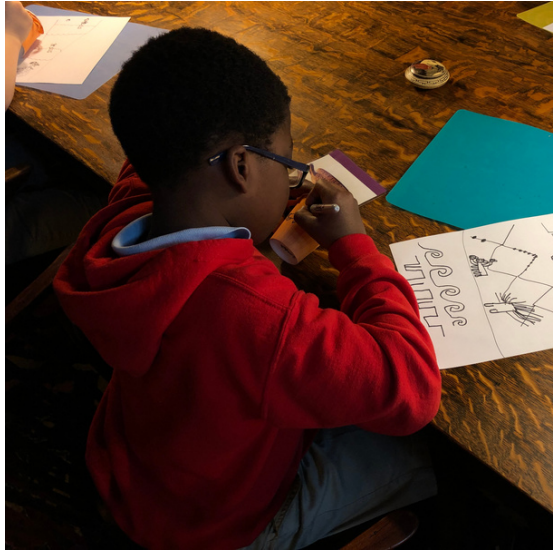


ANCIENT GREECE

Pottery • Jewelry • Symbolism



Bring your students along on a journey through ancient Greece with this complete lesson resource! Find everything you need for students in grades 3-8 to learn about pottery, jewelry, and symbolism in this ancient culture. Further reading and resources available at the end.

Goals:

1. Students understand the role of pottery in ancient Greek culture including its everyday practical use and its creation as an artform.
2. Students connect to ancient people by recognizing common human qualities such as believing in a god or gods, sharing stories, being part of a community, producing goods, needing and wanting things, seeking protection, and mourning loss.
3. Students create something that reflects their understanding of Greek pottery as well as their own culture, community, and self.
4. Students become more familiar with ideas like culture, symbolism, art production, polytheism, and funerary practices.

This lesson either touches on, partially meets, or meets the following curriculum standards for Pennsylvanian students, and can be adapted to serve your specific student needs!

Pennsylvania Grade Level Curriculum Connections:

3rd Grade

Explain the historical, cultural, and social context of an individual work in the arts. (9.2.3.A)

4th Grade

Identify the human characteristics of places and regions. (7.3.4.A)

Differentiate common characteristics of the social, political, cultural, and economic groups in world history. (8.4.4.A)

Explain how continuity and change in world history have influenced personal development and identity. (8.4.4.C)

5th Grade

Explain the historical, cultural, and social context of an individual work in the arts. (9.2.5.A)

Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present). (9.2.5.B)

Analyze a work of art from its historical and cultural perspective. (9.2.5.D)

Know and apply appropriate vocabulary used between social studies and the arts and humanities. (9.2.5.F)

Identify uses of expressive symbols that show philosophical meanings in works in the arts and humanities. (9.4.5.A)

Identify the human characteristics of places and regions. (7.3.5.A)

Compare and contrast common characteristics of the social, political, cultural, and economic groups in world history. (8.4.5.A)

6th Grade

Explain why people specialize in the production of goods and services and divide labor. (6.4.6.A)

Describe the human characteristics of places and regions. (7.3.6.A)

Explain how continuity and change have impacted world history. (8.4.6.C)

7th Grade

Compare decisions made because of limited resources and unlimited wants. Describe how resources are combined to produce different goods and services. (6.1.7.B)

Explain why people specialize in the production of goods and services and divide labor. (6.4.7.A)

Describe the human characteristics of places and regions. (7.3.7.A)

8th Grade

Explain the historical, cultural and social context of an individual work in the arts. (9.2.8.A)

Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present). (9.2.8.B)

Relate works in the arts to varying styles and genre and to the periods in which they were created. (9.2.8.C)

Analyze a work of art from its historical and cultural perspective. (9.2.8.D)

Analyze how historical events and culture impact forms, techniques and purposes of works in the arts. (9.2.8.E)

Know and apply appropriate vocabulary used between social studies and the arts and humanities. (9.2.8.F)

Illustrate how continuity and change have impacted world history. (8.4.8.C)

PREPARATION

Materials Included in this Resource:

1. [Slide show presentation](#) (linked)
2. Classroom activity
3. Quiz assessment (optional)
4. Additional reading & resources

Supplies Needed for Classroom Activity:

- Disposable cups (preferably paper with no text on them), 1 per student
- White construction paper, 1 sheet per student
- Pencil
- Stapler
- Scissors
- Tape
- Orange and/or red paint
- Paintbrushes, 1 per student
- Black Sharpies, markers, or black paint



LESSON PLAN



Introduction | 5-10 minutes

- Ask students to spend 1-2 minutes talking with a partner or in a small group about anything they already know about ancient Greece.
- Ask students to share some things that came up in conversation.
- Introduce topics of pottery, jewelry, and symbols. Ask students how these ideas show up in their lives today. Questions can include:
 - Where do we use pottery? Who makes pottery? Who owns pottery? What materials does pottery use?
 - Who wears jewelry? Why do people wear jewelry? Does your jewelry or others' jewelry have special meaning?
 - What is a symbol? Where do we use symbols today? How do symbols show up in jewelry and pottery?

[Slide Show Presentation](#) | 20-30 minutes (linked)

https://www.canva.com/design/DAFwTjIzcc4/FS7OKIfWNJiwzX_IM-QnmQ/view?utm_content=DAFwTjIzcc4&utm_campaign=designshare&utm_medium=link&utm_source=editor

Slide 1

Title page

Slide 2

We're going to take a look at three parts of ancient Greek culture today - pottery, jewelry, and symbolism. As we take a look at some examples of ancient Greek objects in the Glencairn Museum collection, see if you can notice some symbols and images that show up again and again, and see if you can start to think about what they might have meant to ancient Greek people.

Slide 3

The objects that we're going to explore are all on display in the Greek gallery at Glencairn!

Slide 4

Let's start with pottery! The ancient Greeks made pottery for many different reasons. Archaeologists find pottery exciting to study because it can be easier to date, the art on the pottery can tell you a lot about Greek culture, and the shape of the pottery can tell how it was used. This type of pottery is called a skyphos and was used to drink from. During ancient times, safe drinking water wasn't always easy to find. Ancient Greeks often drank wine. It became a large part of their culture. They even had a god dedicated to wine - Dionysus. A variety of pottery types exist for drinking. The most common are the kylix and skyphos, but there was also the kantharos. What details stand out to you on this cup? You might notice painted designs that look like eyes! Historians are not exactly sure what the meaning of this design was, but one theory is that when someone drank from the cup it created a mask effect on their face, which was mimicking the mask of Dionysus.

Slide 5

Wine was always diluted with water and mixed in a vessel called a krater. Once it was mixed, it was ladled from the krater and into people's cups using an oinochoe. In Greek this word means "wine-pourer." You might notice that its mouth is shaped perfectly for pouring! If you look carefully, you might be able to notice a painted design of a Greek woman on the krater!

Slide 6

The ancient Greeks made pottery for other uses besides wine drinking! They made hydrias for storing and pouring water, amphoras for storing grains and liquids, alabastrons for storing perfume, a pyxis for storing jewelry, an aryballos for oil used by athletes, phiale for offering liquids at the temples, and a lekythos for pouring olive oil at graves to remember the dead. Looking at all of these pieces also shows the two different styles of pottery in ancient Greece - red-figure and black-figure. Red-figure pottery is made by painting the pottery and leaving the red clay color to show people, animals and designs. Black-figure pottery is when the designs of people, animals, and patterns are created with the black paint. Potters were a skilled group of craftspeople in ancient Greece that trained to learn how to create different styles of pottery.

Slide 7

Some of the decorations on these pieces of pottery can tell us a little about what life was like in ancient Greece. For example, this hydria has an image of ancient Greek women. One woman is seated and she has other women attending to her nearby, This is probably a scene from the life of a wealthy woman. If you look closely, you might notice she's juggling! You might also notice she's wearing a crown which was often worn by new brides. This whole scene is probably connected to ideas of love, marriage, and love magic!

Slide 8

Other pieces of pottery can tell us about religious beliefs of ancient Greeks. This amphora has a painting of a woman leading a bull. This scene could be showing the woman leading the bull to be sacrificed as an offering at a temple to the gods and goddesses. This kind of religious ritual would have involved the whole community, and after the ritual, everyone would have gathered to eat and celebrate together.

Slide 9

We can also learn about what the ancient Greeks believed about death and the afterlife by looking at pieces like this lekythos. Sometimes this type of pottery was used as a monument (a little like a grave stone) to mark where a person was buried. Family members would be able to visit and leave gifts for the person who had passed away. The picture carved on this shows a seated young woman with a man and woman standing before her and reaching out. This is the funerary marker of Nikeboule, the seated woman. The man and woman standing are likely her parents. This image shows how the family still felt close and together despite Nikeboule's death.

Slide 10

Ancient Greek pottery is not the only type of object that can tell us something about ancient Greek life! Ancient Greek jewelry also has lots of symbols with different meanings. For example we can see lions and bulls on these earrings and ring, which might have held an important meaning for their wearers. We can also see images of gods and goddesses, like Eros - the god of love - on these earrings! Perhaps these were worn by someone hoping for help in love and relationships!

Slide 11

One of the necklaces in the Glencairn collection shows a special symbolic knot called a Herakles knot. Herakles (or Hercules) was a legendary demigod well-known for his feats of strength! This shape, found on the necklace to the left and the headband of the statue on the right, was particularly associated with weddings because this is the shape of the knot that was used to tie the bride's robe. It was also a symbol of love, strength, and sometimes healing.

Slide 12

As we've looked at all these different ancient Greek objects, we've collected quite a few different symbols! many of these images and symbols connect to ancient Greek beliefs in gods and goddesses - like the owl, a symbol of Athena who was the goddess of war and wisdom, the eyes on the drinking cup connecting to Dionysus, and the Eros earrings. Olive branches - a reminder of the olive trees and olive oil that was central to ancient Greek life. The wave and geometric Greek meander patterns were often used. Some symbols, like the Herakles knot, referenced legendary figures and also meant something special to the wearer.

Slide 13

Now that we've learned a little about ancient Greek life, art, and symbolism, it's your turn to create your own ancient Greek amphora, and decorate it with symbols, patterns, and images that hold meaning for you.

Classroom Activity | 20-30 minutes

1. Distribute materials to students - 1 sheet of construction paper, 1 paper cup, scissors, red and orange paint, paintbrushes.
2. Students cut the piece of construction paper in half lengthwise.
3. Students paint one piece of construction paper and the cup with red-orange paint. They should paint both sides of the paper, and both the inside and outside of the cup.
4. While the paint is drying, use a pencil and the other half of the construction paper to start designing their pot. Encourage students to think about ancient Greek symbols that they liked/found meaningful. This can be an opportunity for students to do further research on ancient Greek life and beliefs. Students can also incorporate symbols and images that are meaningful to them in their lives.
5. Once paint is dry, students should draw two handles on one edge of the painted construction paper, and cut them out.
6. Students then staple their handles onto either side of their painted cup.
7. Use the remaining painted construction paper to create a wide funnel shape. Tape the paper in place to hold its shape. Insert the smaller end of the funnel into the cup, and staple or tape it in place.
8. Using black paint or markers, students can now add their designs to their amphora using their pencil drafts as reference.
9. Invite the class to have a "gallery viewing" where everyone can move around the room and see everyone else's amphoras! Students can share about their design choices if there is time.

Assessment Quiz (optional) | 10 minutes

The quiz below can be printed and distributed to students as a way to assess their understanding of the lesson content. Answer sheet on next page.

Ancient Greece | Pottery, Jewelry, and Symbolism Quiz

Name: _____

Date: _____

1. What is one reason why archaeologists find ancient Greek pottery exciting to study?

2. What is this type of pottery called, and what was it used for? Circle your answer.



This is called a:

- a. Hydria
- b. Skyphos
- c. Amphora

It was used for:

- a. Storing jewelry
- b. Offering liquid to the gods
- c. Drinking from

3. What is this type of pottery called, and what was it used for? Circle your answer.



This is called a:

- a. Lekythos
- b. Aryballos
- c. Pyxis

It was used for:

- a. Storing grain
- b. Marking someone's burial
- c. Pouring wine

4. In your own words describe what a symbol is.

5. Circle the ancient Greek symbol of love, strength, and sometimes healing:



6. Name one ancient Greek god or goddess that you remember from the presentation, and what they represented:

Ancient Greece | Pottery, Jewelry, and Symbolism

Quiz Answers

Name: _____

Date: _____

1. What is one reason why archaeologists find ancient Greek pottery exciting to study?

They can be easily dated, their shape can tell about their use, their decorations can tell about ancient Greek culture.

2. What is this type of pottery called, and what was it used for? Circle your answer.



This is called a:

- a. Hydria
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- c. Pyxis

It was used for:

- a. Storing grain
- b. Marking someone's burial**
- c. Pouring wine

4. In your own words describe what a symbol is.

A symbol is a picture or design that stands for an idea or has a bigger meaning.

5. Circle the ancient Greek symbol of love, strength, and sometimes healing:



6. Name one ancient Greek god or goddess that you remember from the presentation, and what they represented:

Dionysus - god of wine

Eros - god of love

Athena - goddess of war and wisdom

Additional Reading and Resources

Wine Drinking

Department of Greek and Roman Art. "The Symposium in Ancient Greece." In Heilbrunn Timeline of Art History. New York: The Metropolitan Museum of Art, 2000.

http://www.metmuseum.org/toah/hd/symp/hd_symp.htm (October 2002)

<https://www.metmuseum.org/art/collection/search/253349>

Pottery

<https://smarthistory.org/ancient-mediterranean/ancient-greece/pottery/>

Women's Life

Hemingway, Colette. "Women in Classical Greece." In Heilbrunn Timeline of Art History. New York: The Metropolitan Museum of Art, 2000. http://www.metmuseum.org/toah/hd/wmna/hd_wmna.htm (October 2004)

https://www.penn.museum/sites/Greek_World/women.html

<https://www.youtube.com/watch?v=xYObXw8G8B8>

Sports

<https://education.nationalgeographic.org/resource/athletics-ancient-greece/>

https://www.metmuseum.org/toah/hd/athl/hd_athl.htm

Jewelry

Hemingway, Colette, and Seán Hemingway. "Hellenistic Jewelry." In Heilbrunn Timeline of Art History. New York: The Metropolitan Museum of Art, 2000. http://www.metmuseum.org/toah/hd/hjew/hd_hjew.htm (April 2007)

<https://www.getty.edu/news/ancient-greece-rome-jewelry-gifts-love/>

Religious Ritual

https://www.metmuseum.org/toah/hd/grlg/hd_grlg.htm

Funerary Art/Practices

Department of Greek and Roman Art. "Death, Burial, and the Afterlife in Ancient Greece." In Heilbrunn Timeline of Art History. New York: The Metropolitan Museum of Art, 2000.

http://www.metmuseum.org/toah/hd/dbag/hd_dbag.htm (October 2003)

<https://www.metmuseum.org/art/collection/search/248904>

<https://www.glencairnmuseum.org/newsletter/2021/9/21/death-and-the-athenian-family-an-athenian-funerary-lekythos>