

## Bridging Ancient Cultures: Ancient Art Outreach Suitcase

*“The suitcase and materials were wonderful and fit right into our history curriculum.”*  
—Early Elementary Educator



### ABOUT THE SUITCASE

This suitcase explores how different ancient cultures from Mexico, Peru, the Mediterranean region, India, and China, from roughly 500 B.C. to 500 A.D., expressed their ideals and achievements through art and everyday objects. Some of the replicas included illustrate the expansion of Greco-Roman ideals and the spread of Buddhism from India. Other objects from China, Peru, and Western Mexico represent worldviews of diverse yet more isolated societies. Students can use all of these objects to explore historical and contemporary cultural practices.

Book this suitcase online at [www.seattleartmuseum.org/programs-and-learning/schools-and-educators/teacher-resource-center/suitcases](http://www.seattleartmuseum.org/programs-and-learning/schools-and-educators/teacher-resource-center/suitcases).

### LOOKING QUESTIONS

Encourage your students to look closely at the objects in the suitcase and images from SAM's Collection with questions like:

- What defines a culture?
- What can cultural objects teach us about history and traditions?
- Why do you think cultures borrow ideas or concepts from other cultures?

## WHAT'S IN THE ANCIENT CULTURES OUTREACH SUITCASE?

### Educator Resource Guide

- A list of relevant objects in the suitcase
- A list of images on the CD and prints that relate to these objects
- Background information on the topic and objects
- Questions to consider
- Vocabulary
- Activity ideas
- Relevant Washington State, Common Core, and National Core Arts Standards
- Additional resources found at SAM Libraries and online

### Objects in the Suitcase (Pictured on Front)

- Egyptian religious relief
- Gandharan Buddha poster
- Greek and Roman coins
- Chinese knife and spade coins
- Mexican burial statue
- Roman mosaic
- Peruvian alpaca hat
- World history chart

### Supplemental Images from SAM's Collection (on CD and 11 X 17" Prints)

Theme: Divine Inspiration

- [Relief with Ptolemy II making an offering to a god](#), 285-246 B.C., Eugene Fuller Memorial Collection, 47.57
- [Buddha](#), ca. 2nd-3rd century, Eugene Fuller Memorial Collection, 33.180
- [Seated tanagra figurine](#), 4th-3rd century B.C., Norman and Amelia Davis Classical Collection, 66.101

Theme: Coinage, Conquest, Commerce and Writing as Art

- [Drachm](#), 274-216 B.C., Norman and Amelia Davis Classical Collection, 56.228

- [Coin of Nero \(Aureus\)](#), 54-68 B.C., Gift of Mr. and Mrs. Max Lachman, 75.39
- [Relief with Ptolemy II making an offering to a god](#), 285-246 B.C., Eugene Fuller Memorial Collection, 47.57

Theme: Achieving Immortality

- [Seated couple](#), 200 B.C.-300 A.D., Bequest of Dr. Richard E. Fuller, 76.300
- [House model](#), 200 B.C.-300 A.D., Gift of Katherine White and the Boeing Company, 81.17.1375
- [Dance group](#), ca. 300 B.C.-200 A.D., Gift of John H. Hauberg, 82.167
- [Seated Buddha](#), 14th-15th century, Eugene Fuller Memorial Collection, 69.114
- [Head of Buddha](#), 12th-13th century, Eugene Fuller Memorial Collection, 66.69

Theme: Life and Death

- [Funerary stele of the house-mistress Udjarenes](#), 664-610 B.C., Eugene Fuller Memorial Collection and Hagop Kevorkian, 48.224
  - [Stele of Chaywet](#), ca. 2250-200 B.C., Thomas D. Stimson Memorial Collection and partial gift of Hagop Kevorkian, 47.64
  - [Mosaic from the House of Menander with Zeus](#), 3rd-4th century, Eugene Fuller Memorial Collection, 40.181.1
  - [Funerary head](#), 3rd-1st century B.C., Eugene Fuller Memorial Collection, 57.82
  - [Head of a Dacian](#), 1st-2nd century, Gift of Mrs. John C. Atwood, Jr., 56.59
  - [Funerary portrait](#), 1st-2nd century, Eugene Fuller Memorial Collection, 50.62
- Theme: Natural World Connection
- [Four-cornered hat with birds](#), ca. 500-800, Gift of Jack Lenor Larsen, 76.51

## SAMPLE ACTIVITY: SCULPTED ACHIEVEMENTS (ART/WRITING)

Some believe the clay statues found by archaeologists in ancient West Mexican tombs represent important stages in the lives of those buried inside. For example, figures were created to show marriage (such as the object in this suitcase), the initiation of a warrior chief, religious traditions, feasts, and celebrations. If you were to make sculptures of special times or occasions in your life, what would they be?

- Recommended Grades K-3: Ask students to think of one word or a phrase that describes their own personality. Then have them draw a portrait symbolizing that word. This can be a figural portrait expressing an emotion or doing some descriptive activity, or it can be a drawing of an image they associate with themselves.
- Recommended for Older Students: Instead of asking students to describe themselves, have them pick one special experience from their lives and write several paragraphs about why it is special. Then, have them describe how they would represent that experience with a statue. Have students to draw or sketch a picture of a statue that would represent their special experience. If time permits, have students create a three-dimensional version of their statue using clay, wire, or found objects.