/exhibitions/heroes/, although there will also be kiosks with the quiz at the beginning of the exhibition. By answering several questions, students (and adults) can determine which character they most closely resemble.

Questions will appear in a format similar to this example:

You are at the zoo and an elephant gets loose. What to you do?

- A. I wrestle the elephant down and bring it back to its cage dragging it by its tail.
- B. I am not scared but excited to see the elephant up close
- C. I run quickly to catch up with the elephant and lure it back to its cage
- D. I quickly build a wooden girl elephant and put it in the cage to lure the elephant back.

In this section of the exhibition visitors will also find a family tree describing in-depth the relationships of the major gods and heroic families who appear on the objects.

Pre-visit Activities

- Show students a vase from the exhibit relevant to recent class-work. With a fellow student, have students brainstorm and share with the class what they think the scene is about. What hints did they use? What knowledge would they need to understand the scene?

Follow the hyperlinks below for pictures and information on possible examples:

[#1](#): Ajax carrying the body of Achilles

[#2](#): Peleus wrestling Thetis

[#3](#): Herakles and Apollo fighting over a tripod

[#4](#): Herakles and Hermes bringing Kerberos out of the Underworld

- Have students learn how myths passed down through an oral tradition can change through a game similar to *Telephone*. Have students sit in a line, and give one student at the beginning a short description of a hero (e.g. Herakles, the son of Zeus and Alcmene, defeated the hydra and lion). Only whispering so that the next student may hear what they say, have students pass the message down the line. Discuss why changes occur and how this might lead to local variation in myths.

•Review the attributes of the gods and heroes. Then assign each student a particular god or hero, and have them come up with a set of attributes and/or facts about the figure. They can either research these attributes or use their prior knowledge. Then split the class into two groups and see which group correctly guesses the most figures based on the attributes described!

Examples of attributes include:

Herakles: lion skin and club

Athena: helmet and spear, owl, aegis

Apollo: bow & arrow, tripod

Zeus: thunderbolt

Dionysus: grape vines, drinking cup

Hermes: winged sandals

Post-visit Activities

•Giving each student a brown paper bag, have them collect a group of objects that will help them tell their own myth about themselves. You can bring in an assortment of knick-knacks or have students use common classroom materials. Have them decorate the bags with scenes from their story, and then give a brief presentation using the contents of the bag as aides.

•Provide students with a web or printed summary of a hero's myth (see page 27 for useful web sources). Which of the events described in the selected myth was depicted in the exhibit? Why are certain feats depicted with greater frequency? In a class discussion, have students consider what traits of the hero were viewed as most praiseworthy based upon which feats were highlighted by ancient artists.



Apollo and Herakles, Walters Art Museum, 48.21

Heroes in Cult

The hero cult was one of the most distinctive features of ancient Greek religion. While the word ‘cult’ has a negative connotation in everyday speech, it is important to note that in this instance ‘cult’ refers to the rituals and practices that are performed in a religion, and had none of the negative meaning we attach to the word today. Although they were mortal, heroes were believed to be more powerful than the common man, and their deceased spirits could affect everyday events to a worshiper’s benefit or detriment.

However, a hero’s influence existed only around the location of his tomb, and indeed many different cities may claim to be the resting place of particularly popular heroes such as Achilles. Heroes were often worshiped locally, and they were regarded as ancestors, founders, protectors, healers, or helpers, but also occasionally as dangerous spirits. Worship entailed festivals, rituals, sacrifices, and offerings. In return, one could expect some other form of heroic aid.



Banquet Relief, Walters Art Museum, 23.222

In this section of the exhibition, you will view many funerary stelea (an example is shown above), depicting the hero and worshipers performing rites or ceremonies. The heroes depicted vary from well known heroes like Herakles, to otherwise unknown figures. Along with dedicatory stelea, this section of the exhibition includes a variety of votive offerings which were a part of cult ritual - bronze and terracotta statuettes, armor, and small vessels.

General Guide Questions

- What was important for the ritual worship of heroes in Ancient Greece?

Hint: In Ancient Greek religion public rituals were often more important than personal rituals. Keep an eye on depictions of ritual acts like libations, sacrifices, dedications, etc.

- How does our modern remembrance of national heroes differ from the Greek worship of heroes?
- Do you think ancient heroes were perceived as more human or god-like in death? Why? How did heroes, in death, exist between normal mortals and the Olympian Gods in their role as powerful spirits?

Interactive Components

In this section of the exhibition students can leave their own dedications at our mock hero shrine! We will provide pinakes, boards similar to those left by worshipers as votive offerings in Ancient Greece. Just as worshippers millennia ago left objects which are on display in this exhibition, visitors can write a prayer or draw a picture to a hero and leave it on the wall near the shrine.

Pre-visit activities

- Using images of American monuments (Washington Monument, Lincoln Memorial, Mount Rushmore, etc.), have students discuss how our culture remembers and commemorates heroes. How do you think it is different from ancient Greek practices?
- Define the idea of cult in the modern sense and the positive and negative meanings associated with the word. Do we still have cults today? If so, how is our understanding of these religious groups different than the meaning of the word associated with this exhibition (see glossary on page 4 for definition)?

Post-visit activities

- Have students draw their own Greek shrine, considering those seen in the exhibition. What kind of hero would be worshiped? What kinds of offerings would be left? Why? Make sure students write down their ideas. Then have the students exchange their drawings with a fellow student. After looking at the drawing only, have students write a description of the hero they think their partner's shrine would be dedicated to, based on the offerings and design. Then have the pair discuss how different people can come up with different interpretations of an object.
- Have students write a modern-day news-line about their favorite hero/heroine from the exhibition. Ask them to include details about the hero's life and fame. Have students discuss how their news stories are similar/dissimilar to news of modern heroes in current events. Do modern reporting methods present a more concise or objective presentation as compared with the myths surrounding cultic activities? Why or why not?

Emulation

Ancient Greeks looked to their heroes as role models. Heroes were human and wrestled with problems just like everyday people. Their actions became models of behavior for people from every walk of life. In fact, ancient Greek students always learned about heroes in their classroom studies. The heroes not only provided a role model to follow but also a common visual language for the attributes of a hero. For example, warriors shown as Achilles could be assumed to have heroic courage, while a king wearing a lion skin purported to have the strength of Herakles. A bride imitating Helen claims a similar divine beauty.

In this section you will come across examples of how the heroic ideal influenced Greek culture. Everyday people wanted to be depicted with the same qualities and attributes as the legendary heroes. From idealized young soldiers preparing themselves for battle, to common women showing their weddings being attended by Erotes, the section is filled with examples in various materials and forms.



Warriors in Battle, Walters Art Museum, 48.223

General Guide Questions

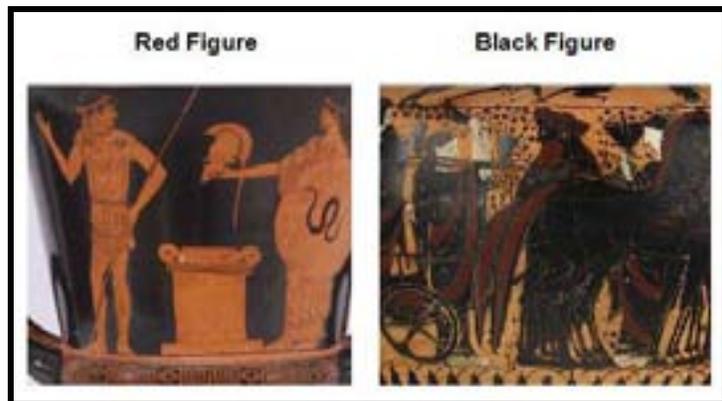
- How do non-heroes emulate heroes?
- In ancient Greece, did people with different interests or occupations in society identify with different heroes? Why? Compare to modern society.
- Why would leaders want to associate themselves with heroes?

Interactive Components

Students will have the opportunity to respond to the question “Who is your hero and why?” They can record their answer and leave it on the walls of the exhibition. Their hero could be anyone, from a popular figure to someone the student knows personally.

Pre-visit activities

- Have students think about what they want to be when they grow up (i.e. future goals). Then have students split into pairs and brainstorm what role models exemplify their dream. What did these people do to achieve their goals? Would following in their foot-steps help you to achieve your goal? Have students discuss the pros and cons of emulation.
- Discuss with students the difference between red-figure and black-figure vase painting. Visit <http://thewalters.org/teachers/resources/multimedia.aspx> and navigate to the Social Studies section of *Integrating the Art: Mummies, Manuscripts, and Madonnas* to view information and activities related to this topic. Have each student sketch a picture of their favorite hero. Then, have them shade in the outlines entirely with pencil. Next, have them erase interior details. Then use tracing paper to draw the outline of the figure, shading in the area around the figure and drawing in details with a pencil. What are the differences? Which seems more realistic?



Post-visit activities

- Have students bring to class a picture of their personal hero. Then have students draw a picture of themselves with objects that they think distinguish the qualities of their hero (a cape, doctor's coat, etc.). Then have students share their own picture with a fellow student. Do these attributes suggest the characteristics the student admired? Why or why not?
- Assuming students posted notes in the "Who is Your Hero" section of the exhibition, have students recall what they wrote. Have students discuss and present in pairs what they wrote and whether it was influenced by the exhibit. Are our heroes the same as those of the Greeks? How did the exhibit make you re-think your definition of what a hero can be? Explain.

Part III: Resources and Programs for Teachers and Students

Related Exhibitions at the Walters

Art on Purpose: *Heroes in Our Midst*
09/16/2009-01/03/2010

Inspired by the Walters Art Museum's *Heroes* exhibition and its emphasis on the myths of Herakles, Odysseus, Achilles and Helen, Art on Purpose presents *Heroes in Our Midst*, a project about modern-day individuals who share attributes with these four Ancient Greek heroes. Art on Purpose, an organization dedicated to using art to bring people together around issues and ideas, presents a series of exhibitions and events in partnership with the Walters Art Museum to explore, uncover and celebrate the lives of contemporary Baltimore heroes.

When planning your trip for *Heroes: Mortals and Myths in Ancient Greece*, please let us know if you would like to include *Heroes in our Midst* as part of your tour.

Exhibitions

A Thousand Ships

9/16/2009-11/8/2009; reception and community event on Sunday, Oct. 25, from 2–5 p.m. Based on the heroism of Helen of Troy, this event will celebrate 12 individuals in Baltimore City public schools whose inherent charisma has had a life-altering impact on those who come to know them.

Twenty Years of Wandering

11/11/2009-1/2/2010; community events on Sundays, Dec. 6 and 13, from 2–5 p.m. This event concerns the Odysseus-like heroism it takes for refugees, immigrants and the homeless to survive and thrive in Baltimore. It will feature artwork created by clients of several Baltimore social service organizations that serve the homeless and refugee populations.

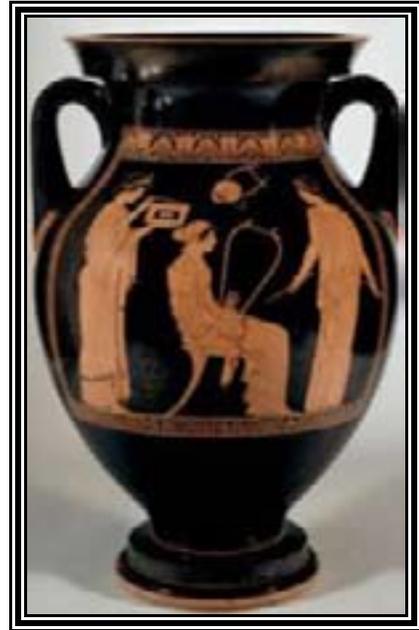
Events

On Oct. 25, Helene Coccagna, a Walters' curator, will be joined by Chief Executive Officer Andres Alonso of the Baltimore City Public School system, to examine affinities between heroes of ancient Greek mythology and those present day individuals involved with having a positive impact on Baltimore's school communities.

On Dec. 6, Founding Director of CASA de Maryland, Gustavo Torres, will join Coccagna to explore the experiences of many immigrants today with those of the Greek hero Odysseus.

On Dec. 13, Jeff Singer, director of Healthcare for the Homeless, and Coccagna will explore the issue of homelessness as it relates to Odysseus.

Check out the permanent **Greek and Roman art collection** at the Walters! It is a major collection of ancient Greek and Roman art, assembled by Baltimore businessman Henry Walters (1848-1931) and supplemented by recent gifts and acquisitions. The collection is particularly rich in small-scale works, varying from statuettes to devotional images, which go well with the pieces in the Heroes exhibition. Not to miss, however, are major pieces such as the Apulian Volute Krater of the Baltimore Painter or the marble sarcophagi of the Licinii and Calpurnii families.



Red-figure Amphora, Niobid Painter 48.2712

Book a guided tour of our permanent collection of Greek and Roman art. Outreach and/or tours, along with studio experiences, are available upon request.

Visit the [Walters'](#) website for more information on teacher resources.



Sarcophagus with the Triumph of Dionysus, Walters Art Museum, 23.31

Programs for Teachers

Heroes Teacher Workshop

Date & Time: October 17, 2009; 09:30 AM - 12:30 PM

Price: \$20.00

Member Price: \$15.00

Explore the important role heroes play in present and past cultures.

- Participate in interdisciplinary activities and learn how to bring the modern world of heroes and ancient Greece into your classroom.
- Receive a curator led tour of the special exhibition, Heroes: Mortals and Myths in Ancient Greece
- Ideal for social studies, language arts, and visual arts teachers

Evening for Educators featuring Heroes: Mortals and Myths in Ancient Greece

Date & Time: October 22, 2009; 04:30 PM - 06:30 PM

Price: \$8.00

Member Price: \$5.00

Looking for a relaxing way to spend a Thursday evening? This private viewing time just for educators will give you the opportunity to take a guided tour of the special exhibition, Heroes: Mortals and Myths in Ancient Greece, while enjoying wine and cheese. Bring a friend, or come on your own - you are guaranteed to have a delightful evening.

More detailed program information: <http://thewalters.org/teachers/development/>

Register online: www.thewalters.org

Programs for Kids & Families

FREE Family Festival of Champions

Date & Time: Saturday, October 24; 10 a.m.-4 p.m.

Victory call! Heroes and heroines unite during this epic family festival! We'll discover our inner superheroes and explore famous characters from Ancient Greek to modern times. Celebrate local Baltimore heroes with a special ceremony, rise to the challenge of a museum quest, and create artwork that honors all kinds of champions! Jump into imaginary journeys with storytellers, musicians, and theater groups as we explore the ordinary and extraordinary feats of the hero!

Drop-In Art Activities

Date & Time: Every Saturday & Sunday; 10 a.m.-3 p.m.

Join Museum Educators as they help families create art projects related to the exhibition!

- *Heroes in Hackerman House*: November, 2009
- *Hooray for Heroes*: December, 2009

Art Kids Preschool

Learning is fun at the Walters for children 3-5 years old and their favorite adults! You and your child will use all your senses during this 90-minute, hands-on experience that combines a story chosen for its theme, a short tour, and an art activity.

- *Little Stone Buddha* by K.T. Hao: November 3, 4, 7, or 14, 2009; all 10:30a.m.-12p.m.
- *Superdog: the Heart of a Hero* by Caralyn Buehner: December 1, 2, 5, or 12, 2009; all 10:30a.m.-12p.m.

Walk, Wonder, & Create Tour

For ages 6-8, this once-a-month 45-minute experience allows families to enjoy an interactive tour of the Walters' collection, and then create artwork that relates to the gallery objects.

- *Hackerman Hike!*: Saturday, November 21, 2009; 11 a.m.
- *Hunt for Heroes*: Saturday, December 19, 2009; 11 a.m.

ArtTots

Start with ArtTots, our newest early childhood museum program designed just for 2-3 year olds and their favorite adult!

- *Counting Koi*: Tuesday, November 24, 2009; 10a.m.-11a.m.
- *Strong Stuff*: Tuesday, December 22, 2009; 10a.m.-11a.m.

Scout Programs

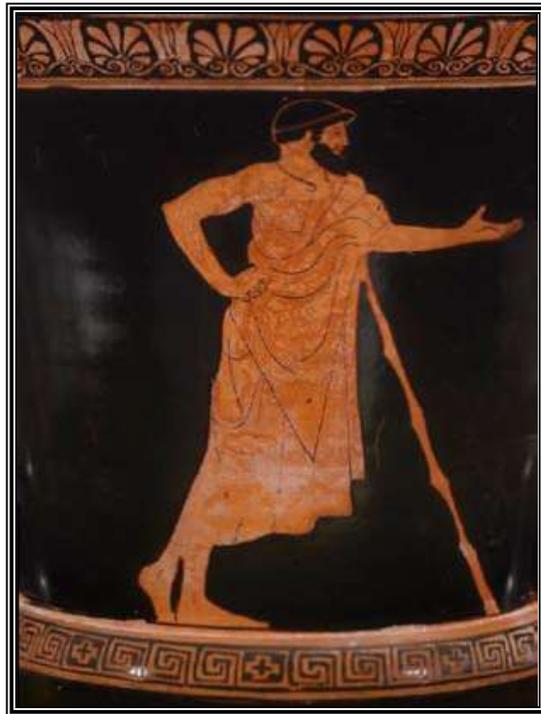
At ten dollars per scout, the Walters Art Museum's specially designed programs are a great way to spend an afternoon with the troupe! Junior and Brownie Girl Scouts can participate in the program *Girl Power: Heroic Women in Art*, while Cub Scouts can come in for the Cub Scout Museum Day and participate in the program *Heroes: Gods, Games & Great Deeds*. The programs will be held on their respective dates from 1-3 pm.

- *Girl Power: Heroic Women in Art*: November 8, 2009; 1p.m.- 3p.m.
- *Heroes: Gods, Games & Great Deeds*: November 8, 2009; 1p.m.- 3p.m.

For more information or to find out how to register, please visit:

http://thewalters.org/programs_art_museums/programs_family.aspx

If you have questions or concerns send an email to: familyprograms@thewalters.org.



Warrior Departing, Walters Art Museum, 48.2622

FREE Opening Day Talk: Heroes: Mortals and Myths in Ancient Greece

Date & Time: Sunday, October 11, 2009, 2:00 p.m.

Sabine Albersmeier, the exhibition curator, provides an introduction to the themes of the exhibition and examines the role of heroes in ancient Greek society and today in this opening-day lecture.

THAT Sweet (Camp) Serenity of the Trojan War

Date & Time: Thursday, October 15, 2009, 7 p.m.

Smithsonian curator and film historian James I. Deutsch affectionately “crashes” contemporary perspectives on the Trojan War in this lecture.

FREE “HEROES” College Night: Bods, Bop and Brigitte Bardot

Date & Time: Thursday, October 15, 2009, 6-10 p.m.

This special night is designed especially for college communities, featuring free entrance to the Heroes exhibition and the Walters Second Floor Ancient World Galleries. Expect a lively evening with special events and entertainment. Dress as your favorite superhero, ready to rock out to epic tunes as part of our Super Hero Dance Party!

Pre-registration is recommended; open to college and university students and faculty with valid college/university identification

Medusa's Daughter: Today's Heroine in Graphic Novels

Date & Time: Sunday, November 1, 3:00 p.m.

Baltimore-based author Jonathon Scott Fuqua and artist/graphic novel illustrator Steven Parke discuss their book *Medusa's Daughter*.

FREE Lunch and Learn Lecture: Heroes Lost and Found: The Funding of a Major Exhibition

Thursday, November 5, 12:15 p.m. – 1:15 p.m.

Joy Heyrman, Walters Director of Development

Hear Heyrman reveal the story of how best-laid plans went awry, strategies were altered, and opportunities presented themselves along the way in the years-long saga of the Walters' Fall 2009 special exhibition Heroes: Mortals and Myths in Ancient Greece

FREE First Fridays at the Walters, Heroes: Mortals and Myths in Ancient Greece

Friday, November 6, 5:30 p.m. – 8:30 p.m.

Last season, First Fridays became the place to see and be seen, with live entertainment, music, activities, light snacks, a cash bar, and a specialty cocktail themed to each event. Enjoy a dynamic evening of Greek culture, music, and performance.

Up, Up and Oy Vey: How Jewish History Culture and Values Shaped the Comic Book Superhero

Date & Time: Sunday, November 8, 2:00 p.m.

Rabbi Simcha Weinstein, author of *Up Up and Oy Vey: How Jewish History Culture and Values Shaped the Comic book Superhero* (2006), will discuss how the work of co-authors Jerome Siegel and Joseph Shuster during the rise of fascism in 1930s Europe contributed to our modern understanding of heroes in life and film.

FREE Heroes: Mortals and Myths in Ancient Greece

Date & Time: Wednesday, November 11, 2009, 1:00 p.m.

Location: The Pikesville Library, 1301 Reisterstown Rd., Pikesville, MD 21208

Come to the Pikesville library and learn about warriors, demigods, athletes, and ordinary people transfigured by art and literature into cult figures and role models for contemporary societies.

FREE The 29th Annual Theodore L. Low Lecture: "I'm Having an Art Attack!"

Date & Time: Sunday, November 15, 2:00 p.m.

Lee Sandstead's enthusiasm for art is infectious and has introduced mainstream Americans to his passion. During his illustrated presentation at the Walters Art Museum, Lee will discuss the exhibition "Heroes: Mortals and Myths" with the same drama and excitement seen in his Travel Channel show "Art Attack."

FREE Heroic Measures: The Role of an Exhibition Team

Date & Time: Sunday, December 6, 2009, 12:00 p.m.

Join a compelling discussion exploring how artifacts that have survived the wraths of time, disaster, and plunder and are now central artworks in this inspirational exhibition.

FREE Lunch & Learn: Heroes "Pecha Kucha" Style

Date & Time: Thursday, December 3, 2009, 12:15-1:15 p.m.

Bring your light lunch to the Walters to hear unique presentations by speakers from all walks of life, each exploring the precise ingredients that exemplify what it means to be a hero. This special Pecha Kucha (which is Japanese for "the sound of conversation") will provide various thinkers/speakers with a public platform to share their compelling thoughts.

More detailed program information:

http://thewalters.org/programs_art_museums/programs_adult.aspx

Register online: www.thewalters.org.

Useful literary sources

Further Reading for Teachers

- Boardman, John. Greek Art. Thames & Hudson (1996).
- Burkert, Walter. Greek Religion: Archaic and Classical, Wiley—Blackwell (1991).
- Dowden, Ken. The Uses of Greek Mythology: Approaching the Ancient World, Routledge (1992).
- Hamby, Zachary. Mythology for Teens: Classic Myths for Today's World, Prufrock Press (2009).
- Kerenyi, Carl. The Heroes of the Greeks, Thames & Hudson (1997).
- Schwab, Gustav. Gods and Heroes of Ancient Greece. Pantheon (2001).
- Siebler, Michael. Greek Art. Taschen (2007).

Further Reading for Students

- Colum, Padraic. The Student's Homer: The Adventures of Odysseus and the Tale of Troy, Aladdin (2004).
- Green, Roger Lancelyn. Tales of the Greek Heroes, Puffin (2009).
- Hamilton, Edith. Mythology: Timeless Tales of Gods and Heroes, Grand Central Publishing (1999).
- Homer, Robert Fagles (trans.). The Odyssey, Penguin Classics (2006).
- Homer, Peter Jones (trans.) The Iliad, Penguin Classics (2003).
- McLean, Mollie, and Anne M. Wiseman. Adventures of the Greek Heroes. Sandpiper (1992).
- Russell, William F. Classic Myths to Read Aloud: The Great Stories of Greek and Roman Mythology, Specifically Arranged for Students Five and Up by an Educational Expert, Three Rivers Press (1992).

Useful web sources

Information

The Walters Art Museum website

<http://www.thewalters.org/>

<http://teachers.thewalters.org/>

Click on *Integrating the Arts* for lesson plans and interactives on ancient art.

iWebsQuest's Exploration of Greek Heroes

<http://www.iwebquest.com/greece/explore.htm>

Mythweb's Animated Greek Mythology

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

The Baldwin Online Student's Project

<http://www.mainlesson.com/displaybooksforgreece.php>

Encyclopedia Mythica

<http://www.pantheon.org/>

Theoi Greek Mythology

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

Loggia's Mythography

<http://www.loggia.com/myth/heroes.html>

Greek Mythology

<http://www.messagenet.com/myths/>

Games

Ancient Greece Jeopardy

<http://www.quia.com/cb/37288.html>

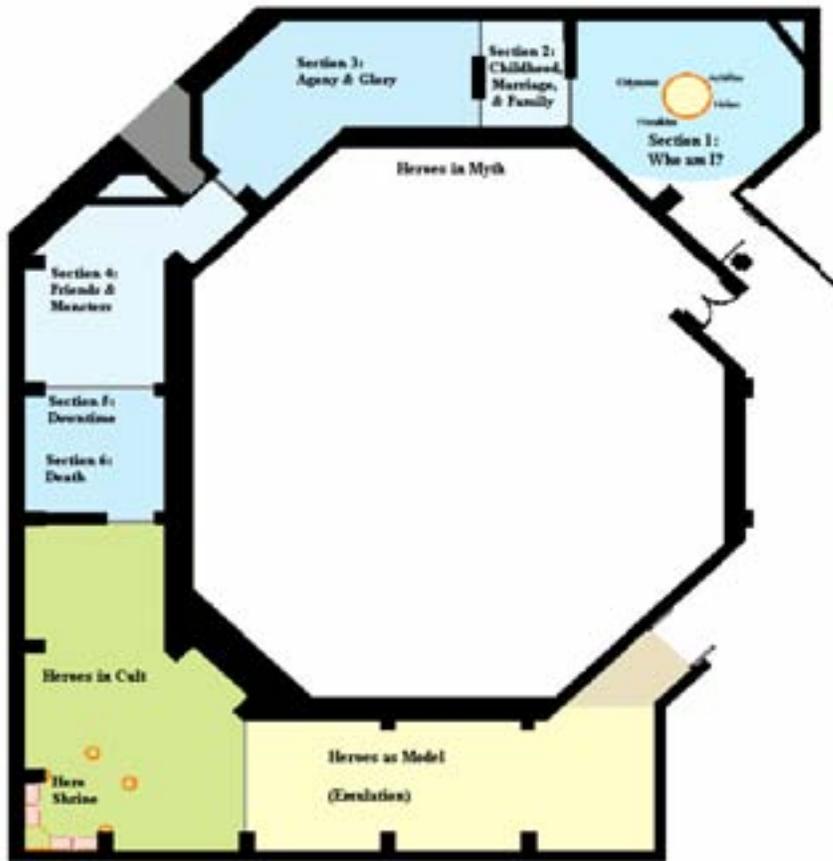
Greek Gods: Matching, Concentration, & Word Search

<http://www.quia.com/jg/431145.html>

Odyssey Review Game

<http://www.users.globalnet.co.uk/~loxias/odchoice.htm>

Map of the Exhibition/Map of the Walters



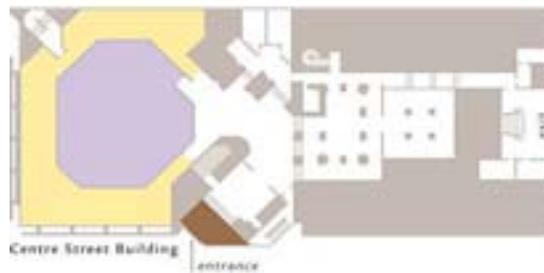
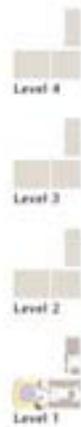
W Level One

View Galleries
View Access & Facilities

- Main Entrance
- The Ancient World
- The Medieval World
- Renaissance & Baroque Art
- 18th-Century Art
- European Art
- Asian Art
- Manuscripts
- Special Exhibition Gallery
- The Graham Auditorium
- Link to Hackerman House
- The Family Art Center



Hackerman House



Centre Street Building entrance

Walters' School Programs Staff

Jacqueline Copeland, Director of Education and Public Programs

Amanda Kodeck, Manager of School Programs

Brittany Powell, Senior Education Coordinator, School Programs

Rebecca Sinel, Senior Education Coordinator, School Programs

This guide was written by Andrew Ward, Summer Intern, 2009