



Ancient Cultures Program Glencairn Museum

Pre- and Post- Program Materials

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Mission and Impact



Mission Statement

The mission of Glencairn Museum is to engage a diverse audience with the common human endeavor to find higher meaning and purpose in our lives. This is achieved by recognizing universal spiritual concepts expressed in religious beliefs and practices around the world— past and present—through the interpretation of art, artifacts, and other cultural expressions of faith. A special focus of the museum is to preserve and interpret art and artifacts that illustrate New Church beliefs and practices.

Impact Statement

Rooted in the notion that religion is not only believed but lived, Glencairn seeks to stimulate reflection, build understanding, and foster empathy, contributing to the betterment of society by looking to the goodness in others and living a life of kindness.

Goals of the Program

Ancient Cultures Program Overarching Theme

How do the objects of ancient cultures demonstrate the worldview of the culture that created them, and reflect their beliefs and daily practices?

Ancient Cultures Program Goals

Students will engage with the interpretation of objects from four ancient cultures – Ancient Egypt, the Ancient Near East, Ancient Greece and Rome. Students will participate in several immersive hands-on activities to invite a deeper understanding of the beliefs and practices of each culture. Students will be invited to reflect on their own place within the shared human experience through the framework of each ancient culture.

Pre- and Post-Program Resource Goals

The materials provided in this resource document encourage multisensory learning that supplements the time spent in a program from Glencairn. They can be used both before and after an in-person visit, or in conjunction with a traveling Ancient Cultures program or one of our [Ancient Cultures Video Miniseries installments](#) if a visit is not possible.

Museum Manners

Glencairn is a very special building – it might remind you of a medieval castle. It was built by Raymond and Mildred Pitcairn and many, many craftspeople that they hired. It used to be the home of Raymond and Mildred, and their nine children! It is now a museum which you can experience through a traveling or digital program.

Some of the objects that travel on the road with us are copies of ancient and medieval objects, but some are real. To keep the objects and you safe we have some important reminders to share with you. These reminders will also help us to have a great program experience even if we're meeting digitally. Here we go!

Touching Objects

Please wait to be invited to touch any objects that we bring to a program with you and remember to be gentle with them. This keeps our objects safe so that many people can enjoy them.

Participation

Please participate by raising your hand or waiting to be called on if you have a question, comment, or answer. This means we get to hear everyone's thoughts, and no one gets interrupted.

Pictures

You are welcome to take pictures. Please don't use flash around museum objects and wait until your educator lets you know that it's a good time to do so.

Grownups

Please allow students to participate fully by saving any questions you may have until the educator is no longer teaching and refraining from private conversations until after the program has ended. Your active attention during the program models great behavior for students!

If you're not sure what to do, please check with your museum educator. Students, you can also use your role models to remind you – the grownups that are with you are a great example of how to have good museum manners if you forget!

Find these Museum Manners online [here on Glencairn Museum's website!](#)

Pre-Program Materials



Maps and Geography

Before participating in the Ancient Cultures Program, students will benefit from an understanding of the physical situation of each of the ancient cultures (Mesopotamia, Egypt, Greece, and Rome) being discussed. The activities suggested in this section all require maps. All the maps provided in this packet are Robinson projections.



Using Artifacts

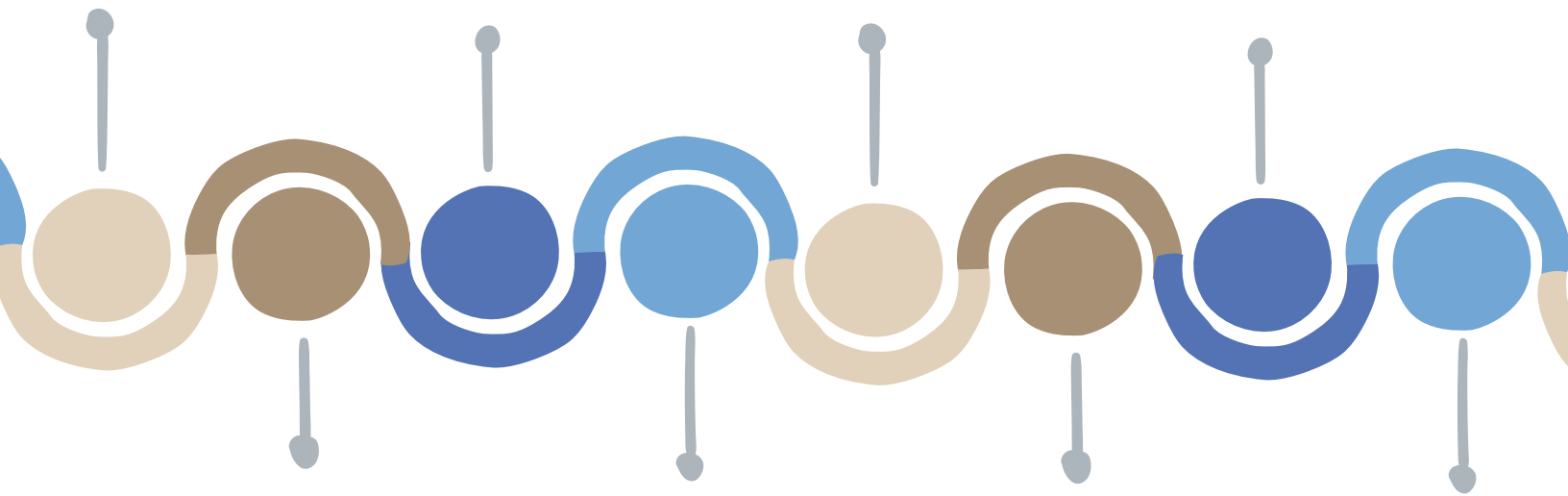
Using the map on page 16 and the images of objects on page 19, have students cut and paste the objects onto the map in the area they come from. A key is provided on page 20. Students may do additional research on their objects or research objects of their own. This activity pairs nicely with the Coloring Maps activity. Additionally, students could arrange the objects where they **think** they're from, then discuss, research, learn, and then rearrange before pasting.

Coloring Maps

Using the map on page 16 and the reference maps provided on pages 17 and 18, have students color in the geographic areas of the ancient cultures. This activity can also be a chance for students to conduct their own research on where the cultures existed, how long they lasted, etc.

Layering Maps

Using the map on page 16, the reference maps provided on pages 17 and 18, and clear plastic document sleeves, students can draw the confines of each culture on the document sleeves using permanent markers. The sleeves can then be layered to see where the empires overlap, how they changed overtime, and so on.



Timelines

The Ancient Cultures Program covers a lot of material in a short amount of time and a basic understanding of the timeline of these cultures, as well as the periods in which they overlap, will help students follow along. The timeline activities provided here will prepare students to notice commonalities between objects, beliefs, practices, and characteristics across cultures.



Illustrated Timeline

Using the list of events on pages 21-24, have students create a timeline with illustrations for each event. Students can be divided into groups to tackle different cultures and then the timeline can be assembled and compared, or groups can cover all four cultures. Students can supplement the list of events by researching their own events to add to the timeline. The timeline can be created from pieces of paper taped together, string with events taped to it, or on a large whiteboard or wall.

Chronological Sorting

Using the artifacts on page 19 and the list of events on pages 21-24, have students sort the artifacts and events into chronological order. A key with the dates of creation of the artifacts is provided on page 20. Older students may enjoy the opportunity to research events and artifacts of their own.

Other Civilizations

Older students may already be familiar with the cultures in question and instead of reviewing known information, it may be more interesting for them to research what else was happening in the world at the time of these cultures. Students can research the Americas, Sub-Saharan Africa, Asia, or [any other part of the world they are interested in.](#)

Illustrating

Each student can choose a word and create a work of art based on that vocabulary term. Encourage students to go above and beyond stick figures, to really think creatively. Create a class gallery of vocabulary prior to the museum visit or program. Students may draw inspiration for their pieces from ancient art and artifacts.

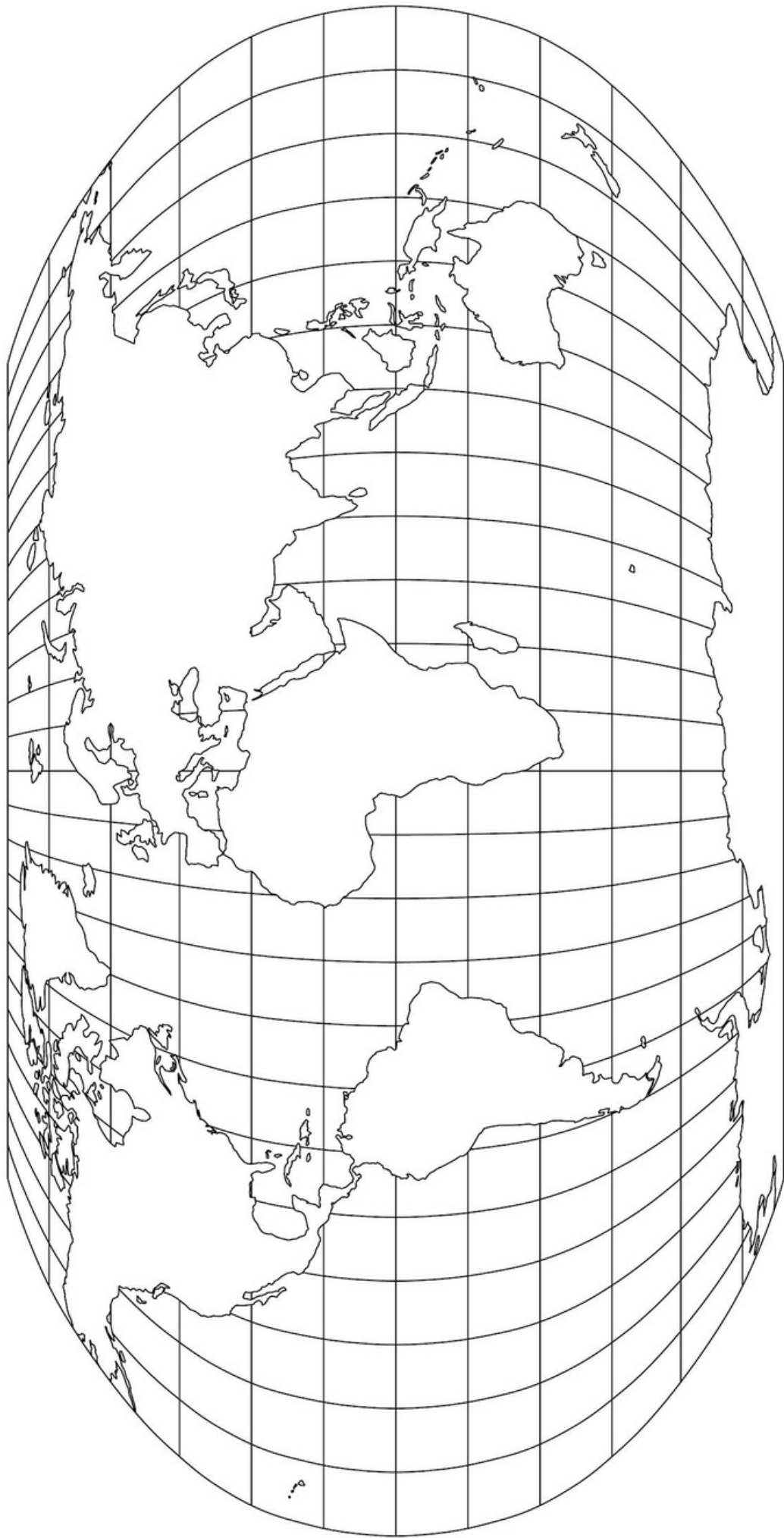
Acting

Small groups of students choose a word and create a short scene that exemplifies the word. These scenes can be abstract and creative, they can take place in the time period, or they can use the word directly. Students may also enjoy playing charades with the words.

Discovering Terms in Art

Using the works of art on pages 26 (ancient art), and 27-28 (modern art), encourage students to analyze representations of these terms in art. Students can also research works of art that demonstrate these terms on their own. This activity pairs nicely with the Illustrating activity at the top of this page.







Sources:
 Map of Ancient Assyria
 Map of Ancient Egypt





Minerva Victoria
Ancient Rome
2nd century CE



Spirit Door
Ancient Egypt
2350-2300 BCE



Coin
Ancient Greece
449-413 BCE



Head and shoulders of a genie
Mesopotamia
883-858 BCE



Black-figured neck amphora
Ancient Greece
500-480 BCE



Bust of Isis
Ancient Rome
323-31 BCE



Cover of a mummy case
Ancient Egypt
305-30 BCE



Foundation cones
Mesopotamia
2500 BCE



List of Events

Mesopotamia

4500 BCE: Uruk, the first city, is built

3600 BCE: Writing is invented in Uruk

2000 BCE: Domesticated horses are introduced

1900 BCE: The first aqueducts built

1900 - 1400 BCE: Mesopotamian trade flourishes

1772 BCE: The Code of Hammurabi is written

1750 BCE: Sumerian civilization ends and a period of
conquering begins

List of Events

Greece

7000 BCE: People begin to settle and farm in Greece

1250 BCE: The Trojan War

776 BCE: The first Olympic games

449 BCE: The Parthenon and Acropolis are built

336 BCE: Alexander the Great becomes the king

335 BCE: Aristotle founds the Lyceum, his school, in Athens

146 BCE: Greece is defeated and conquered by Rome

List of Events

Egypt

3500 BCE: Hieroglyphics begin to develop as a writing system

3100 BCE: King Menes unites the Red Kingdom and the White Kingdom into a single kingdom

2560 BCE: The Great Pyramid at Giza is built

2500 BCE: The Great Sphinx at Giza is built

1789 BCE: Queen Sobekneferu becomes the first queen of Egypt

332 BCE: Egypt is conquered by Greece

48 BCE: The Library of Alexandria is burnt to the ground

List of Events

Rome

753 BCE: Rome is founded

509 BCE: The Roman monarchy is overthrown

44 BCE: Julius Caesar is assassinated

80 CE: The Colosseum was built

79 CE: Mt. Vesuvius erupts and buries Pompeii and Herculaneum

395 CE: The Roman Empire splits in half

476 CE: The last of the Roman Empire crumbles and becomes the Byzantine Empire

Key Words

Amulet: a token with a protective symbol or spell on it to help and protect the person who wears it or carries it

Deity: a very holy being, a god

Embalming: to treat a dead body to protect it from decay

Libation: to pour out liquid as a sacrifice to a god or gods

Monotheistic: believing in or worshipping one god

Myth: a story that may or may not be rooted in historical fact that is ingrained in the culture of a people

Pietas: an Ancient Roman word describing people who were very respectful and religious

Polytheistic: believing in or worshipping multiple gods

Ritual: the habitual way something is done, particularly something holy or important

Supernatural: beyond the world we live in and the natural laws we follow, often something holy or magical

Symbol: something that stands for or represents something else

Worldview: the way in which a person or culture understands and interprets the world around them

Libations

These ancient works of art show people giving libations to the gods. The carving is from Mesopotamia and shows a human giving a libation to a plant goddess. It's hard to see, but if you look carefully, you can make out the jug of water near the center.

The other image is of a jug from ancient Greece that is decorated with an offering scene, including the pouring of a libation. Once again, the jug for the libation is near the center.



Embalming

The ancient Egyptians created lots and lots of works of art chronicling the embalming process, which is one of the reasons we know so much about it. In this specific work of art, we can see Anubis, one of the Egyptian gods, caring for a mummy that is inside a sarcophagus.



The Judgement of Paris

by Bob Thompson

Oil on Canvas

1964

Bob Thompson was born on June 26, 1937 in Louisville, Kentucky. He drew inspiration from mythology and Renaissance paintings, as well as from jazz music and bright, abstract colors and shapes. He died when he was only 28 in Rome, Italy, on May 30, 1966.



This painting shows the myth of the judgement of Paris, in which Paris, a mortal, must choose which goddess - Hera, Athena, or Aphrodite - is the most beautiful. He chooses Aphrodite and hands her an apple as a prize.



This painting is a great example of Bob Thompson's work. He loved to use bright colors and big shapes. He often painted people naked and without faces or lots of details, just like the people in this painting. He painted different versions of the myth of Paris over and over again. This is just one of them. He loved to paint all sorts of myths from all sorts of religions, including Ancient Greek and Roman religions and Christian myths.

The Fall of Man, Titian, 1550

Large Hadron Collider - Maximilien Brice / CERN

Human Chromosomes - Philippe Plially / Science

Source Camp Fire, Paradise California - Noah

Berger / AP

by Jake Scharbach

Oil on Canvas 2019

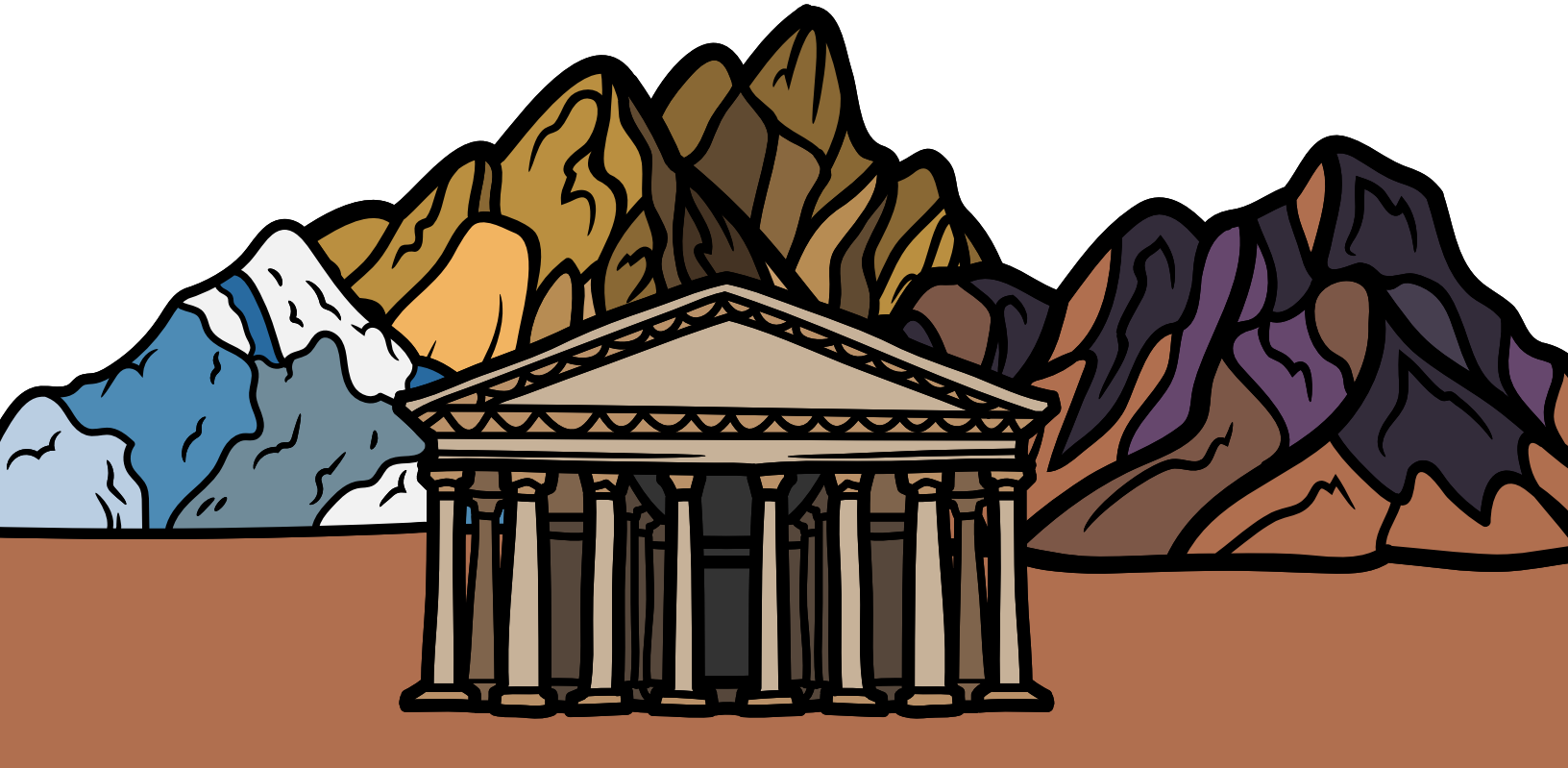
Jake Scharbach is an artist alive today. He works in New York City. Much of his work takes inspiration from old paintings from hundreds of years ago.



This painting shows the story of Adam and Eve, in which Adam and Eve decide to eat fruit from a forbidden tree. You can see that Eve is handing Adam an apple.

This painting has an incredibly long title because the title tells us all the sources of the images inside of this painting. It looks as though it is a collage, but it is all carefully painted using oil paint. Jake Scharbach does this in a lot of paintings. They look like they're spray painted or collaged, but they're actually made entirely of paint.

Post-Program Materials



The Pantheons

Much of the discussion students will have during their program will revolve around the gods and goddesses worshipped by the peoples of ancient cultures. By participating in the activities in this section, students will reinforce their understandings of the deities, practice vocabulary, and review material covered on the tour. A list of some of the most program relevant gods and goddesses for each culture is provided on page 36.

Dressing Up

Using materials found around the classroom, clothes from home, or even recyclables, students can design clothing for the gods and dress up as gods. This can evolve into a show-and-tell of gods, or can be a solely design-based activity.

Self Portraiture

Students can create self portraits of themselves as gods. They can draw themselves as the gods of the ancient world, or be encouraged to think about their personal values and passions and draw a portrait of themselves as an entirely new god. Encourage students to think about what part of life they would oversee as a god or goddess.

Charades

Using the list of gods as charades prompts is an excellent way to review their characteristics, take a break from sitting and reading about ancient cultures, and bring the cultures to life!



A scroll of parchment with a title and text. The scroll is unrolled, showing a title and a paragraph of text. The parchment is a light brown color with some darker spots and a slightly textured appearance. The scroll is rolled up at the top and bottom edges.

Ancient Objects

The following activities suggest ways for students to review the key objects that they learned about on their visit to Glencairn. A list of these objects is available on page 37, but students and teachers alike are encouraged to expand upon this list.



Building and Creating


Using the list on page 37, students can create a reproduction of an ancient object out of whatever is in the classroom - clay, cardboard, paper, Lego, etc. Students should be encouraged to discuss and demonstrate how the objects were used in practice. This activity leads right into Show and Tell as described below, or the two activities can be done separately.

Show and Tell

Each student can choose an ancient object, research it, and briefly present it to the class. If time allows, this activity can be partnered with Building and Creating above. The list on page 37 can be used for inspiration or students can start from scratch and choose ancient objects of their own.

I-Spy

Using the art on page 38 as a starting place, students can find ancient objects within modern works of art or draw comparisons between how the two appear on the page. Encourage students to look into their favorite artists and see if they can find any ancient objects or archetypes within the more modern art.



Daily Life

One of the great takeaways for students should be that although life was different in many ways in the ancient world, it was often essentially similar between cultures and compared to our lives today. Everyone still had wants and needs, families loved each other, people had friends, children played games, so on and so forth.



Compare and Contrast

Thinking of the ancient world generally, students can brainstorm a comparison chart of activities, contrasting ancient life with modern life. This chart can go on to provide a great starting place for either of the following activities.

Commercials

Students can create commercials or infomercials for ancient habits or objects used in daily life and present them to the class. These commercials can reinforce vocabulary and understanding of the specific cultures covered in the tour.

Venn Diagram

The class can create a giant Venn Diagram that compares how the ancient cultures were similar and different from each other, as well as how they compare to life today. Small groups can cover individual cultures and then come together to construct the full diagram.



Ancient Gods and Goddesses

Mesopotamia

An

Enlil

Enki

Utu

Nanna-Suen

Ki

Ashur

Gilgamesh

Tiamat

Egypt

Isis

Anubis

Osiris

Horus

Ra

Set

Thoth

Bastet

Hathor

Greece

Zeus

Hera

Aphrodite

Ares

Artemis

Apollo

Hephaestus

Athena

Poseidon

Rome

Jupiter

Juno

Venus

Mars

Diana

Apollo

Vulcan

Minerva

Neptune

Key Objects

Mesopotamia

Hammurabi's
Code Reliefs
Cuneiform
Figurines
Cylinder Seals
Clay Tablets

Greece

Mosaics
Pottery
Helmets
Poetry and plays
Architecture
Statues

Egypt

Coffins
Pyramids
Papyrus
Rosetta
Stone
Mummies
Offering
Statues

Rome

Statues
Portraiture
Frescos
Architecture
Scholarship and
knowledge

Grandma Moses' work reminds us of the ancient works of art that look like a photograph of a busy scene - Egyptian, Greek, and Roman murals and carvings.



Minnie Evans' intricate and detailed work reminds me of the tiny and careful details of Mesopotamian carvings.

The sculpture of a pyramid outside of the Louvre by I. M. Pei has become an iconic symbol of the museum. Especially when it glows at night, it looks so similar to the pyramids at Giza.



Media Recommendations

[The Ancient History Encyclopedia](#) is a great alternative to Wikipedia when studying the ancient world.

[Crash Course: World History](#) is a series of videos about world history, from the beginning of civilization to globalization.

[Glencairn Museum Google Arts & Culture](#) has over 200 entries of objects from the Glencairn collection including links to articles written about different topics and cultures represented.

[MetKids Portal](#) provides opportunities for students to explore objects in the Met Museum that are from the same cultures covered in this program.

[Penn Museum Student and Family Activities](#) has many different kid-friendly ideas organized by culture and gallery.

[SmartHistory Reframing History Online Textbook](#) is a great place to find accessible and easy to read content about history and art written by leading scholars.

Contact Information



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Credits

Developed by Fiona Dwyer for Glencairn Museum
Bachelor of Special Studies Student
Devised and Ensemble Based Theatre in Marginalized Communities
Cornell College