GREGIAN VS. EGYPTIAN
ART, HISTORY, & LANGUAGE ARTS
GRADES: 2 & 3

BASED ON

Attica/Greece
Swing Painter, Circa 540 BCE
Clay decorated in the black-figure technique
Museum Purchase, 1959.1

Abydos/Egypt
Amulets (2), 0945 BCE- 0715 BCE
Blue Faience. Amulets on one String
Gift of the Egypt Exploration Society, 1912.375

“What he greatly thought, he nobly dared.” – Homer, Greek poet
“Know the world in yourself” – Egyptian Proverb

OBJECTIVES
• Students will read portions of the following works: Homer’s Odyssey, Magic Tree House Ancient Greece and the Olympics by Mary Pope Osborne and Natalie Pope Boyce, and Where Are the Great Pyramids? by Dorothy and Thomas Hoobler.
• Students will take notes on readings in their interactive journals.
• Second graders will create a poster presentation or slideshow on one topic related to Egyptian history.
• Third graders will create a radio show for a Greek god or goddess.
• Students will create amulets from photographs using Crayola Model Magic.
• Students will create papier-mâché Grecian urns based on photographs.

CONCEPT
There are two different topics for two different grade levels. Second graders will be studying ancient Egypt while third graders will be studying ancient Greece. Second graders will read literature weekly about ancient Egypt. One of their art projects will be researching various amulets and their meaning. Students will recreate amulets using Crayola Model Magic. Third graders will be focusing on ancient Greece. One of the art projects will be researching various Grecian urns and recreating an urn using papier-mâché.
MATERIALS
Homer’s Odyssey
Magic Tree House Ancient Greece and the Olympics
Where are the Great Pyramids? By Dorothy and Thomas Hoobler
Crayola Model Magic
Newspaper strips
Flour
Paint
Balloons

VOCABULARY
- Amulet – an ornament or small piece of jewelry thought to give protection against evil, danger, or disease
- Urn – a tall rounded vase with a base and often a stem
- Papier-mache – a malleable mixture of paper, flour, and water that becomes hard when dry. Glue can be substituted for flour and water

PROCEDURE
1. Second graders will research ancient Egypt. After reading books and conducting independent research on the internet, students will focus their research on amulets. After students select a design, they will replicate the amulet using Crayola Model Magic.
2. Third graders will research ancient Greece. After reading books and conducting independent research on the internet, students will focus their research on Grecian urns. After students select a design, they will create an urn using a balloon and the papier-mache process. This will be a three-step process – papier-mache, paint base coat, and painted designs in gold.

ASSESSMENT
Teacher observations, student self-evaluations, and peer evaluations will be the three types of assessments utilized in this project. Student effort, work quality, creativity, and visual impact will be evaluated and discussed.

NATIONAL STANDARDS
1PR Demonstrate skill and expression in the use of art techniques and processes.
2PR Use appropriate visual art vocabulary during art-making processes.
3PR Find and solve problems of personal relevance and interest when developing art-making ideas.
4PR Create artworks that demonstrate awareness of two- and three-dimensional space.
5PR Show increasing attention to the nuances of elements and principles of design when creating personal works of art.
6PR Collaborate with others to create a work of art that addresses an interdisciplinary theme.
CURRICULUM CONNECTIONS
During these projects, students will be connecting language arts, history, and art. Both units are cross-disciplinary and can be shortened or lengthened depending on the amount of time.

RESOURCES
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