

Dumbarton House Teacher Resource Packet



Parthenon to Portico

Table of Contents

Planning Your Visit

Letter of Introduction	2
Planning Your Visit	3
Driving and Parking Directions	4

Pre-Visit Activities

Post-Visit Activities

Nametags

Dear Educator,

Thank you for your interest in Dumbarton House's *Parthenon to Portico* School Program. This *Teacher Resource Packet* was developed to help you prepare your class for its visit to Dumbarton House.

Dumbarton House recommends looking over the *Planning Your Visit* section and using the *Pre-Visit* materials with your class *before* visiting the museum. Dumbarton House recommends using the *Post-Visit* materials after your visit to reinforce the concepts learned on your field trip.

This packet reflects the museum's mission to strengthen the public's understanding of life in our nation's capital during the early years of the Republic. We look forward to welcoming you and your class to step back in time through your field trip to Dumbarton House.

Sincerely,

Education Staff

Dumbarton House

Planning Your Visit

Use the following checklist to prepare for your field trip to Dumbarton House.

Before your field trip:

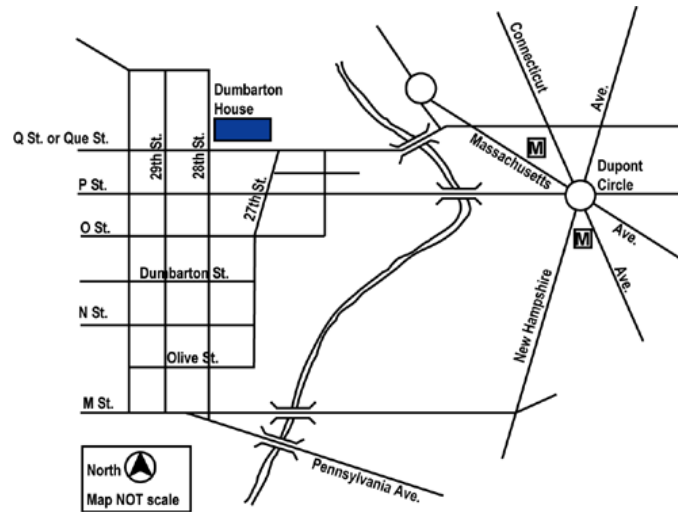
- ◇ Read over the *Teacher Resource Packet*.
- ◇ Use *Pre-Visit* lessons to introduce students to Dumbarton House and its history.

The day of your field trip:

- ◇ Distribute nametags to students.
- ◇ Have your students use the bathroom before leaving the school.
- ◇ Bring at least 3 chaperones (including yourself), preferably classroom aides or other teachers.
- ◇ Remind your students of appropriate museum manners.
- ◇ Remind chaperones that they are responsible for keeping the group together and well-behaved during the museum visit.

DIRECTIONS TO DUMBARTON HOUSE

2715 Que Street, N.W., Washington, D.C. 20007-3071



DRIVING FROM THE NORTH: *Down Wisconsin Avenue*, turn left onto Q Street, drive 5½ blocks to the house. Make a left on 27th Street to access the parking lot. *Down Connecticut Avenue*, turn right onto Florida Avenue, cross Massachusetts Avenue onto 22nd Street and turn right onto P Street, turn right onto 28th Street, turn right onto Q Street, and pass the house at 2715 Q Street. Turn left on 27th Street to access the parking lot.

DRIVING FROM THE SOUTH: *Up Interstate 395*, bear onto Washington Boulevard (Virginia Highway 27) to and across Arlington Memorial Bridge, bear left of the Lincoln Memorial, turn left onto 23rd Street, go around Washington Circle and onto Pennsylvania Avenue toward Georgetown, turn right onto 28th Street, turn right onto Q Street, pass the house at 2715 Q Street. Turn left on 27th Street to access the parking lot.

DRIVING FROM THE WEST: *Toward D.C. on Interstate 66*, exit at Rosslyn, turn left on North Lynn Street, cross Francis Scott Key Memorial Bridge, turn right on M Street, turn left on 28th Street, turn right onto Q Street, and pass the house at 2715 Q Street. Turn left on 27th Street to access the parking lot. **OR:** from U.S. Highway 50 or Interstate 66, cross Theodore Roosevelt Memorial Bridge to Constitution Avenue, turn left onto 23rd Street, go around Washington Circle and onto Pennsylvania Avenue toward Georgetown, turn right onto 28th Street, turn right onto Q Street, and pass the house at 2715 Q Street. Turn left on 27th Street to access the parking lot.

DRIVING FROM THE EAST: *Toward D.C. on New York Avenue (U.S. Highway 50) or Rhode Island Avenue (U.S. Highway 1):* meet and turn right onto Massachusetts Avenue, go around Dupont Circle onto P Street, turn right on 28th Street, turn right on Q Street, and pass the house at 2715 Q Street. Turn left on 27th Street to access the parking lot.

METRORAIL: Red Line, Dupont Circle Metro Station, Q Street North Exit. 20-30 minute walk west on Q Street, over the Dumbarton (Q Street) Bridge, and go 1 ½ blocks to the house. Orange/Blue Line, Foggy Bottom Metro Station. 20-30 minute walk north on 23rd Street, west on M Street, north on 28th Street, east on Q Street. Please refer to a map before walking to Dumbarton House.

D.C. BUS: MetroBus D-2 & D-6 Routes to the 27th & Q Street stop. DC Circulator (www.dccirculator.com) and Georgetown Metro Connection (“Blue Bus”) have stops on M Street near 28th Street.

PARKING AT DUMBARTON HOUSE

Car & Van Parking: Parking is limited in the Georgetown neighborhood surrounding Dumbarton House. 2 hour parking is available in the residential areas. Please allow ample time to find nearby street parking.

Handicapped Parking: The Museum’s parking lot entrance is located on 27th Street, on the downhill side of the Museum. Handicapped parking is available in the Museum parking lot and elevator access is available through the courtyard connected to the parking lot. All floor levels of the Museum are wheelchair accessible.

Bus Parking: Buses **MUST** unload and may temporarily park in the Museum parking lot when space is available.

Buses should NOT unload on Q Street.

Follow directions above to the parking lot. Entrance to the lot is located on the left side of 27th Street—**pull through the gravel driveway into the paved lot.** Buses should park along the left curb.

Please be aware that District of Columbia idling regulations prohibit buses from idling for more than 3 minutes while the vehicle is parked. This regulation will be enforced in our parking facility.

Pre-Visit Lesson Plan

Three student activities are described below for you to use with your class **before** visiting Dumbarton House. All activities have been designed to complement 3rd—8th grade curriculum standards. Use the following lesson plan to guide your classroom preparation for the field trip.

Activity 1: Mapping Ancient Greece

1. Map should be labeled as follows:
2. Mountains and water are two main geographical features of ancient Greece.
3. Advantages include: Mountains which provided a fresh source of water and transportation
4. Disadvantages include: Mountains which made travel by land difficult.
5. Answers can include: Ancient Greece was made up of independent city-states, as the mountains made it difficult to form 1 large country; Greeks were excellent sailors and traveled mainly by water, etc.



Activity 2: Defining Democracy

1. A monarchy is a form of government where one individual rules as king or queen. The power is passed down in their family. Corinth is an example of a city state that was ruled by a monarchy.
2. An oligarchy is a form of government where a small group of people rules. Sparta was ruled by a small group of respected warriors.
3. A democracy is where the citizens vote to establish laws and make decisions that relate to the whole group. Athens is an example of a city state that was a democracy.
4. Accept all reasonable answers.
5. Accept all reasonable answers.

Pre-Visit Lesson Plan

Activity 2: Defining Democracy (continued)

Extension Activity:

1. Divide your class into three Greek city-states:

Corinth (monarchy): Select 1 student to be a monarch, explaining that the student will make all the laws for the group.

Sparta (oligarchy): Select 3 students as the small group of respect warriors, explaining that these 3 students will make the laws for the group.

Athens (democracy): Explain that all the students in this group will vote on every law.

2. Present a topic to the class (e.g. what time should recess occur or something else relevant to the class). Each group will make a decision about the topic based on their government structure.
3. Have each group share their results. Discuss the different decision making processes (positives and negatives of each government structure).
4. Have class vote: Under which government they would prefer to live? Ask students to support their choice.

Activity 3: Dig it! Archaeology & Ancient Greece

You will need brown paper bags and tape to complete this activity.

After completing the activity lead a discussion on the challenges archaeologist face when trying to learn about the past.

Discussion points can include:

1. What challenges did you face when piecing together the pot?
2. Where you able to draw the correct conclusion about the picture drawn on the pot? Why or why not?
3. What challenges do you think archaeologists face when trying to learn about the past only using artifacts?

Name: _____

Date: _____

Mapping Ancient Greece



Name:_____

Date:_____

Use the map of ancient Greece to help answer the following questions.

1. Label the map:

Mediterranean Sea, Aegean Sea, and Ionian Sea in BLUE

Mt. Olympus in BROWN

Athens, Sparta, Corinth, Olympia, and Troy in BLACK

Crete and Rhodes in GREEN

2. What are two geographical features of ancient Greece?

3. What advantages did the geography pose for ancient Greeks?

4. What disadvantages did the geography pose for ancient Greeks?

5. What are some ways geography shaped Greek daily life?

Name: _____

Date: _____

Defining Democracy

Greece is called the “birthplace of democracy” but, not everyone in ancient Greece lived in a democracy. Ancient Greece was made up of different city-states. Corinth, Athens, and Sparta were three city states, who each had their own government. Corinth was ruled by a monarchy. A Monarchy is a government in which a king or queen rules. Sparta was ruled by an oligarchy. An oligarchy is where a small group rules. Athens was ruled by a direct democracy. In a direct democracy all citizens to vote on every law.

1. Write a definition for monarchy:
2. Write a definition for oligarchy:
3. Write a definition for direct democracy:
4. Use the chart below to list one advantage and disadvantage to each form of government:

Type of Government	Advantages	Disadvantages
Monarchy		
Oligarchy		
Democracy		

5. What type of government do you think works best? Why?

Name: _____

Date: _____

Dig It!

Archaeology is the study of things, called artifacts, that people made, used, and left behind. Archaeologists are scientists, who study artifacts to learn about how people lived in the past. Archaeologists create a picture of life in the past by looking at houses, tools, food remains, bones, and even garbage!

How do archaeologists find artifacts? They dig them up! Over time, artifacts get buried. When something lays on the ground day after day, year after year, dirt piles on top of it and little by little it slowly gets covered up. Archaeologists carefully research the best places to dig for artifacts and when they are in the field digging they keep very detailed records of what they find.

Ancient Greek Pottery has provided a lot of information for archaeologists about Greek life. Pottery was painted with both abstract designs and realistic paintings depicting the daily life of ancient Greeks. By studying the paintings archaeologists can learn about clothing, music, sporting events, farming, religion, and education.

Now it's your turn to create a piece of pottery.

Step 1: Imagine you are living in ancient Greece and draw something that represents your daily life on the blank pot on the next page.

Step 2: After you complete your drawing, cut up your pot into thumb sizes pieces and place the pieces in a paper bag.

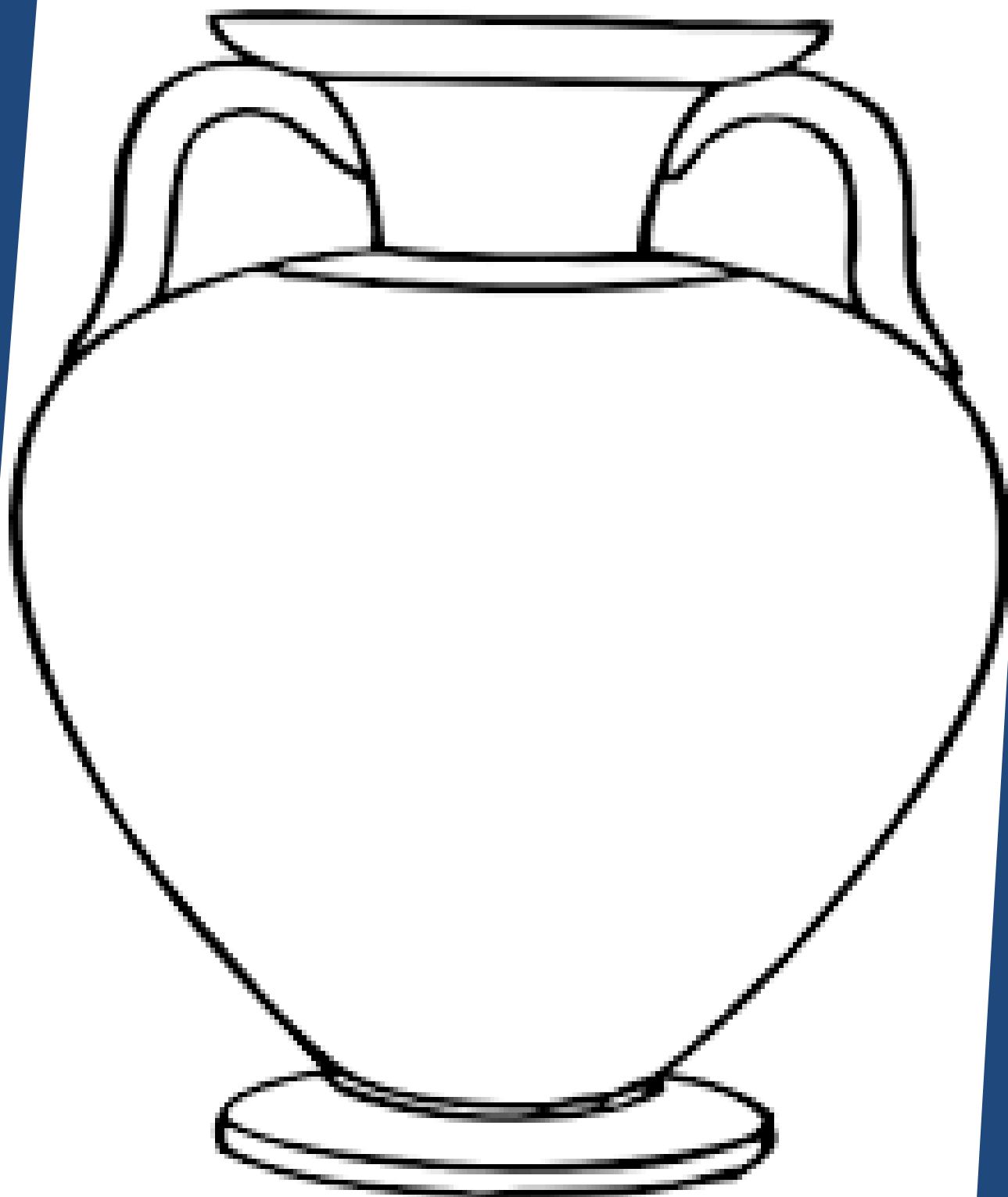
Step 3: Shake the bag and give it to a partner.

Step 4: Using tape or glue, have your partner piece your pot back together.

Step 5: Have your partner guess what the drawing represents. Discuss how close their guess was.

Name: _____

Date: _____










Post-Visit Lesson Plan

Four student activities are described below for you to use with your class **after** visiting Dumbarton House.

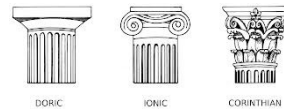
Activity 1: Architecture Review

Pictures should be matched as follows:

	Column
	Cornice
	Symmetry
	Capital
	Fluting
	Palladian Window
	Frieze

Activity 2: Column Creation

Drawings should resemble the following:



Extension Activity

1. Have students select one column order they would like to create a 3D model of.
2. Have students draw the order in pencil and trace with marker on an 11 x 14 paper.
3. Have students draw the same order in pencil and trace with marker on another 11 x14 paper.
4. Cut out both orders.
5. Fold the second drawing in half and open it up again.
6. Glue the folded order to the first drawing of the order. Have students center the folded order to the first order drawing and glue along the fold.

Activity 3: Design Challenge

Accept all reasonable drawings and letters.

Name: _____

Date: _____

Architecture Review

Match the architectural element pictured to its correct definition by drawing a line from the picture to the definition.



Cornice: A horizontal, molded projection that crowns a building or piece of furniture



Frieze: A horizontal band located below a cornice that is often decorated with relief carvings



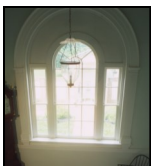
Fluting: Parallel concave grooves cut into the surface of wood or stone



Column: An upright pillar that is usually cylindrical, that includes a base, shaft, and capital



Symmetry: Made up of exactly the same parts facing each other around a center axis



Capital: The top part of a column; commonly classified as either Doric, Ionic, or Corinthian



Palladian window: A three-part window, with an arched central section surrounded by narrower rectangular windows

Name: _____

Date: _____

Column Creation

Draw a column for each of the three orders in the boxes below.

Doric	Ionic	Corinthian

Name: _____

Date: _____

Design Challenge

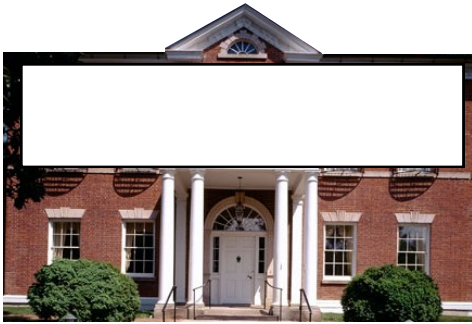
Imagine you live in Ancient Athens and the citizens have decided to build another temple on the Acropolis. Remember acropolis means “high city” in Greek and was the site where ancient Greeks built their most important temples, including the Parthenon. An architectural design competition has been launched and you’ve been asked to submit a drawing for the competition. In the box below create your building design and on the next page write a letter to the design committee explaining why your building should win. You can include information about the building design and how it will promote civic and religious life in Athens.

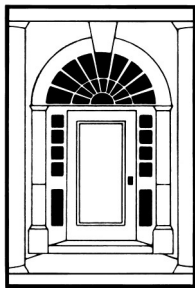


Name: _____

Date: _____







Dumbarton House

2715 Q Street, Northwest
Washington, DC 20007-3071
www.dumbartonhouse.org