

Integrating an Art-in-History Project into Learning about Ancient Greece: An Interdisciplinary Collaboration between Art and History

Lin Lin & Cynthia Benton

[Abstract]

Reading, writing, and arithmetics have been the traditional core subjects that are most tested in public school curriculum. Research shows that the new valcabulary for teaching children how to learn involves an interdisciplinary approach, the one that integrate many subjects in the same classroom. In this hands-on, brain-based art project, we propose integrating a hands-on, brain-based art project into learning about Ancient Greece and strengthening the collaboration among college faculty members, local school social studies and art teachers, pre-service teacher candidates in childhood education, and local elementary school students. Through this project, students will explore for themselves and discover more about a subject than just what can be found between covers of a history textbook.

[Curriculum Connections/Significance]

The 6th grade social studies curriculum in New York State emphasizes the history, geography, economics, and government of the Eastern Hemisphere nations. Ancient Greece is one of these nations in a 6th grade social studies program. The New York State social studies curriculum guide requires an extensive study of civilizations and cultures of Greece. The learning standards require students to be able to explore Greek civilization and culture through the arts and sciences, key documents, and other important artifacts. Our art-in-history project fits well into such a curriculum. The project has the potential to enhance networks between the university and local public schools, and the collaboration between pre-service teacher candidates and elementary school students. Such content understandings are highlights in social studies method courses in our program. This first method block will learn and practice using effective teaching strategies in a unit of Ancient Greece. The hands-on, brain-based art project will turn an art class or a social studies class into an interdisciplinary lesson, in which world history, literature, and art are integrated. This project can also be a great example for differentiated instruction. As educators, we understand that students learn in different ways, at different speed. Learners at all ages are not usually motivated by the same things. This project and its lesson plans provide teachers with strategies to enhance their instruction in ways that maximize student potential. Research based strategies, when implemented by teachers who are trained to use them, will increase student achievement.

[Interdisciplinary Collaboration]

This Art-in-History project allows interdisciplinary collaboration between faculty members on campus. One of us teaches elementary method courses (Social and Academic Curriculum I and II), and the other teaches a course EDU303, which is entitled Fine Arts & Early Learning. These courses are required courses either as courses in students' major or as their General Education courses. This hands-on project will be an integral part of our courses to encourage collaboration.

This Art-in-History project allows interdisciplinary collaboration between social studies teachers and art teachers in local elementary schools. It has the potential to encourage collaboration between teachers who are using literature to teach social studies, English Language Arts teachers, and art teachers.

[The Art-in-History Project]

We propose to purchase 90 units of a drinking vessel replica at the unit price of \$5.95 per unit. Painting the drinking vessel, which is from the Geometric period in Greek history, preservice teacher candidates and elementary school students will be able to learn about the importance of this historical period and its major art achievements. The blank replica and finished sample are attached in this following photo.



In the picture above, we see an oinochoai, which is an earthenware pitcher with one handle. This drinking vessel was used to pour wine and water. This pottery piece was made in the Geometric style between 900 - 700 B.C. The Geometric style is characterized by shapes and ornamental bands that cover the entire pot. The designs include abstract patterns with occasional human and animal figures. The Geometric period of ancient Greece experienced a cultural

revival through epic poetry and visual arts. Also during this time, Homer was writing the Iliad and the Odyssey. Artists began developing visual ways to interpret Greek myths and stories. Craftsmen also used the potter's wheel. This improved the balance, elegance, and shape of their pottery. Greek pottery was also used during funerals. When people died relatives placed pots in the graves, or used them as grave markers in the graves, or used them as grave markers.

[Budget]

--90 units of Drinking Vessel Replica from Ancient Greece:

$$90 \times \$5.95/\text{per unit} = \$535.5$$

--5 units of Expanded Lesson Plans about Ancient Greece

(for two campus faculty members and three local school teachers):

$$5 \times 19.95/\text{per unit} = \$102.75$$

Total:	\$638.25
Rounded up to	\$ 640