2019-2020

STEAM EXPEDITION TO THE PARTHENON

Includes:
- Teacher Pre-Visit Guide
- Pre-Visit Activity
- Architecture Challenge: Chaperone Guide
- Architecture Challenge
- STEAM Sketch Activity: Chaperone Guide
- STEAM Sketch Activity
- Post-Visit Reflection

Katherine Petrole
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Dear STEAM teachers,

Thank you for planning your STEAM Expedition to the Parthenon located in Centennial Park—we hope you enjoy your visit! The easiest way to find us is to go to Centennial Park and look for our building, the Parthenon. The Parthenon is looking forward to your sixth grade STEAM middle schoolers visiting our museum for one of their two 2019-2020 STEAM Expeditions. We are excited to have your students experience something extraordinary while learning STEAM + Social Studies + the 4Cs!

The following is a brief pre-visit information guide to assist you and your students in preparing for your STEAM Expedition.

Welcome to the Parthenon!

We hope you and your students continue to discover how Science, Technology, Engineering, Arts, and Math can combine with Social Studies and History to help us learn about the civilization that built the Parthenon both in Athens, Greece, in the 5th century BCE as well as in Nashville, Tennessee, in 1897. Along the way, your students will use Collaboration, Communication, Critical Thinking, and Creativity skills as they explore the Parthenon and its environs throughout their STEAM Expedition.

Your STEAM Expedition to the Parthenon may include:

- **Greek Mythology Tour**: Students will join a museum tour guide on a 30-minute highlight of Greek mythology at the Parthenon, including Greek gods, such as Athena and Poseidon, as well as other mythological characters like Medusa, the Titans, and more.

- **Architecture Challenge**: Students will be in their small groups of 12 with their chaperone to explore the exterior of the Parthenon. The chaperone will have a script to help everyone discover interesting architectural features from the columns to measurements to curves. Throughout the challenge, chaperones can record any questions students have for Parthenon staff to answer.

- **STEAM Sketch Activity**: While outside the Parthenon, students will sketch something that catches their eye and observe how people are using the exterior of the building. After, they will spend time observing how the people use the building. Then, they will design a solution for our diverse visitors by drawing an improvement to an exterior element of the Parthenon.
At the Parthenon, students will...

**SEE**

- A 42-foot tall statue of the goddess Athena
- Exhibits of Greek mythology
- Examine architectural secrets of the building
- How the community interacts with the building

At the Parthenon, students will...

**LEARN**

- Describe the purposes of major Greek architecture, including the Parthenon and the Acropolis.  
  *Social Studies Standard 6.49*
- Compare and contrast life in Athens and Sparta.  
  *Social Studies Standard 6.50*
- Describe the myths and stories of classical Greece; give examples of Greek gods, goddesses, and heroes (Zeus, Hermes, Aphrodite, Athena, Poseidon, Artemis, Hades, Apollo), and events, and where and how we see their names used today.  
  *Social Studies Standard 6.56*
- Compare and contrast the Titans with the Olympian gods and explain the surrounding Greek mythology.  
  *Social Studies Standard 6.57*
- Design or redesign objects, places, or systems that meet the identified needs of diverse users.  
  *Visual Arts-Create Standard 6.VA.Cr2.C*

At the Parthenon, students will...

**CREATE**

- A baseline knowledge of the Parthenon through the pre-visit activity.
  - Students will read an article adapted from a scholarly text by the Greek archaeologist, Manolis Korres, who has been studying the Parthenon for decades.
- An experiment to measure distances with unconventional measuring units.
  - Students will use found objects to measure and compare the distances between the columns.
- A quick sketch of something they find interesting.
  - Students will examine features of the Parthenon exterior and record details they observe.
- A solution to a design problem.
  - Students will see how museum visitors interact with the Parthenon, looking for solutions to improve design issues for an ancient building in a modern city.
- Memorable learning experiences at their city’s cultural icon.
  - Students will spend the morning with friends and family learning from museum experts.
- Time to reflect on their experience.
  - Students will answer questions about their learning experience at the Parthenon.
Frequently Asked Questions:

Weather today looks like it will be inconvenient—rain/snow/sunshine/hot/cold. Should we cancel?
STEAM Expeditions to the Parthenon will happen in all weather except dangerous conditions. Please advise your students, chaperones, and teachers to plan accordingly.

Weather today looks like it will be dangerous—a tornado or thunderstorms. Should we cancel?
Your STEAM Expedition Coordinator, Tiffany Griffin-Minor will work with MNPS and STEAM as well as with staff at the Parthenon to determine safety concerns due to dangerous weather. Please feel free to check in with Tiffany for weather updates.

What are all the fences for outside the Parthenon?
The fences are part of Phase 2 of the 2010 Centennial Park Master Plan. Phase 2 involves revitalizing the Great Lawn, doubling the number of trails (walking, jogging, and biking), and providing better pedestrian connections lined by trees. For more information, please visit https://pictureyourpark.com.

Where should our bus drop us off?
The Parthenon has a designated drop-off zone close to the museum entrance. This drop-off lane is located at the far end of the parking lot.

How do I enter the Parthenon museum?
All visitors, including field trip students, enter the Parthenon at *sidewalk* level at the East entrance (the side toward downtown, toward the lake).

Where are the restrooms?
Restrooms are located in the museum lobby where you enter (East entrance).

Can I bring my backpack or large bag?
The Parthenon prefers that students, teachers, and chaperones do not bring backpacks into the museum due to space and safety constraints. All visitors are encouraged to pack lightly for their visit.

Can I bring food or water?
Throughout the STEAM expedition, students and chaperones must stay together with their group. The Parthenon does not allow food, gum, or water inside the museum, but water fountains are located inside the entrance if needed. Water bottles can be temporarily stored at the museum’s Front Desk while students, teachers, and chaperones are inside the museum.

Does the Parthenon meet ADA standards?
All public interior areas of the museum are accessible including restrooms. The exterior of the Parthenon cannot be accessed except by the external stairs. If anyone in your group requires access to the exterior (Architecture Challenge requires this) please inform Tiffany Griffin-Minor and Katie Petrole in advance.

Who do I contact with a question about STEAM Expedition reservations?
Please call Tiffany Griffin-Minor at 615-473-7117 or Lauren Bufferd at 615-862-8431.

Is this STEAM Expedition free?
Yes, the Parthenon offers free admission to all MNPS schools, including STEAM Expeditions.

What will the students be doing on their STEAM Expedition?
Students will be visiting for a STEAM Expedition. Students will be in small groups of 12 with 1 chaperone. Combining into larger groups (40 or less), students will be joining a rotation of STEAM activities that may include a Greek Mythology Tour, Architecture Challenge, or STEAM Sketch Activity. Students and chaperones will always stay together and will rotate through each activity during their visit.
Do we need chaperones for STEAM Expeditions?
Yes. For sixth graders, one chaperone per 12 students is required.

What will teachers and chaperones be doing on the STEAM Expeditions?
Teachers and chaperones are responsible for the behavior and safety of their students. You and your organization are responsible for ensuring that participants follow the rules and regulations of the Parthenon. You will be asked to be full participants in the STEAM Expedition at the Parthenon—and will lead the Architecture Challenge for your small group! The Architecture Challenge led by teachers or chaperones attached here; the STEAM Sketch Activity is also attached.

Will there be other field trips at the Parthenon during STEAM Expeditions?
No, during your scheduled visit, your school will be the only school visiting the Parthenon. Your reserved time slot is from 9:00am-12:15pm—even if your school only visitors for an hour or two during that time slot.

If we want to return, what are your regular hours?
As of November 2019, Parthenon museum hours are Tuesdays-Saturdays from 9:00am-4:30pm and Sundays from 12:30pm-4:30pm.

Tips for STEAM Expedition visits to the Parthenon:
- Katie Petrole, the Parthenon Director of Education, and Lauren Bufferd, Parthenon Assistant Director, having been working closely with STEAM Expeditions. Together with Tiffany Griffin-Minor, they can answer any questions you have before, during, or after your visit.
- Parthenon staff (likely Katie or Lauren) and volunteers will meet you at the entrance of the Parthenon museum.
- The entrance is on the *east* side of the building, closer to downtown and Lake Watauga.
- Your students will be experiencing the Parthenon in three groups and will rotate with their group through three experiences, including a Greek Mythology Museum Tour, Architecture Challenge, and STEAM Sketch Activity.
- Before your visit, students should already know what group number (Group 1, Group 2, Group 3) they are and at least chaperones should know what their rotation schedule is for their visit.
- Before your visit, encourage chaperones to be active participants on this expedition. In fact, we will need them to help their group learn about the Parthenon’s architecture.
- After unloading from the buses, have students proceed to the museum entrance on the sidewalk level.
- Parthenon staff and volunteers will direct Groups 1, 2, and 3 on how to proceed to their appropriate location.

Helpful Parthenon Staff Contacts:
- Parthenon Phone: 615-862-8431
- Katie Petrole, Director of Education: katherine.petrole@nashville.gov
  - Katie has worked closely with MNPS STEAM to create STEAM Expedition opportunities.
  - Please contact Katie with any questions regarding expedition content or STEAM at the Parthenon.
- Lauren Bufferd, Assistant Director: lauren.bufferd@nashville.gov
  - Lauren schedules and coordinates all Parthenon field trips, including STEAM Expeditions.
  - Please contact Lauren for any operations, logistics, or visit details about your trip.
Pre-Visit Activity

"Many visitors to the Athenian Acropolis have wondered how the large masses of marble used for the monuments were originally hauled to the top of the sacred rock."
-Dr. Manolis Korres

Introduction:
Have you ever wondered how ancient Greeks built their temples and monuments that have lasted for thousands of years?

One archaeologist, Dr. Manolis Korres, also asked this same question. He spent two decades leading the Parthenon Restoration Project for the Greek Ministry of Culture, meaning he was the lead archaeologist in charge of helping keep the Parthenon in Athens, Greece, safe by studying the monument and rebuilding areas in danger. Dr. Korres is also famous for creating drawings that help us understand how people lived and worked in ancient times.

Dr. Korres wrote a book called The Stones of the Parthenon (J. Paul Getty Museum, 2000) whose main character is a column capital that may or may not be used in the Parthenon itself. His book was inspired by the discovery of a large block that looks like it had part of a Doric column capital carved out of the block, but the carving was not finished. We know that large sculptures and building blocks were only roughly carved out near quarries where the stone was harvested, and that final details were carved very near to the stone’s final destination.

This is the story of quarrying a block of marble for an 11-ton Doric column capital and transporting it from the quarry to the Acropolis at Athens. Start with a preview some vocabulary words and continue with the story below.

Vocabulary:

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athens</td>
<td>The capital of modern Greece. Athens was one of the leading cities of ancient Greece and the capital of the city-state by the same name.</td>
</tr>
<tr>
<td>Acropolis</td>
<td>The Acropolis of Athens is the tall rock form south of the center of ancient Athens. Throughout many years, many temples were built, including the Temple of Athena Parthenos (the Parthenon). Acropolis means “high city” in Greek.</td>
</tr>
<tr>
<td>Capital</td>
<td>The top part of a column.</td>
</tr>
<tr>
<td>Doric order</td>
<td>The style of the column capitals on the Parthenon exterior.</td>
</tr>
<tr>
<td>Ionic order</td>
<td>The style of the column capitals in the Treasury (interior, back room).</td>
</tr>
<tr>
<td>Parthenon</td>
<td>The main temple on the Athenian Acropolis, dedicated to the city’s patron goddess, Athena. It was the last of many temples to Athena on the Acropolis.</td>
</tr>
<tr>
<td>Pediment</td>
<td>The triangular shape on the short side of a building.</td>
</tr>
<tr>
<td>Pentelikon</td>
<td>Mount Pentelikon is a mountain 10 miles northeast of Athens with marble used to make the Parthenon.</td>
</tr>
<tr>
<td>Winch</td>
<td>Machine used for pulling or hauling heavy loads, consisting of a rope coiled around one or more drums.</td>
</tr>
</tbody>
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Short Reading Assignment:

“The Half-Finished Block”
Adapted from *The Stones of the Parthenon* by Dr. Manolis Korres

About 2,500 years ago, an old temple on the top of the Acropolis in Athens is undergoing major renovations. Giant scaffolding, like the scaffolding that you see all over Nashville today, is set up to create a much larger temple than the one before it.

For the first time ever in their city, the new temple will be made of marble. This new temple is the famous Athenian building known as “The Parthenon”.

The marble quarry, where experienced and professional quarrymen work with stonecutters, foremen, and architects, is located on a nearby mountain called Mt. Pentelikon. Mt. Pentelikon is 10 miles away from the Acropolis. Ten miles is approximately the distance from Nashville, TN, to Brentwood, TN—which would take over 2.5 hours to walk at a steady pace.

So, how does marble stone in the ground get to its place on the Parthenon?

First, masons work to separate a large block of marble from the mountain. Simple machines such as iron wedges and long levers help split the stone block apart.

Then a master mason inspects the block to find weak points or cracks in the stone. The master mason directs workers on how to cut the best part of the block into the proper shape: a Doric column capital. For this, the mason needs create a large square block.

Large fragments separated away from cutting and carving the block are not wasted—they could be repurposed for a section of the pediment or other building parts.

After more smoothing and shaping, tools such as rulers, calipers, chisels, and various squares and angles complete more stages in forming the column capital.

The goal is to whittle down the block into a “half-finished shape”. This work could take about two months.
A wooden sled helps move the half-finished capital to a place where it can be safely lifted with ropes and a winch (a lifting device). The block then travels on a stone road down the mountain to a loading platform where it is transferred to a wagon.

Mules and drivers transport the half-finished column to the city, where fresh mules are harnessed up before the hill up to the top of the Acropolis. Pulleys help safely slide the sled with capital up the steepest and uppermost hill.

An architect inspects the piece for cracks while masons examine the dimensions, work that demands expert knowledge of geometry.

The architect learns that a crack was noted early in the column’s cutting and spots the crack that was reported.

Hopefully most of the crack can be removed during the finishing of the Doric column capital and, if needed, the capital can be reinforced with iron clamps to strengthen it. But if the crack is too dangerous, it will not be used.

According to Dr. Manolis Korres, “The Parthenon, the most illustrious building ever erected by the [Athenian] state, and the greatest accomplishment in the technology of stone, is almost finished.”
Conclusion:
You have just read a shorter, adapted version of a book by the famous Greek archaeologist Dr. Manolis Korres. His book is about how ancient Athenians brought stone from nearby mountains to the top of the Acropolis for use in building the Parthenon over 2,000 years ago. But the block that was featured in the story had a problem—a crack, or fissure. Dr. Korres calls the Parthenon “the greatest accomplishment in the technology of stone”. Do you think that ancient Athenian architects would complete that half-finished block to become one of the official Doric column capitals? Why or not?

Hint: There is no right or wrong answer.
If you were the architect, what would you do?

Source for adapted text, quotes, and all images:
Dear Team Chaperone,

This is the STEAM Architecture Challenge. Please help your team of students discover architecture by reading the guide. The rules and tips are listed here to help you assist your group.

STEAM Architecture Challenge Rules:
- Stay with your Team.
- Be ready for your next STEAM experience on time.

STEAM Architecture Challenge Directions:
- Gather on the porch of the Parthenon.
- Welcome to the Parthenon! Today during your STEAM Expedition, you will be doing an Architecture Challenge, a STEAM Sketch Activity, and a Mythology Tour inside the museum.
- We will try to stay in the sun—if you’re cold/wet do some jumping jacks or huddle up for warmth.
- Team chaperones will have a guide on their clipboard.
- Team chaperones will be leading your team through the Architecture Challenge.
- Parthenon staff will be helping all teams with any questions!
- Quick Architecture Challenge overview:
  - The Architecture Challenge has 4 Stops.
  - Stop 1 is right here—you made it, yay!
  - Stop 2 is up near that corner column (gesture).
  - Stop 3 is halfway down the long side of the Parthenon.
  - Stop 4 is all the way down at the other corner.
    - Hint: At Stop 4, we will be looking for the sign that says “Can You See Me?” Does everyone see this sign? At Stop 4 you will be all the way down the other end of the Parthenon playing peek-a-boo with this sign. Now you know what the sign looks like. Got a mental picture of this sign? Good!
- Let the Architecture Challenge begin!
Dear Chaperone,

Your team will study the architecture of the Parthenon. You will lead the Architecture Challenge by reading this out loud!

Tips: *Italicized=tips*  *Underlined=vocabulary*  *Red=safety*

Start reading:

Welcome to the Architecture Challenge!

There is a lot of STEAM hidden in the architecture of the Parthenon. Our mission today is to discover the engineering feats of the Parthenon, built over 2,400 years ago in Athens, Greece! We will study this exact replica here in Nashville, Tennessee, to learn about how ancient Athenians solved problems in construction.

**Stop 1**

From here, look up to find a big, long triangle. This is called a pediment.

What gods do you see in this pediment? Hint: look in the middle of the triangle to see two famous Greek gods!

Next, I need everyone to notice long lines on the building. Can you see:

- The long horizontal line at the base of this triangular pediment?
- The long horizontal lines of the base steps of the building?
- The vertical lines of the columns?

These long lines are actually curved! There are zero straight horizontal lines in the Parthenon.

The Athenians used advanced architectural refinements to trick our eyes. They understood STEAM concepts and designed the Parthenon to have corrections to correct how the human eye sees lines. You are seeing slight curves everywhere! The Parthenon curves up in the middle—very slightly—to help it look exactly, perfectly straight to our human eyes.

Come gather around me to see an example.
On my clipboard, I have a laminated page full of drawings so you can see these curves for yourself. *(show laminated page)*

Let’s look to our left and right to find tall buildings in the distance. Do they look like they are slightly sagging in the middle? They are not curved like the Parthenon.

We must stay together and walk together up only one flight of steps to Stop 2 near the corner columns.

*Proceed to Stop 2—walk up ONE set of steps (human-sized steps are in the middle) to the corner toward the LEFT when facing the Parthenon (closer to parking lot). Gather inside the columns.*

**Stop 2**

We are now at a corner of the Parthenon. Are these Doric columns larger or wider than you expected? Where do they look the widest to you?

*Give your group a minute to make observations out loud.*

These Doric columns are widest about 1/3 of the way up. It can be hard for our eyes to notice this small curve. I have a test to find the widest part.

Here’s how you do this test:
- Look at a column that is far away.
- Use both hands to divide the column in three equal parts.
- Your lower hand will be at the widest part of the column!

These curves in architecture is called *entasis* (EN-tah-siss). We just discovered *entasis* on the columns!

Now let’s think about the distance between columns. Do you think all the columns are the same distance apart? We must find a way to measure the distance between this corner column and its neighbor, then later we will measure the distance between two columns on the long side.

Let’s start measuring! We have 0 tools and need to figure out what we to use as a unit of measurement. What can we use to measure? How can we get this done? You have two minutes to decide what you will use to measure and get the first measurement done.

*Take time to solve this problem by getting measurements with any unit you choose. Note: you cannot use the "Can You See Me?" sign—it must stay in place. Give the group some time reminders to keep them on track: You have two minutes! One minute left... 30 seconds... Come gather near me!*

One minute left... 30 seconds... Come gather near me!

Let’s take a second to all hear the measurements we made—who has a measurement, and what did you use to measure?

Let’s move toward the middle of the long side to get our measurement between two middle (non-corner) columns. Let’s pick two columns near Stop 3 to measure as our comparison.

Let’s start measuring again, this time between two middle columns! Use the same measurement units, but now we need a new number.
Come gather near me! This is important, so please listen up. You just did two great tests, getting two different measurements. What is the difference between the middle and corner column measurements?

*When this is wrapping up, you will likely be near Stop 3—the middle area of the long side. Gather the group together and find a spot near the middle of the long side of the building.*

Okay, let’s get ready for Stop 3.

**Stop 3**

The Doric columns of the Parthenon lean slightly inward. We’re going to test this to see how they tilt toward the walls of the building.

I need two volunteers to try this next test.

Each volunteer needs to find a column and stand exactly at its side, not at any sort of angle but exactly in the middle.

**Example:**

*Each green square on this example represents a student. They are standing exactly between columns (not in the colonnade where the red X’s are).*

Here’s how you do this test:

- Stand up against the column, without touching it or leaning on it.
- Face the column.
- Standing up as straight and tall as you can.
- Raise your arms as straight and tall as you can.
- The palms of your hands should be facing each other, almost as if you are clapping your hands.
- Move your palms wider, just wider than your shoulders.
- Tilt your head back, and notice how the columns narrow at the top.
- Slowly move your palms toward each other. Slowly.
- Does one palm visually hit a side of the column before the other? This may be a visual clue that the column is slightly leaning toward the interior of the building.

If anyone else would like to try it, feel free. The student volunteers who did this first can help you see this visual clue.

Moving on to our next stop!

*Proceed to Stop 4: The whole group will walk down the colonnade to the far corner then go to the middle. Walk to the middle of the short side to use the human-sized stairs to get to ground level. *Using extra care and caution, you can step down the giant steps at the corner.*
Once on the ground, bring the whole group over to the corner of the lowest giant step. Make sure you are at the corner near the parking lot, as shown in the Stop 4 image.

Our final stop will show us the curvature of the floor.

The stylobate is the highest giant step, and the stereobate is the lowest giant step.

From corner to corner on the long side of the Parthenon, the stylobate and stereobate slope up 7 inches higher in the middle than on the sides. Did anyone feel this while walking over here?

To see this with our own eyes, we are going to get down to eye level with the stereobate, this lowest giant step. We are going to look down the length of this giant step toward that special "Can You See Me?" sign and observe how much of it we can see, and how much is blocked by the curvature of the stylobate.

Here’s how you do this test:

- Approach the stereobate.
- Squat down to place your eyes to be even with the step, almost as if you are playing peek-a-boo.
- When your eyes are low enough, look down the stereobate to find that sign that you know is there.
- How much of the "Can You See Me?" sign do you see?

Please take turns and try this out 1-2 at a time. Can anyone see part of the sign? Let’s go find it up close.

Walk back toward Parthenon entrance along the long side toward that sign. Walking on the stereobate or stylobate is fine.

This is a regular-sized piece of paper, 8.5 inches wide by 11 inches tall. How much of it could you see? The 7-inch curve of the stereobate can prevent you from seeing most or all of the sign when you are down at eye level!

Any questions about the Parthenon, or its architecture? We can ask the Parthenon staff person.

Congratulations! Together, we have finished today’s Architecture Challenge. We need to stay in our team and prepare for our next STEAM Expedition experience (Tour or STEAM Sketch Activity) so let’s head to Lizzie the mosaic dragon to prepare for our next station.

Please return paper, clipboard, and laminated page to Parthenon staff.
Dear Team Chaperone,

This is the STEAM Sketch Activity. Please help your team of students will follow the directions listed on their STEAM Sketch Activity worksheet. The rules and directions are listed here to help you assist your group.

**STEAM Sketch Activity Rules:**
- Stay with your Team.
- Follow the steps on this STEAM Sketch Activity worksheet.
- Be ready for your next STEAM experience on time.

**STEAM Sketch Activity Directions:**
1. With your team, find a quiet, dry spot near the Parthenon (perhaps toward the Lake).
2. For two minutes, observe the Parthenon, the people near the museum, and the people in the park.
3. Take 15-20 minutes to finish this STEAM Sketch Activity worksheet.
4. Sketch something on the Parthenon related to its architecture, mythology, or sculpture. If it is something that is challenging to draw, break it down into shapes. Look for circles, triangles, squares, and rectangles.
5. Describe what your sketch represents.
6. Where have you seen what you sketched before? Perhaps you know it from a movie, another building, a book, a toy, or other places.
7. A legacy is what you can be remembered for after a long time. For example, many English words are formed from Greek roots. This is the legacy of ancient Greek language. How does your sketch show a legacy of ancient Greece?
8. Now spend a few more minutes observing people as they spend time outside the Parthenon and in Centennial Park. Notice what people are doing and where they are going.
9. Do you see evidence that this building is a part of a community? What type of groups and ages are in the park, and what are people doing?
10. The Parthenon has more than 350,000 visitors every single year. Parthenon visitors come from all over the world. Some visitors have never been to the Parthenon or Centennial Park before. Some visitors do not know how to enter the Parthenon. Some visitors might speak a different language. Some visitors might have limited vision or hearing abilities. Some visitors have strollers, but other visitors have a cane or wheelchair. Any of these situations might make it difficult for visitors to explore the Parthenon, both inside and outside. What problems could exist for these Parthenon visitors?
11. Design and sketch an idea to fix the problem you noticed to meet the needs of Parthenon visitors.
12. With your Team, go to the mosaic dragon for your next STEAM experience!
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   Sketch here:

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11. Design and sketch an idea to fix the problem you noticed to meet the needs of Parthenon visitors.

   Design and sketch here:

12. With your Team, go to the mosaic dragon for your next STEAM experience!
Your students were able to experience the Greek Mythology Tour, Architecture Challenge, and STEAM Sketch Activity during their STEAM Expedition. Upon returning to your classroom, the following questions can serve as a post-visit reflection for your students. This can be done through a 15-minute class discussion, or these questions can be assigned for homework and assessment.

1. Describe the architecture of the Parthenon.

2. What are similarities and differences between Doric and Ionic orders of columns?

3. What function did the Parthenon have back in ancient Greece?

4. Why would Athens, not other city-states (such as Sparta or Corinth) build this architectural masterpiece?

5. List names of gods and goddesses you remember seeing at the Parthenon, and their roles.

6. Who is the leader of the 12 Olympian gods?

7. Before these Olympian gods ruled Greece, there were other older gods. What are these gods called?

8. What is the story of how Athena was born?

9. How would you describe the giant statue of Athena?

10. Think back to helmet, spear, and shield of Athena. What mythological creatures were present on her armor?

11. Name something that was used or created in ancient Greece that is still used today.

12. Based on your observations, how did the community (museum visitors) interact with the building the most?

13. Do you think that Nashville is still the “Athens of the South”? Why or why not?

14. What surprised you about your visit to the Parthenon today?