

Roman Lamps

Read the four stories from Greek and Roman mythology and match them to the lamp that depicts an animal or character from that myth! For teachers with access to Safari Montage you can watch videos depicting each story. The links to the videos are below each story.

MYTHS

Myth A: **PROMETHEUS & THE EAGLE**

Prometheus was a Titan, a cousin of Zeus and a giant with special powers. He was the Titan who made the first human beings out of clay, and he loved and looked after them. Prometheus was also a trickster, who loved to play jokes on the gods, especially Zeus. One day Zeus became angry at the humans, and took fire away from them as punishment. The Titan felt sorry for the humans that he had created, and so came up with a plot to steal back fire. He stole a piece of the sun and hid it in the leaves of a plant and brought it back to the humans, who were overjoyed. Zeus, however, soon found out and decided to punish Prometheus for good—he chained Prometheus up to a rock on a mountain, and appointed an eagle to visit Prometheus every day and to eat out his liver. Then, every night, Prometheus' liver would grow back and every day the eagle would return to eat it again. (But don't worry—the great hero Hercules, the son of Zeus, eventually kills the eagle and frees Prometheus!)

SAFARI MONTAGE VIDEO: Defying the Gods (Chapter 3)

Myth B: **THE 12 LABORS OF HERCULES**

Hercules was the son of Zeus and a mortal woman name Alcmene. He was stronger than any other hero that ever lived, and was famous for many heroic deeds. One of the most famous stories about Hercules was his 12 Labors. He went on a quest for his cousin, the King of Argos. He fought many monsters, including the many-headed snake, the Hydra and a giant lion. One labor required him to clean the stables of King Augeas in a single day. King Augeas owned thousands of sheep and cattle, and Hercules was supposed to clean the stables out in a single day. Hercules knew that this was an impossible task to complete in one day, so he made holes in the walls of the stables and dug giant trenches between the stables and a nearby river, changing the course of the river so that it cleaned out the stables right away. Another famous labor was Hercules' defeat of the Cretan Bull. King Minos of Crete had upset the god of the sea, Poseidon, and to punish the king Poseidon sent a giant bull to terrorize his people on Crete. Hercules was sent to capture the giant bull, and to take it back to Argos alive. With his super strength Hercules wrestled the bull and took it back to Argos.

SAFARI MONTAGE VIDEO: The Labors of Heracles

Myth C: **ECHO AND NARCISSUS**

Echo was a beautiful wood nymph who lived deep in the forest. But she was cursed by Hera, and only able to repeat the last few words that others spoke. One day she spotted a young man in the woods. His name was Narcissus, and he was the handsomest man that she had ever seen. Echo quickly fell in love with him. Narcissus, however, was very vain. One day he looked into the pond that Echo lived near. He was enchanted by his own reflection. “Come meet me!” Narcissus called at his reflection in the water. “Come meet me!” Echo cried from behind a tree, only able to repeat the words of others. “Who’s here?” Narcissus asked. “Here!” Echo replied. She jumped from behind the tree and threw her arms around his neck. Narcissus, who was very conceited, only had love for himself, and was disgusted by the eager wood nymph. “Leave me alone,” he shouted, “I’d rather die than let you love me!” Echo sadly echoed “Love me!” But Narcissus meanly replied, “Go away!” Echo walked away sadly, only able to reply, “Go away.” Narcissus, still enchanted by his own reflection in the pond, gazed into the water all day and all night, and all the next day and all the next night. He stared at his reflection for days and days and days, not eating or drinking. Finally, he realized that he would die if he did not eat. He looked sadly into his reflection and said, “Goodbye, I love you.” Echo, who still loved Narcissus, cried, “Goodbye, I love you!” And Narcissus went to draw his last breath—but before he could die, Aphrodite, the goddess of love and beauty, took pity on the young man and turned him into a flower. This white flower, the Narcissus, grows even today along the edges of ponds and rivers, where it can still gaze at its own reflection in the water.

SAFARI MONTAGE VIDEO: Nature Myths (Chapter 3)





Myth D: **BELLEROPHON AND PEGASUS**

Bellerophon was another famous Greek and Roman hero, who owned a magical flying horse with wings named Pegasus. One day the wife of King Iobates fell in love with Bellerophon, even though he did not love her back. King Iobates was furious, and wanted to have Bellerophon killed. He could not kill Bellerophon, however, because the hero was a guest in his house, and anyone who killed a guest would be harshly punished by the gods. Instead, King Iobates sent Bellerophon on a mission that he knew the hero would fail. The quest was to kill the Chimera, a fire-breathing monster with a lion’s head, a goat’s body and the tail of a snake. The goddess Athena took pity on Bellerophon, and gave him Pegasus, the winged horse. Riding on Pegasus, Bellerophon flew to the mountain upon which the Chimera lived. The Chimera was ferocious, breathing fire and trying to attack Bellerophon and Pegasus. Luckily, Bellerophon had a long spear, which he threw into the Chimera’s throat. Bellerophon returned to the court of King Iobates, who was so impressed by his courage that he allowed the hero to marry his beautiful daughter, Antea.

NO SAFARI VIDEO

Write the name of the Greek/Roman myth that matches the oil lamp.

LAMPS

LAMP 1	LAMP 2	LAMP 3	LAMP 4
			
MYTH:	MYTH:	MYTH:	MYTH:

LAMP DESIGN

The purpose of this activity is to help students connect the stories in their everyday life to oil lamps.

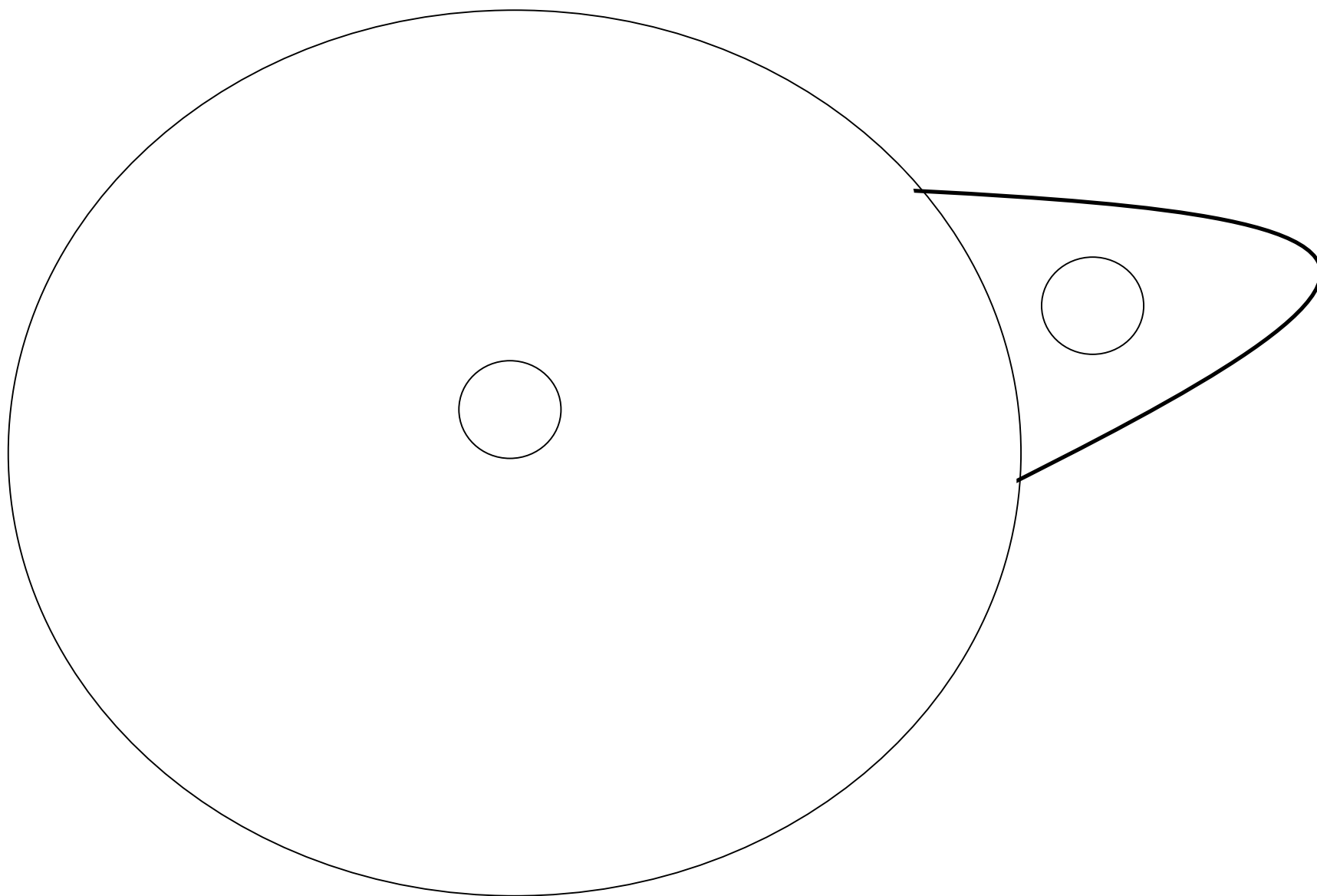
After completing the Roman/Greek oil lamp activity, ask students to list some of their favorite fairy tales, fables, and tall tales (or just favorite stories).

Have each student choose 1 story and then ask them to design an oil lamp highlighting that story, just like ancient oil lamp designers did. Have them draw their design on the oil lamp on the next page.

After each student has designed an oil lamp, have him or her share with a partner. The partner will use clues from the lamp to make an inference on what story the lamp is depicting.

You could also have your students create an oil lamp museum and have other class's guess what stories are depicted on their oil lamps.

Think of your favorite story—can you draw a lamp with a figure or animal from that story?



LAMPS OVER TIME




The purpose of this lesson is to encourage students to look closely at oil lamps and see how oil lamp forms and design have changed over time.

Revisit the 4 oil lamps you looked at for the Greek/Roman mythology activity. Have your students discuss some of the features of the lamps- design and shape. People in Ashkelon used oil lamps during many periods of occupation. Ask your students if they think that lamps always looked like the 4 lamps from the mythology activity.

Show students the photos of the 3 lamps from different time periods. Questions to ask:

- How are these lamps similar?
- How are they different?
- Why do you think they are different?
- If you were to put these lamps in order from oldest to newest which lamp would be the oldest? Most recent?

Tell your students that these lamps are from 3 different periods: Islamic, Byzantine, and Roman. Having them reference the vertical timeline of Ashkelon, have them discuss what period they believe each lamp is from. For older students, you may want to have them write about why they would place each lamp in each period.

Roman Lamp	Islamic Lamp	Crusader Lamp
		

MODERN STORIES ON OUR STUFF

The purpose of this lesson is for students to understand that we still place designs from stories on the objects we use in our day to day life.

Display the 4 Greek/Roman mythology oil lamp photos. Question to ask:

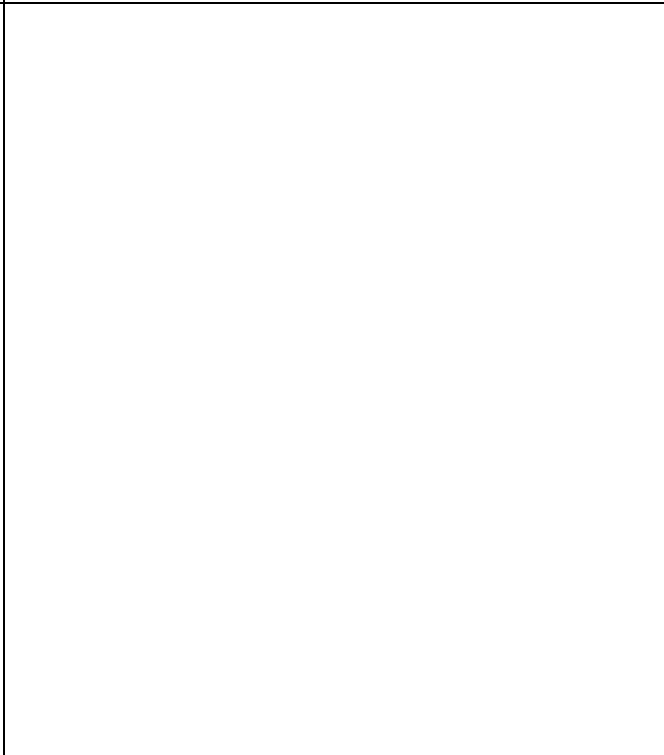
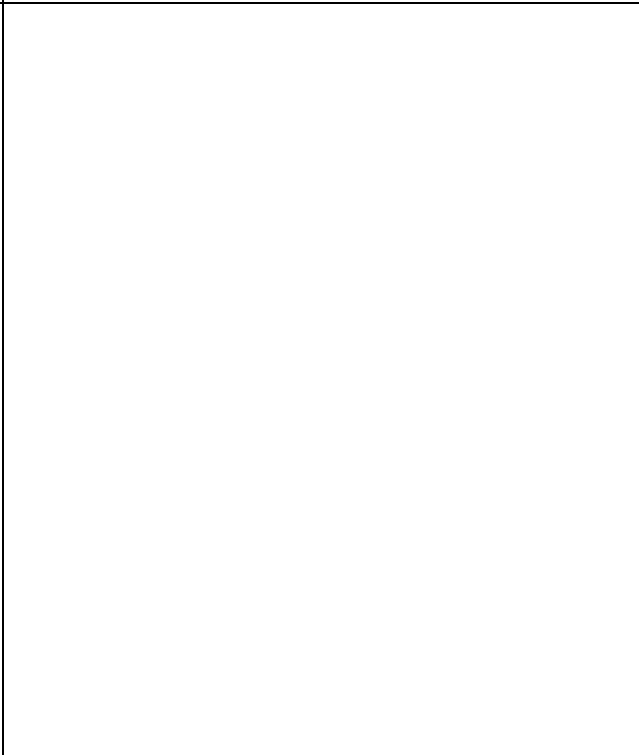
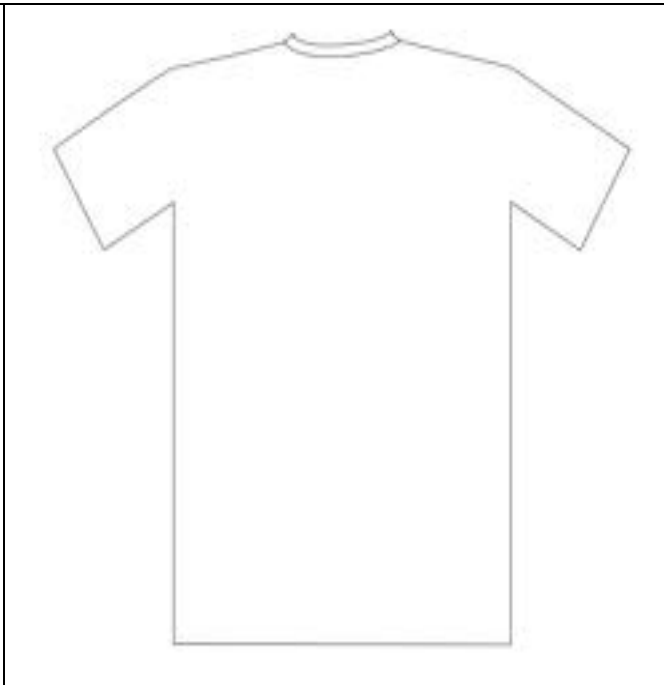
- What designs do you see?
- Why were these designs chosen?
- Why do you think people in ancient Ashkelon thought it was important to depict these stories?
- Is there anything in our classroom that has characters, objects, or images from a story on it?

Tell your students they are going to go on a hunt in the classroom/grade level/school (depending upon grade level) looking for everyday objects that depict characters from stories. Using the attached form students will write/draw the characters that they find and on what object they found them on. There are 2 forms attached one for older students and one for younger students (find an image on a lunchbox, backpack, t-shirt, shoe, and then 2 “free choice” finds). For classes with iPads, you could do this is as a photo essay as well.

After students have completed the search review as a class what they found and where they found it. Questions to ask:

- What stories are being represented by the objects in our classroom?
- Did you find a representation on anything that surprised you?
- What stories didn't your find represented?
- Do you think our representations on objects are done for the same reason that the ones in ancient Ashkelon were? (i.e.: ours are more to “sell stuff,” there's were to preserve a story and to entice the buyer)

Encourage students to look at home for objects/images from stories on their belongings and have them bring them or photos of them in to class. Create a museum in your classroom of the objects that are brought in.



OBJECT FOUND:
STORY DEPICTED:
IMAGE:

OBJECT FOUND:
STORY DEPICTED:
IMAGE:

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