

Participants in the Ancient World tour explore life in ancient Greece, Rome, Egypt, and the Near East, drawing connections between ancient communities and those of today. Use the suggestions below either before or after your museum visit to encourage further inquiry in the classroom.

#### ACTIVITIES:

- At the museum, students will discover that we can learn what was important to members of ancient communities by examining the objects they left behind. What objects could we leave today for archaeologists to find thousands of years from now, to help them learn about what is important to us in America today? Brainstorm with the class, bringing as many of their suggested objects into the classroom as you can. **Using the attached worksheet**, have students write museum labels for the objects from the point of view of an archaeologist or museum curator of the future: what might this item be? What might its purpose have been? What can you learn about what was important to the people who used it?
- What would happen if the subjects of ancient works of art met one another? Look at images of the *Winged Genius* and the *Roman Emperor* (attached) individually with students, giving them time to make observations about these individuals and the eras from which they came. What do students already know about them? What would they like to know? What can they guess? Help students to differentiate between objective and subjective ideas while they are stating their observations. When everyone's impressions of these individuals are solidified, have students write a dialogue between the two. What would they talk about if they met? Would they like each other? Why?
- Examine the variety of ways in which figures were rendered in the ancient world, from the very stiff forms of ancient Egypt and the Near East, to the realism and movement of ancient Rome. Use the attached images from the Walters collections to help students carefully observe the differences. Ask whether they prefer one style over another, and practice the techniques of each. Finally, make a collaborative mural or frieze for your classroom, where each student renders a full-length self-portrait in his or her favorite style. Will they look like the *Winged Genius*, a Roman god, or a figure from a Greek amphora?



#### ADDITIONAL RESOURCES

[www.ancientcivilizations.co.uk](http://www.ancientcivilizations.co.uk)

[library.thinkquest.org](http://library.thinkquest.org) – do a search here for ‘ancient civilizations,’ and you’ll get a number of great sites made by educators.

*Ancient World*, Fiona Chandler

*Penguin Encyclopedia of Ancient Civilizations*, Arthur Cotterell

Borrow a Teacher Resource Kit from the Walters for more lesson ideas, resources, and images of museum objects! Kits relevant to this tour are *Ancient World*, *Ancient Egyptian Art*, *Ancient Near Eastern Art*, and *Ancient Greek and Roman Art*. Email [schoolprograms@thewalters.org](mailto:schoolprograms@thewalters.org) for more information.

Title \_\_\_\_\_  
Materials \_\_\_\_\_  
Year \_\_\_\_\_

This object is from \_\_\_\_\_  
Archaeologists believe that it was used for  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

An interesting fact about it is  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Title \_\_\_\_\_  
Materials \_\_\_\_\_  
Year \_\_\_\_\_

This object is from \_\_\_\_\_  
Archaeologists believe that it was used for  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

An interesting fact about it is  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Title \_\_\_\_\_  
Materials \_\_\_\_\_  
Year \_\_\_\_\_

This object is from \_\_\_\_\_  
Archaeologists believe that it was used for  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

An interesting fact about it is  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Title \_\_\_\_\_  
Materials \_\_\_\_\_  
Year \_\_\_\_\_

This object is from \_\_\_\_\_  
Archaeologists believe that it was used for  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

An interesting fact about it is  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_





Name \_\_\_\_\_

Do you think all ancient artists drew the same way? The activities below will help you look closer at pictures of people from the Walters' ancient collections, and decide how they are similar to or different from one another. If you were an artist of the ancient world, which style would you prefer? Why?

List words to describe the picture

Try drawing the person in the picture

Try making a drawing of a different person in the same **style** as the picture



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_