

## Instructional Recipe

### What Does Ancient Roman Art Tell Us About Cultural Exchanges between the Romans and Other Major Centers of Civilization?

Grade 9-12

World History

Cross Curricular Connection: Art History Level III

Education Service Center Region 20



Online research and information resources available through a partnership between the Texas State Library and Archives Commission, the Texas Education Agency and Education Service Center, Region 20  
<http://web.esc20.net/k12databases>

#### Step 1 – Ask

**Objectives:** The student will learn and understand the relationship between the arts of antiquity and the times during which they were created.

**Introduction:** Trade with other civilizations played a major role in the cultural, religious, and artistic exchanges that took place between the civilizations in Europe and Asia. Ancient trade routes allowed both the Romans and the Greeks to infuse artistic ideals from other cultures, creating an art genre that has withstood the test of time. Because the Roman Empire was so expansive, artistic genres from many varied cultures were infused into ancient Roman art.



Roman Empire: The Roman Empire (27 B.C.–393 A.D.)  
From the Metropolitan Museum of Art

#### Ask:

- ★ How did ancient trade routes enhance the art created by a Roman artist?
- ★ Which culture contributed to the art of Roman glass?
- ★ Which culture contributed to the art of mosaics in Roman art?
- ★ How did Celtic art influence Roman art?

#### Vocabulary:

- ★ Antiquity
- ★ Polychromy
- ★ Frescos
- ★ Hellenistic painting
- ★ Doric architecture
- ★ Corinthian architecture
- ★ Roman portrait sculpture

#### TEKS: World History 113.33.20.A,B

**Culture.** The student understands the relationship between the arts and the times during which they were created. The student is expected to (A) identify significant examples of art and architecture that demonstrate an artistic ideal or visual principle from selected cultures;(B) analyze examples of how art, architecture, literature, music, and drama reflect the history of cultures in which they are produced.

#### Cross-Curricular TEKS Art History Level III 117.54.3.A

(3) Historical/cultural heritage. The student demonstrates an understanding of art history and culture as records of human achievement. The student is expected to: (A) study a selected period, style, or movement in art.

#### Technology Application TEKS: 126.6.8(A)(B)

**Solving problems.** The student uses research skills and electronic communication, with appropriate supervision, to create new knowledge. The student is expected to:(A) use communication tools to participate in group projects; and(B) use electronic tools and research skills to build a knowledge base regarding a topic, task, or assignment.

## Step 2 – Investigate

### K-12 Online Subscription Resources:

#### ★ From EBSCO:

[Ancient Roman Arts](#). By: McGill, Sara Ann. *Ancient Roman Arts*, 2009, p1-2, 2p; Reading Level (Lexile): 1100; (AN 17958310)

[Etruscan art](#). Columbia Electronic Encyclopedia, 6th Edition, 7/1/2010, p1-1, 1p; Reading Level (Lexile): 1230; (AN 39005485)

[Rethinking Jewish Art](#). Preview By: Fine, Steven. *Archaeology*, Mar/Apr2006, Vol. 59 Issue 2, p53-53, 0p, 2 color; (AN 19588361)

#### ★ From Britannica:

“[Art Collection](#).” *Encyclopædia Britannica*. 2008. *Encyclopædia Britannica Online School Edition*.

### Additional Websites:

[Ancient Roman Empire](#); [Eastern Religions in Roman Art](#); [Polychromy of Roman Sculpture](#); [Roman Painting](#); [Roman Portrait Sculpture](#); [Roman Glass Art](#); [Roman Network & Mosaic Glass](#); [Barbarians & the Romans: Roman Silk Trade](#); [Roman Clothing](#); [Roman Daily Life](#); [Roman Dress](#)

### Maps & Timelines:

[Ancient Trade Routes](#); [Timelines of Art History](#); [Map of the Roman Empire](#)

### Museum Collections:

[Metropolitan Museum of Art Roman Collection](#); [San Antonio Roman Exhibit](#)

### Video Clip:

[Roman Colosseum](#);

### Educator Resources:

[Art Related Links](#); [Center of World Archaeology](#); [Diotima: Women & Gender in the Ancient World](#); [Exploring Ancient World Cultures](#)

## Step 3 – Create

- ★ Use the Gathering Matrix to complete the comparison of the various Roman art categories you will choose for study.
- ★ Pick two themes/categories that abound in Roman Art from the list below:
  - ✚ Roman Polychromy Sculpture
  - ✚ Roman Architecture
  - ✚ Roman Painting
  - ✚ Roman Glass
  - ✚ Roman Mosaics
  - ✚ Roman Religious Art & Painting
- ★ Compare the outside cultural influences that impacted the creation of Roman art during a specific period.
- ★ Consult the timelines available on the [Metropolitan Museum of Art](#) website. (There are twenty-one timelines. Specifically compare other cultural influences contributing to Roman art of a specific period. Use the [Texas K-12 Databases](#) for additional information.)
- ★ Consider two questions:
  - ✚ What were the major factors that caused Roman art to adopt the ideas of other cultures?
  - ✚ Why were Romans successful in their adoption of another culture’s artistic ideas?

### Technology Link

Watch the video clip on the [Ancient Wonder of the World: The Roman Colosseum](#).

Use the interactive [Map of the Roman Empire](#) to see the vastness of the Roman Empire.

See [Timelines of Art History](#)

### Step 4 – Discuss

- ★ From the themes listed in Step 3, students will create an artist's gallery with representative works from that period. (They will discuss the merit of those works using the Key Concepts graphic organizer.)
- ★ Discuss the cultural influences that prevailed during the period their art was created.
- ★ Discuss the impact that Roman art has on today's art and architecture.
- ★ Answer these questions in the thematic discussion:
  - ✚ What were the major factors that caused Romans to adopt the artistic ideas of other cultures?
  - ✚ How does the Roman art reflect Roman culture?
  - ✚ Why is the study of Roman art and architecture important?
  - ✚ What is your favorite art piece and why?
- ★ Download and save images to your flash drive or wiki space. Use Google's Picasa to work with images. (For a tutorial on working with digital images go to Picasa. <http://picasa.google.com/>)
- ★ Import images into your presentation software.

#### 🔗 **Technology Link –**

Use the Key Concepts graphic organizer to organize reading and research. Students may use the traditional Power Point or the newer presentation tool, Photo Story to present their information.

### Step 5 – Reflect

- ★ Allow students to present their projects to the rest of the class. Use the Photo Story thematic rubric to assess the students' work. Make sure that the students are familiar with the rubric *before* they begin creating their project. They should refer to the rubric repeatedly to monitor their progress in creating their project.
- ★ Students will present an artist's gallery with representative works from that period.
- ★ Use the Photo Story thematic rubric to assess the presentations
- ★ Post all presentations to a wiki space
- ★ 🔗 **Technology Link:** You can also create your own rubric with your students at <http://rubistar.4teachers.org/index.php>.

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<http://rubistar.4teachers.org/index.php>

For a tutorial on wiki spaces go to [YouTube - Wikis in Plain English](#)  
[Wikispaces.com](#) ; [WetPaint](#); [PBworks](#); are just a few you can use.

Name: \_\_\_\_\_

## Key Concept Synthesis

Period: \_\_\_\_\_

**Directions:** Use the following graphic organizer to identify the five most important concepts (in the form of single words or phrases) from the reading. Think about identifying the five most important concepts this way: If you had to explain the reading to someone who had not read the text, what are the five most important concepts you would want them to understand? *Use a highlighter and marginal notes to identify important concepts as you read, and **then** complete the graphic organizer once you have completed the reading.*

<b>Five Key Concepts (with page #s)</b>	<b>Put the Concept in Your own Words</b>	<b>Explain Why the Concept is Important &amp; Make Connections to other Concepts</b>
1.		
2.		

3.		
4.		
5.		

## Roman Art & Timeline Gathering Matrix

Student \_\_\_\_\_

Date \_\_\_\_\_ Period \_\_\_\_\_

Theme: Roman Polychromy Sculpture	Theme: Roman Architecture	<b>Thematic Category</b>  <b>Characteristics</b>	Theme: Roman Glass Art	Theme: Roman Mosaics	Theme: Religious Art & Painting in the Roman World
		<b>Example:</b> (List characteristics of two themes and the cultural timeline that influenced the art).			

**Note:**

The Gathering matrix is for comparing up to four or five items and their different characteristics. This map allows the student to simultaneously compare various characteristics of several items using information they have gathered in their reading. Teachers may pre-populate this table, or, during a brainstorming activity, have students select the characteristics they want to research.

## Roman Art Timelines

\*\*Click on the hyperlinks below to access the corresponding timeline.

- [Anatolia and the Caucasus \(Asia Minor\), 1000 B.C.–1 A.D.](#)
- [Ancient Greece, 1000 B.C.–1 A.D.](#)
- [Ancient Greece, 1–500 A.D.](#)
- [Asia Minor \(Anatolia and the Caucasus\), 1–500 A.D.](#)
- [Central Europe \(including Germany\), 500–1000 A.D.](#)
- [Eastern Europe and Scandinavia, 1–500 A.D.](#)
- [Eastern Europe and Scandinavia, 500–1000 A.D.](#)
- [Egypt, 1000 B.C.–1 A.D.](#)
- [Egypt, 1–500 A.D.](#)
- [Egypt, 500–1000 A.D.](#)
- [Iberian Peninsula, 1000 B.C.–1 A.D.](#)
- [Iberian Peninsula, 1–500 A.D.](#)
- [Italian Peninsula, 1000 B.C.–1 A.D.](#)
- [Italian Peninsula, 1–500 A.D.](#)
- [Italian Peninsula, 500–1000 A.D.](#)
- [Mesopotamia, 1–500 A.D.](#)
- [The Eastern Mediterranean, 1000 B.C.–1 A.D.](#)
- [The Eastern Mediterranean, 1–500 A.D.](#)
- [Western and Central Europe, 1–500 A.D.](#)
- [Western North Africa, 1–500 A.D.](#)
- [Western North Africa, 500–1000 A.D.](#)

NOTE: Each timeline will provide the cultural influences on Roman art. Note the variety of ethnic influences that prevailed outside Rome.

## Thematic Culture Using Photo Story

### Research Instructions

- 1) Identify a theme to investigate on Roman Art.
- 2) Research the identified investigative category using the internet, the library catalog, and the K-12.
- 3) Download and save at least six different pictures which reflect key elements of your research. You may save these to a flash drive or wiki space as designated by your teacher.
- 4) **Optional Step:** Download and save one song which reflects your category of investigation to your computer or jump drive. (Make sure to observe copyright.)

### Photo Story Instructions

- 1) Open Photo Story.
- 2) Reflect key information from your category investigation using at least six slides, and text on at least one slide that defines the culture. (You may underlay your presentation with an audio soundtrack.)
- 3) Save your Photo Story to a flash drive or wiki space as directed by your teacher.

### Photo-story Rubric

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Organization</b>	The sequence of information is logical and intuitive. Menus and paths to all information are clear and direct.	The sequence of information is logical. Menus and paths to most information are clear and direct.	The sequence of information is somewhat logical. Menus and paths are confusing and flawed.	The sequence of information is not logical. Menus and paths to information are not evident.
<b>Media</b>	5 pictures, 1 audio file and text on one screen	Missing one requirement	Missing two requirements	Missing three or more requirements.
<b>Technology</b>	Project runs perfectly with no technical problems. For example, there are no error messages, all sound, video, or other files are found.	Project runs adequately with minor technical problems.	Project runs minimally. There are many technical problems when viewing the project.	Project does not run satisfactorily. There are too many technical problems to view the project.
<b>Investigative Category</b>	Key elements in the investigative category are easily understood and significantly enhance other students' learning.	Information in the investigative category is understood/adequately portrayed to support other students' learning.	Information in the investigative category is not easily understood and needs some additional information to support other students' learning.	Information in the investigative category cannot be understood or is significantly lacking to support other students' learning.

\*For a tutorial on working with digital images go to Picassa. <http://picasa.google.com/>