

Teacher's Guide for Dig

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Teacher's Guide prepared by Lisa Greenberg, Ed.M., HGSE.

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Getting Ready:

Have students bring in pictures of celebrities that they like. Then brainstorm about each image, asking, "What gives this person a distinctive or characteristic look?" Have the class collaborate on a web that includes the ways in which hair, cosmetics, and accessories/jewelry stand out in the images.

Unmatched and Unsurpassed

Understanding/using a process

Choose one of the following activities:

1. Write an expository paragraph defining and explaining the process of the goldsmithing technique of granulation.
2. Find several examples of Etruscan jewelry on museum or university sites or in books. Then design on paper your own piece of jewelry that uses the forms common in ancient Etruscan gold work.
3. Research the Etruscan and ancient Greek gods and myths. Cover a foam plate with aluminum foil and carefully draw a mythological scene with a stylus on the aluminum to imitate the back of an Etruscan mirror.

Heads Up!

Reading for information

Answer the questions using details from the article:

1. Name two ways through which Native Americans changed their appearance. (Painting their faces and bodies, cranial deformation or changing skull shape)
2. What author popularized the term "war paint"? (James Fenimore Cooper)
3. What is another term for "war paint"? (Medicine paint)
4. Name three reasons that Native Americans used paint. (They considered it sacred; it symbolized connection to ancestors and the spirit world; it was believed to draw power from nature and the universe; it kept insects away; it protected the skin from sun and wind; when mixed with bear fat it was used to stay warm.)
5. How did paint assist tribes in warfare? (It identified them; it brought the members of a tribe together; it frightened enemies.)
6. What physical characteristic of babies made cranial deformation or skull shaping successful? (Infant skulls are soft to allow the brain to grow; therefore the skull can be shaped.)
7. How was the skull shaped to be long and narrow? (By confining it between two flat boards on the back and forehead.)
8. What are some other areas of the world where cranial deformation was practiced? (Ancient Egypt, Greece, South America, Mexico, Mongolia)
9. Sketch a Catawba warrior's decorated face. What makes it frightening? What makes it familiar?

A Hairpin's Tale

Creative Writing

Choose an accessory you often use, such as a belt, scarf, earring, stud, barrette, shoelaces, even a favorite pair of shoes or socks, and imagine its origins, uses, experiences and feelings (if it were conscious). Then write a poem or story about that object.

Read My Hair

Research

Review the short articles and think about how hair was used in the case of the Assyrians, the Bog Man, Julius Caesar, and Marie Antoinette. Then question ten people with at least two different styles of hair about what their hair says about them. Write a short paragraph documenting your findings.

Beauty for Eternity

Cooperative learning:

With a partner read the article and discuss the following questions. Then write a short answer for each to share with the class:

1. Why do you think the Han Chinese buried grooming articles in the tomb of Lady Dai?
2. What do you think this tells you about Chinese beliefs?
3. Describe the uses of three different items buried with Lady Dai.
4. How was men's grooming in the Han Dynasty different from women's? How do we know?

Bonus questions: Making Connections

Can you name other ancient peoples that buried specific items used in life with their owners? Why do you think they did so?

Ice Age Jewelry

Making connections

Discuss:

1. Why do you think people during the Ice Age used shells and teeth for clothing decoration? Think about the tools and resources available to them.
2. Why do you think Ice Age people would choose to use fish vertebra or shells for jewelry?

Art Homework:

On your way home from school, find one natural object that you could use in a jewelry item or clothing decoration. Then design a setting for it. For example, could you string seeds in a necklace or fasten pinecones to hair ornaments? Let your imagination go wild.

Kohl is Kool! And No Pockets? No Problems!

Discussion questions:

1. What is the meaning of the eye in Egyptian mythology?
2. Why were eyes painted on coffins in Ancient Egypt?
3. What is the modern equivalent in the United States of kohl?
4. What practical and medical uses did kohl have in Egypt?
5. What are some of the modern equivalents for those uses?
6. Why do you think kohl containers and applicators were decorated?
7. Why do you think that Japanese men's kimonos had no pockets?
8. How did the netsuke solve that problem?
9. When you think about men's modern accessories, such as computers and mobile telephones and netbooks, how have people solved the problem of carrying them?
10. What is similar and what is different between the Japanese solution to no pockets and the modern solution to electronic accessories that don't fit easily in pockets?