



Academic Programs Department

TEACHER RESOURCE GUIDE

GRADES 4 - 8

MARBLE HOUSE: MYTHOLOGY AND ARCHITECTURE PROGRAM



This material is intended for use in the classroom. Permission is granted by the Preservation Society of Newport County to download and copy this material for use in the classroom ONLY.

© 2004 Preservation Society of Newport County, 424 Bellevue Avenue, Newport, RI 02840

<http://www.newportmansions.org>

Marble House Mythology and Architecture Tour

Page 1



Academic Programs Department

TABLE OF CONTENTS

Introduction to Classical Greek and Roman Architecture and Mythology	Page 3
RI Learning Standards Addressed in Program	Page 4
Lesson Plan: Familiar Spaces	Page 5
Lesson Plan: Interview with a God/Goddess	Page 8
Lesson Plan: I'm a Travel Writer	Page 10
Lesson Plan: Fabled Family Members	Page 12
Supplementary Information	
Transcript of Mythology and Architecture Tour	Page 14
Roman Mythology Chart	Page 23
The Muses	Page 27
Vocabulary List	Page 28
Reference	Page 30
Interdisciplinary Extensions	Page 32
Teacher Evaluation of Teacher Resource Guide	Page 33



Academic Programs Department

Introduction to Classical Greek and Roman Architecture and Mythology

Main Idea

Buildings do not just appear—they are created from the ideas and hands of architects. An architect begins the creative process with inspiration. This inspiration can come from many sources, including other buildings and works of art, life, feelings, materials, nature, history and people. Marble House (1888-1892) was a home designed by architect Richard Morris Hunt, but greatly influenced by its owner Mrs. Alva Vanderbilt. Alva loved architecture, history, the mythology of the Greeks and Romans as well as the architecture of the Kings and Queens of Europe.

Objectives

Students will:

- Learn vocabulary associated with the tour and use it appropriately
- Gain a basic understanding of mythology through imagery and story. Articulate their personal connections to and opinions of myths.
- Create an art project or writing assignment that reflects their understanding of architecture or mythology and reinforces the concepts presented in the lesson/tour.
- Do pre- and post-visit activities that will enhance their grasp and reflection of the enduring understandings.

Teachers will:

- (At school) Prepare students for their first visit to Marble House by having them complete one or more pre-visit activities.
- (At Marble House) Assist tour guide by encouraging student participation helping them to make connections to the classroom, and reinforcing appropriate behavior.
- (At school) Reinforce the student's experience at Marble House by having them complete one or more post-visit activities.

Tour Guides will:

- Encourage students to look carefully at architecture and images of mythology, discuss what they see, and make personal connections.
- Reinforce vocabulary associated with the lesson/tour.
- Visually introduce the themes of architecture and mythology to students.



Academic Programs Department

Rhode Island Learning Standards Addressed during the Marble House Mythology and Architecture Program

Arts

- Students will apply knowledge of media, tools, techniques and processes to create original and interpretive works of art. (RI standard 1)
- Students will observe and experience objects and ideas through a multitude of senses and form a sophisticated, informed response. (RI standard 2)
- Students will demonstrate a connection to their personal lives through artistic expression. (RI standard 3)
- Students will demonstrate an understanding of how the arts influence society, and how society influences the arts. (RI standard 3)
- Students will apply process and knowledge from and to other content areas and across the arts. (RI standard 5)

English Language Arts

- Students will apply information gathered from print and non-print media to achieve educational purposes. (RI standard 1)
- Students will use process strategies to compose oral and written text. (RI standard 3)
- Students will apply conventions of standard language to create clear and meaningful text. (RI standard 3)
- Students will develop the confidence and skills to communicate their ideas. (RI standard 4)
- Students will develop and apply criteria for the appreciation of text. (RI standard 5)
- Students will organize information and synthesize it in a meaningful way. (RI standard 6)
- Students will demonstrate an understanding of universal themes across content areas and how they relate to historical and cultural context. (RI standard 7)

Students will identify and explore school, community, and workplace resources and their issues. (RI standard 8)



Academic Programs Department

Lesson Plan: Familiar Spaces

Pre-Visit Activity

Lesson Goal: Students, like detectives, can use their senses to discover the details or "clues" of a space. These clues can be combined to understand the space's mood and function. Encourage students to use their senses to create vivid descriptions of the objects they find and the spaces they experience.

Lesson Objective: Tours of the school building will give students an opportunity to learn how their senses can be used to observe and analyze the mood and function of various spaces.

How does this activity relate to Marble House?



The Parthenon
copyright 1995-2000
indiana.edu/~kglowack/athens

Marble House was designed by the architect Richard Morris Hunt who based its look on two of Mrs. Vanderbilt's favorite buildings, the Parthenon in Greece and the Petit Trianon in France. *It's all in the details!* Students will want to look closely with all of their senses at Marble House just as they did at school. By introducing students to ways of experiencing and interpreting their environment, they will develop tools to talk about Marble House and architecture in general.

Useful links to buildings that inspired Marble House

The Parthenon: www.indiana.edu/~kglowack/athens/
www.culture.gr/maps/sterea/attiki/athens.html

The Petit Trianon: www.chateauversailles.fr/en/122_The_Petit_Trianon.php

Vocabulary: **Architecture** is the science and art of designing and constructing buildings.

Description is when one gives a written or verbal account (report) sharing the details of an event, experience or object.

Function is the specific purpose of something or someplace.

Mood (in terms of experiencing art and architecture) means the feeling the viewer observes in the workspace. For instance, a dimly lit and cold room can be seen as having a sad mood.

Supplies: pencils, chart



Academic Programs Department

Activity:

1. Begin by discussing the physical characteristics of your classroom with your students. Ask them to create a list of the various objects seen in the room.
2. Review the five senses and how they can be useful as investigative tools. Discuss these objects and their roles in the classroom. Take a look at the room as a whole, what shape and color is the room? What does it feel like and what is it used for?
3. Discuss the concept of mood; that spaces, like people, can have moods. For instance, if a small dark room is filled with many different pieces of equipment, books, artwork and desks, does this make your students feel a certain way (i.e. crowded, tired or excited)? Explain that mood (and use) of a space can be determined by its architectural elements (small, large, rounded, sharp, light, dark) and its contents.
4. Have students create a chart to keep track of their observations. See page 7 for chart.
5. After the classroom portion of the chart has been filled in, take students on a tour of the school building and the school grounds. While walking, ask the following questions and point out to your students that they are using their senses to understand a space.

- What is the shape of this room?
- What does the room or space smell like?
- What are the objects used for?
- Is this room bigger or smaller than others you have seen?
- How do you feel in this room?
- Do you think this space has many uses? What might they be?

Looking at familiar spaces in this new way will allow the students to discover new and interesting parts of the building.

6. Following this tour of the school, review the places you visited with your students. Ask your students to fill in descriptions on the chart for each space they visited. Ask students to think about how all of these details can be put together to tell us something about the mood of a particular room in the school or the entire school building.

REFLECTION: Tell your students that when they visit Marble House they will see everyday spaces; however, they may not look the same as the students may think. Explain that Marble House was built a hundred years ago and rooms may have had different uses than they do now or multiple uses. After your visit to Marble House, have students discuss these similarities and differences.



Academic Programs Department

List 3 objects that you see in the room	What color(s) are these objects?	What sounds can you imagine in this room?	What smells can you imagine in this room?	How large or small is the room?	What does this object feel like?	What is the feel of the room? Is it fancy, fun, cold, bright, dark...?	What do you think people did in this room?	Contents
A.								
B								
C								



Academic Programs Department

Lesson Plan: Interview with a God or Goddess

Pre-Visit Activity

The list below contains the names of the Gods and Goddesses from Roman Mythology that you will see at Marble House. Choose one.

Amphitrite	Apollo	Bacchus	Ceres	Cupid
Deineira	Diana	Hercules	Juno	Jupiter
Neptune	Pan	Saturn	Thetis	Venus
Vesta	Vulcan			



Apollo at Marble House

Close your eyes and imagine that they can talk with you. Please answer the following questions from His/Her point of view.

I am called:

My Greek name is:

My job is:

My symbol is: _____

Find an image of the God or Goddess on the Internet or in a book. Examine the image for clues about His/Her personality. What do the God or Goddess' appearance and body language tell you about him or her? For the first section, circle one word to finish each statement, or add your own word in the space provided. For the rest, write your answer in the blank.

I am concentrating daydreaming _____

I like to be energetic relax _____

I can be brave easily frightened _____

I look happy angry _____



Academic Programs Department

I am adventurous timid _____
The artist who created this portrait of me depicted me doing _____

Right now I am _____

The first thing people might know about me is _____

If you could ask me any question, what would it be? _____

Do you have anything in common with the God or Goddess you have interviewed? If so, what? If not, how are you different? Write your answer in the space below.



Academic Programs Department

Lesson Plan: I'm a Travel Writer

Pre/Post-Visit Activity



The Vanderbilt family traveling

Lesson Goal: Students will learn through careful observation they can bring an experience or object to life. Encourage students to use their senses to create vivid descriptions of the objects they see and the spaces they experience.

Lesson Objective: Students will carefully observe details in Marble House in order to write a descriptive postcard or essay to a friend or family member that incorporates the five senses.

How does this activity relate to Marble House? Marble House is a large home with thousand of small details often overlooked due to the size of the rooms. By introducing students to careful observation, they will develop tools to write and talk about their experience at Marble House.

Vocabulary: An **adjective** is a word that describes a noun or pronoun.
A **description** is when one gives a written or verbal account (report), sharing the details of an event, experience, place or object.
Function is the specific purpose of something or someplace.
A **travel writer** is someone who, as a profession, writes books or articles about traveling.

Supplies: Notebook paper, images of the rooms of Marble House (see tour transcript, starts on page 14) pencils, blank postcards (or larger paper cut to rectangular shape), colored pencils.

Activity: 1. Introduce the job of a travel writer as someone who uses greatly detailed descriptions to “draw” pictures of places for his/her reader. You may wish to find an article written by a travel writer for a travel magazine. Read excerpts from the article to demonstrate to students the power of careful description. Explain to students that they

will be using their oral and writing skills to describe a room at Marble House to someone who has never been there.



Academic Programs Department

2. Explain the process of being a travel writer, i.e. carefully observing details, taking notes, comparing something to something else (what is similar to or reminds you of), using adjectives to draw a picture for the reader.

3. Divide the class into groups of four students. Give them a familiar object, such as a clock or pencil sharpener, from the classroom to examine closely. Talk about using the five senses (sight, sound, smell, touch, taste) to help describe the object. Have students work together to form and write a detailed description of the object. Ask groups to take turns sharing their descriptions. Can the other groups guess the identity of the object?

4. Review with students the importance of observing closely in order to give vivid descriptions. Remind students that they will be seeing interesting objects and rooms in Marble House. Prepare them to view Marble House as travel writers; observing the details in order to describe what they see to someone who has never been to Marble House. For example:

1. Introduce the room and how it was used. *On the first floor was a giant foyer covered in yellow marble where the family would greet guests when they arrived.*

2. Describe the objects in the room by using descriptive words. *On the walls of the foyer hung two magnificent tapestries that looked to be from a castle. They were red and gold and showed.... There were many types of white fresh flowers that gave off a beautiful smell that reminded me of*

3. Give an opinion of the room and explain what they liked or disliked most. *I felt nervous here because the room was so large.*

5. When at Marble House remind students to observe closely. After the tour, ask students to write down their impressions as well as some of the details to describe the decoration of Marble House. On one side of the postcard they will write their account of their visit like a travel writer to describe the decoration of Marble House. On the other side have students draw one of their memories of Marble House.



Academic Programs Department

Lesson Plan Fabled Family Members

Post-visit Activity



Mrs. Vanderbilt dressed as princess for costume ball

Lesson Title: Students will learn that just like the gods and goddesses learned about at Marble House, heroes can exist in their own families.

Lesson Objective: By looking for myths and heroes within their own families, students will broaden their ideas of what a hero is.

How does this activity relate to Marble House? Marble House is full of images of gods and goddesses from Roman Mythology. Mrs. Vanderbilt enjoyed being surrounded by gods, goddesses and the kings and queens of Europe because they are symbols of power, strength, intelligence and other virtues.

Vocabulary: Hero:

1. In mythology, a man who is famous for possessing an extraordinary gift, for example: superhuman strength.
2. Someone who commits an act of remarkable bravery or who has shown great courage, strength of character or another admirable quality.
3. Someone who is admired and looked up to for outstanding qualities or achievements.

An **interview** is a meeting in which someone is asked questions.

Supplies: Pencils, notebook paper, tape recorder and cassette tape (optional)

Activity: 1. Begin by asking students what qualities make a person a hero. Does a hero have special qualities? Brainstorm this list with students on the board. Have a few students share who their heroes are with the class.

2. Ask students if anyone has a hero who is someone they know. Can a god or goddess be called a hero? Why or why not? Since the class may be moving from reading



Academic Programs Department

about gods and goddesses to reading about heroes, the distinction between immortality and mortality should be made clear.

3. Explain to students that they will be interviewing an older adult to discover hidden family heroes and the beliefs your family treasures and the beliefs your family treasures. Again you should brainstorm with students about the kinds of questions they would like to ask a family member or older adult.

4. Have students write a short paper about the person they interviewed. Remind them to include why the person is a hero.

Sample Questions:

- How did you or a member of your family make a living? What training did you have to have for your jobs? What were job conditions like?
- What stories do you have about your work?
- What were the responsibilities of the women in your family? What jobs, if any, did women hold outside the home? How did they manage to do both?
- What big events occurred in your life? Your town? Do you have stories of natural disasters like floods, tornados, hurricanes, etc?
- What family stories have been told about good times or hard times?
- What stories has your family told of great fortunes made or lost?
- What members of your family served in the military? What were there duties? Did any have to go to war? What stories, if any, were you told about their experiences?
- Who in your family has come through really tough times? What is their story?
- Who are the “pioneers” in your family-the first people to do or accomplish something? What are their stories?
- What do you admire most in your family? Why?
- Who is you hero outside of your family? Why?

Reflection: Have students volunteer to share some of the stories they learned about their family hero with the class.

Alternative Lesson: Students could write a short paper describing what they think a hero is. Allow students to write about a real person they think is heroic or write from their imaginations.



MARBLE HOUSE: Mythology and Architecture Tour

INTRODUCTION

RAMP OUTSIDE FRONT DOOR

Marble House was the summer house of Mr. and Mrs. William K. Vanderbilt. It was built between 1888 and 1892 as a birthday gift for Mr. Vanderbilt's wife, Alva, who imagined Marble House to be her "temple to the arts". The Vanderbilts first acquired their wealth through the railroad business over 100 years ago. The family was one of the most powerful families in the nation with over 70 million dollars. The Vanderbilts built railroad stations, libraries, chapels and mansions, like this one. Alva, through the building of grand houses, wanted to show the world the power and talent of the Vanderbilt family. There had never been a house built at the time in America quite like Marble House. Like Alva Vanderbilt, the architect of this house, Richard Morris Hunt, admired the buildings of the ancient Greeks and Romans and the Kings and Queens of Europe.

- *Do you know what the word architecture means?*

Architecture is the science and art of designing and constructing buildings.

- *Do you know what an architect does?*

An architect designs buildings and houses.

This house was built to look like a Roman *temple* with a *portico*.

- *What is a temple?*

A temple is a building used as a place of worship for a god or goddess.

- *Do you know what a portico is?*

It is a porch made from large columns. Buildings with a portico are meant to impress people and show strength and power. Inside the portico is a frieze of Aphrodite on her scallop shell, Poseidon on his watery chariot and a second Aphrodite.



Marble House portico



Academic Programs Department

- *Do you see the large columns in front of the house?*

Ordinary Romans did not have columns in front on their homes. Columns were reserved for temples. The columns on Marble House are two stories tall. Mrs. Vanderbilt used the columns to show her power.



- *Does anyone know the style of these columns?*

Corinthian.

- *How do we know that they are Corinthian?*

The acanthus leaves that decorate the capital make it Corinthian. This style of column was named after the ancient Greek city of Corinth.

FRONT DOOR

The sculpture over the front door is Neptune, God of the Sea, holding royal court with the creatures of the sea. To his left is Venus, Goddess of Beauty, and Amphitrite, Goddess of the Sea and Neptune's wife. Each half of the front door weighs 1 ½ tons (the weight of an elephant) and is made of bronze. On the doors are masks of Apollo, the Sun God, the personal symbol of Louis XIV, King of France. Four posts in the shape of Corinthian pilasters divide the grille into three bays. The oval shapes show the initials "W.V." for William Vanderbilt. It is said that the doors were the most important metal work manufactured in this country.



Front Door, inside view



Academic Programs Department

ENTRY HALL



The entry hall of Marble House is 20 feet high. It is lined and paved with yellow Siena marble from Italy.

- *How is this similar or different from the front entry of your home?*
- *Is there something else that you see which is similar to the architecture in your home?*

GOLD ROOM



This is the Gold Room. This fancy room was used for parties. The images of gods and goddesses in the decoration of this room were used to symbolize beauty, power, and wealth. Bacchus, the Roman God of Wine and Feasting, is over the fireplace. Bacchus wore grapes and grape leaves in his hair.

The figures on either side of the fireplace are candelabras representing Youth and Old Age. The chandeliers are hanging from the mouth of the Sun God Apollo, who caused the sun to rise and set by driving his chariot across the sky.



Academic Programs Department

On the gold panels are Neptune, Ceres, Hercules and Venus.



To the left of the fireplace is a sculpture of Neptune, God of the Sea, with Thetis a sea goddess.

- *What do you see?* (Ask students to describe the scene)
- *What is Neptune holding?*
He is holding a pitchfork or trident, his symbol. He could stir hurricanes by dipping his fork into the sea.
- *What is Neptune riding and why?*
He is riding a chariot pulled by seahorses. Many gods rode chariots, by Neptune's were pulled but seahorses.

To the right of the fireplace is Hercules aiming an arrow at a centaur (a half-man, half-beast creature) that has kidnapped his wife Deineira.

- *What do you see?* (Ask students to describe the scene)
- *What is Hercules holding and why?*
He is holding a club. Hercules frequently carried a club. He could not use it on the Nemean lion so he strangled the beast with his bare hands. He wears the lion as a headdress.

Across the room (on left) where it may be difficult for you all to see, is Ceres, Goddess of Harvest and Farming. Her hand rests upon the head of Pan, the God of Shepherds and Flocks.

To the right of Ceres is Venus, Goddess of Beauty. She stands on her scallop shell. Venus was born from the sea foam that landed in the bottom of a scallop shell.

Notice the locks and hinges on the doors. They are in the form of a scallop shell and stalactites. The window handles have Apollo's mask on them.

ON THE CEILING

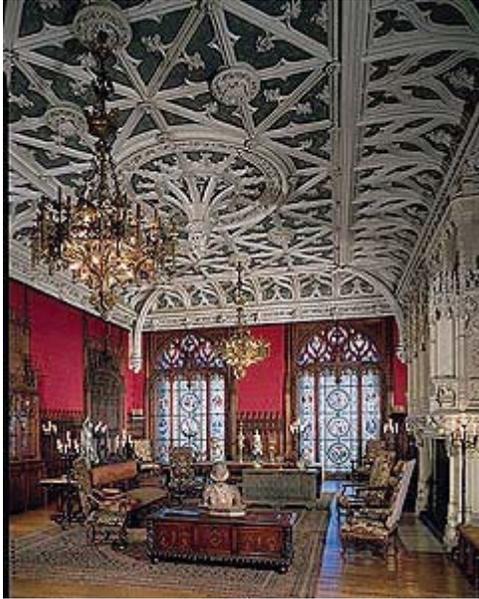
On the ballroom ceiling is a painting of Minerva, Goddess of Wisdom and War. She is taking a young man from his love while the little Cupid holds him back.



Academic Programs Department

GOTHIC ROOM

This is the Gothic Room. Gothic Art is a style of art produced in Europe from the Middle Ages (475-1450) up to the beginning of a time of renewed interest in Greece and Rome, which was called the Renaissance. Typically religious in nature, it is especially known for the pointed arched design of its churches and its stained glass windows.



- *Can you see the arches in the ceiling and chairs of this room?*
At the time Marble House was built there was a renewed interest in the Gothic Style and rooms with themes. This room is decorated to look like a hall in a castle. Mrs. Vanderbilt enjoyed the stories of knights who fought in bright armor.
- *What do you think this room was used for?*
- *What did the Vanderbilts do in this room?*
This was the Vanderbilts' living room.
- *This room was designed to hold a collection of Mrs. Vanderbilt's Gothic Art? Do any of you collect something? Why do people collect things?*



- *Look at the ceiling. Can you see the angels? What are they doing?*
They are singing.
- *What do you think that they are singing? What kind of music do you think you might hear in this room?*



Academic Programs Department

LIBRARY



This is Mrs. Vanderbilt's library, which celebrates women and their learning.

Over the bookcase is Clio, the Muse of History, with her symbol, the trumpet. Clio is writing as she glances at a portrait held by a cherub while Time looks on.



The nine Muses

are a very important part of Greek Mythology. They were Jupiter's daughters who inspired the ancient Greeks and Romans to write history, music and poetry. They would whisper into someone's ear to give him (or her) a good idea. Mrs. Vanderbilt would have liked being surrounded by the Muses while she read or wrote letters in this library.

- *Which muse would you like to have near to inspire you?*
- *Do you know what work is derived from the word "muse"?*
The word "museum", which is a place of learning, comes from the word "muse".

On the other side of the room is Erato, Muse of Love Poetry, holding a lyre and being presented with a bouquet of roses. The ancient Greeks and Romans would play the lyre while they were telling a story or reciting a poem.

- *Do you see the ovals in each corner of the ceiling? What do you see in them?*
They are paintings of ladies representing subjects you might learn: mechanical drawing, astronomy (study of planets and stars), chemistry and botany (study of plants).



Academic Programs Department

DINING ROOM

This is one of the fanciest dining rooms in America.

- *Does anyone remember who used the sun God Apollo as his personal symbol?*

It was King Louis XIV. Above the fireplace is a painting of King Louis XIV of France. The king was called the Sun King because he felt that the sun rose and set around him. Mrs. Vanderbilt admired him very much. On the adjacent wall hangs a portrait of Louis XV at 13 years old. All portraits fit into the design of the walls. Architect Richard Morris Hunt designed the room around the portraits.

- *What kind of portraits do you have hanging in your home?*



Notice that there are not any portraits of the family who actually lived here. Mrs. Vanderbilt wanted to be surrounded by gods and goddesses and the kings and queens of France because they were the most powerful people of their time. The Vanderbilt children even spoke French at home, which was the language of culture.

Please look at the fireplace. The bronze ornaments are modeled after a mantel in the Hall of Hercules in Versailles. Hercules, wearing the skin of the Nemean lion, is depicted here. Hercules was a hero. He was 16 when he killed a lion from the town of Nemea with his bare hands. This was his first great act of strength.

The ceiling is broken up into panels with symbols of hunting and fishing. Stag heads are at the four corners, boar heads on the short sides. The panels on the long sides are filled with nets, oars and other gear of fishermen. Garlands of seashells are hung between the heads and panels.



Academic Programs Department

The ceiling painting shows Mercury, God of Speed, leading a sun crowned goddess to Mount Olympus with Mars holding a shield.

- *Why do you think the God of Speed would be represented in this dining room?*
The God of Speed was used by the Vanderbilts as a symbol for the speed of their trains.

Marble pilasters with Corinthian style capitals line the room.

- *What is a pilaster?*
A pilaster is a half-column attached to a wall.

The walls are lined with pink Numidian marble from Africa, which had not been used since ancient times. The Vanderbilts were so wealthy that they were able to re-open the quarry to acquire this marble.



Pilasters with Corinthian-style capitals

How is your dining room used? Do you eat meals in there everyday?

THE KITCHEN



In these basement rooms all the food was prepared for the huge banquets given by the Vanderbilts, just like the Kings of France. Unlike the gods and goddesses who drank nectar and ate ambrosia, which gave them immortality, the guests in this mansion ate many formal courses of meat and fish, soups and salads, sorbet in between courses and elaborate molded desserts.

The young children did not attend the formal dinners, but they had elaborate birthday parties.



Academic Programs Department

EXTERIOR OF MARBLE HOUSE

The exterior of Marble House is not included in the tour but may be of interest for some groups. Point out to the students that mica chips were used in the exterior marble. These chips reflect light and sparkle.

SOUTH SIDE (looking from front of Marble House, it is the right side)

The carvings are (from left to right):

1. Leda and the swan
2. A sea nymph with two dolphins
3. Neptune (Poseidon) and Thetis
4. Aphrodite
5. A nymph with a dragon

EAST FAÇADE (facing the ocean)

There are symbols of the zodiac over the windows:

1. Aries (the Ram) March/Spring
2. Cancer (the Crab) June/Summer
3. Libra (the Scales) September/Fall
4. Capricorn (the Goat) December/Winter

They represent the beginning of the four seasons of the year.

Below the terrace, facing the sea, are two white marble benches with carved figures of Pan with his pipes.

NORTH SIDE

The carvings over each window are (from left to right):

1. A girl with a torch
2. A girl with a baby
3. The Goddess of Fortune with her horn, or cornucopia, of plenty and her winged wheel
4. A girl with a sleeping child
5. A girl with an owl.



Academic Programs Department

Name	Greek Name	Job Description	Symbol	Description
Amphitrite	None	Goddess of the sea, wife of Neptune	None	A daughter of Nereus, the Old Man of the Sea. Amphitrite presented Theseus with a jeweled crown after he succeeded in a challenge that proved he was the son of Neptune.
Apollo	(Apollo)	God of the sun, arts, prophecy and healing	None	Apollo, son of Jupiter and brother of Diana, was the god of the sun, prophecy, arts and healing. It was believed that he rode his chariot across the sky each day to give the world light. Since he was the god of healing, sick people prayed to him (When someone died suddenly, he was said to have been struck down by one of Apollo's arrows). As god of music, Apollo is often depicted playing the lyre. He won several musical contests by playing this instrument.
Bacchus	(Dionysus)	God of wine and feasting. Dionysus was the son of Zeus and the mortal Semele.	None	None
Ceres	(Demeter)	Goddess of harvest and farming	A sheaf of grain. Ceres is usually pictures with a scepter, a basket of fruit and flowers and a garland made of corn.	Ceres is the sister of Jupiter and the mother of Prosperina. Ceres's daughter Prosperina (Persephone) was kidnapped by Pluto (Hades), God of the Underworld, and carried off in his chariot, back down to his realm below, where she became his Queen. Ceres was heartbroken. She wandered the earth in search of her daughter, during this time crops withered causing an endless winter. Hades was persuaded to surrender Prosperina for half of every year, the spring and summer seasons when flowers bloom and earth bears fruit once more. The half year that Prosperina spends in the Underworld as Hades' queen coincides with the winter season.
Cupid	(Eros)	God of love	None	Although he is often portrayed as a mischievous little boy, Cupid was actually one of the most admired deities.
Deineira	None	Wife of Hercules	None	None



Academic Programs Department

Name	Greek Name	Job Description	Symbol	Description
Diana	None	Diana was the Roman goddess of fertility, childbirth and nature	Diana is often pictured as a huntress with a deer	Diana was also regarded as goddesses of the moon. Diana was originally only the goddess of fertility and was worshipped by women who thought she gave them easy births.
Hercules	(Alcides)	Symbolized strength	None	Hercules was famous for his courage and great strength. He was required to perform, and successfully completed, 12 near-impossible tasks called the labors of Hercules.
Juno	(Hera)	Queen of the gods. Goddess of marriage, childbirth and finance	The peacock	Juno is a guardian spirit of women. The month of June is named after her. She is portrayed as majestic and wearing a crown on her head. She is the daughter of Saturn and Rhea.
Jupiter	(Zeus)	Father of Gods and men	Weapon was Thunder	Jupiter was the supreme god of the Olympians. He was the father of the heroes Perseus and Heracles. Jupiter was the youngest son of the Titans Cronus and Rhea. When he was born, his father, Cronus, intended to swallow him as he had all of Jupiter's siblings (Neptune, Hades, Hestia, Ceres and Hera). But Rhea hid the newborn Jupiter in a cave. As a grown up, Jupiter caused Cronus to vomit up his brothers and sisters, then they joined him in fighting to gain control of the universe from Cronus. After the defeat Jupiter and his brothers Neptune and Hades divided up creation. Neptune received the sea as his domain, Hades the underworld and Jupiter took the sky. Jupiter was also given supreme authority on earth and on Mount Olympus.
Mars	(Ares)	God of war	None	Though an immortal deity, he was beaten by Heracles in battle and was almost killed when stuffed into a jar by two giants. Mars was handsome and cruel in appearance. His throne on Mount Olympus was said to be covered in human skin. Mars was also the father of Romulus and Remus, the legendary founders of Rome.



Academic Programs Department

Name	Greek Name	Job Description	Symbol	Description
Mercury	(Hermes)	The God of speed, messenger of the gods and guide of dead souls to the Underworld	Winged staff entwined with two serpents. Mercury is depicted holding a purse (for commerce), winged sandals, cap and staff	Mercury was the son of Jupiter and Maia. Mercury was known for his helpfulness to mankind. A prankster and inventive genius from birth, Mercury aided the heroes Odysseus and Perseus in their quests. Mercury was the god of trade and profit, merchants and travelers. And, as a patron of travelers, he was often shown in a wide-brimmed sun hat of straw.
Minerva	(Athena)	Goddess of Wisdom and War, Crafts and Domestic Arts	The owl	Minerva was born from Zeus' forehead. She was believed to have invented numbers and musical instruments. She was the patron goddess of Athens. She was originally the Great Goddess in the form of a bird. Both Minerva and Neptune wanted to be the patron deity of Athens.
Neptune	(Poseidon)	God of the Sea, earthquakes and horses	The trident	Neptune was brother to Jupiter and Hades. Neptune is the husband of Amphitrite. Although he was officially one of the supreme gods of Mount Olympus, he spent most of his time in the sea. As god of horses, Neptune often adopted the shape of a steed.
Pan	None	God of shepherds and flocks	The shepherd's pipe	Pan was the son of Hermes and a nymph. He was born with the legs and horns of a goat, which caused his own mother to reject him. Pan invented the shepherd's pipe made out of bound reeds in varying lengths. Pan was considered to be the cause of the sudden fear that sometimes comes for no reason, especially in lonely places. That's why it's called "panic".
Thetis	None	A sea goddess	None	None



Academic Programs Department

Name	Greek Name	Job Description	Symbol	Description
Venus	(Aphrodite)	Goddess of beauty, love and fertility	Venus is portrayed as a beautiful stern woman, wearing a long dress with her head covered and a staff in one hand.	Said to be born from sea-foam, Venus's birth from the sea inspired the Renaissance artist Botticelli's famous painting of the goddess on a giant scallop shell. Venus' primary function was to preside over reproduction, since this was essential for the survival of the community. The planet Venus was named after her. Venus was also associated with the dove and the goose and was a protector of sailors.
Vesta	(Hestia)	Goddess of the Hearth	None	None
Vulcan	(Hephaestus)	God of fire and craftsmanship	None	He was believed to have a kiln beneath Mt. Aetna. He created ornaments and weapons for the gods and heroes. He was the husband of Venus and the son of Jupiter and Juno.



Academic Programs Department

The Muses

Muses were the daughters of Jupiter (Zeus) and Mnemosyne, born after the victory of the gods over the Titans. They became goddesses of Song and had the gift of prophecy (telling the future). They became closely associated with the cult of Apollo (god of the Sun, Arts, and Poetry) and guardians of the Oracle of Delphi (who could see the future).

Name	Muse Type	Attributes
Calliope	Epic Poetry/Eloquence	Stylus and Tablets
Clio	History	Heroic trumpet
Erato	Love Poetry	Lyre
Euterpe	Flute Playing	Flute
Melpomene	Tragedy	Tragic mask, Club of Hercules
Polyhymnia	Mimic Art/Heroic Hymns	Represented in meditation with a finger on her mouth
Terpsichore	Lyric Poetry and Dance	Cithara
Thalia	Comedy	Shepherd's staff and comic mask
Urania	Astronomy	Celestial globe and compass



Academic Programs Department

Vocabulary List

Arches are curved structures, typically found as openings in walls (i.e. doorways, windows).

Architecture is the science and art of designing and constructing buildings.

Base is the lower part of a column that rests on a pedestal. There are six common types:

- Attic
- Composite
- Corinthian
- Roman Doric
- Ionic
- Tuscan

Capitals are the top part of a pillar or column.

Columns are long, vertical, supporting pillars consisting of a base, a cylindrical shaft, and a capital. There are three types of columns:

Corinthian columns are the slenderest and most ornate of the types of columns. The legend of the Corinthian column is: *A maid of Corinth died; her servant put her dearly loved things in a basket with a stone slab on it as a cover and placed it over the girl's tomb. In the spring an acanthus vine grew up over the basket and its stone slab.* This gave shape to the Corinthian style Capital with its acanthus leaves.

Doric columns are the oldest and simplest types of columns in the three orders of Greek architecture.

Ionic columns have a distinguishing feature of a capital with spiral volutes.

Description is a written or verbal account (report) sharing the details of an event, experience or object.

Form is the shape, structure and outward appearance of an object.

Function is the specific purpose of something or someplace.

Gold Leaf is gold that is beaten out into very thin sheets and used for gilding and lettering.



Academic Programs Department

Immortal relates to the eternal life of gods and goddesses.

Lyre is a musical instrument with strings, like a harp.

Marble is a rock composed largely of calcite or dolomite; often highly polished to enhance its appearance. The differences in color among various types of marble are a result of differences in their mineral content.

Mood, in terms of experiencing art and architecture, means the feeling the viewer observes in the work space. For instance, a dimly lit and cold room can be seen as having a sad mood.

Mortal relates to human beings and other things that will eventually die.

Myths are stories that help explain people's beliefs about the world.

Olympians are the gods and goddesses of who live on Mount Olympus.

Pilaster is a rectangular column with a capital and a base, projecting only slightly from a wall as an ornamental motif.

Portico is a porch or walkway with a roof supported by columns, often leading to the entrance of a building.

Relief sculpture is said to have been invented by a potter in Corinth, Greece. The potter's daughter traced the outline of her boyfriend's shadow while he slept. The potter used the drawing to create a baked-clay **relief** of the young man for her to remember him by.

Senses are what humans use to experience and understand the world around them. Humans have five senses: seeing, hearing, feeling, tasting and smelling.

Symbols are things that stand for something else. For example, the trident is often a symbol of the Sea God, Neptune.

Temple is a building used as a place of worship.

Term is a square pillar tapering downward and adorned at the top with a figure.



Academic Programs Department

Reference

Alva Vanderbilt

“One of my earliest memories is of a big library with books piled from floor to ceiling, myself on a rug building imaginary houses with books taken from shelves within my reach.”

Alva Erskine Smith Vanderbilt Belmont (1853-1933) grew up with a love of travel and of building great homes. Born in Mobile, Alabama, Alva grew up in France, where her family moved after the Civil War. In France, she developed a strong interest in French architecture, design, and culture.

In 1875, Alva married William Kissam Vanderbilt, grandson of "Commodore" Cornelius Vanderbilt and used their wealth to build grand houses like Marble House in Newport, RI. Alva divorced William in 1895 and gained custody of their three children, Consuelo, William Kissam, Jr. and Harold Stirling.

Alva was soon remarried to Oliver Hazard Perry Belmont and moved down the street to Belcourt Castle. After the death of her second husband in 1908, Alva devoted the rest of her life and much of her wealth to the women's right to vote. She founded the National American Women's Suffrage Association, founded the Political Equity Association, and was elected president of the National Women's party, in 1921. Later in life, Alva returned to France, where she died shortly after her 80th birthday.

Richard Morris Hunt

Richard Morris Hunt was the most celebrated architect of America's Gilded Age. His grand houses for the Vanderbilt family in New York and Newport, RI set the standard for the wealthy lifestyle of the Gilded Age. Born in Brattleboro, VT, Hunt had an extraordinary life and career. He was the first American ever to be educated at the Ecole des Beaux Arts, the best fine arts school in Paris, France. At the time Hunt worked, American architects did not receive formal education and did not enjoy very high status.

Hunt left France and returned to America in 1855. He quickly became well known due to his knowledge of architectural history and great skill as an architect. In addition to Marble House and a home on 5th Avenue in New York City, Hunt designed houses for William K. Vanderbilt's brothers. He designed The Breakers (1895) in Newport for Cornelius and Biltmore (1895) in Asheville, NC for George Washington Vanderbilt. After his death in 1895, Hunt was honored with the label "Dean of American architecture".



Academic Programs Department

The Dining Room

The silver centerpiece on the dining room table shows the Judgment of Paris. Paris was the son of the King of Troy. In the piece, three goddesses, Venus, Juno and Minerva stand around the tree of Hesperides wishing to be named "Most Beautiful" by Paris. Each goddess offered Paris a bribe but in the end he chose Venus who promised to reward him with the love of a woman of his choice. Paris chose Helen and he took her away with him to the city of Troy. Helen's husband, angry over his stolen wife, sent soldiers to Troy to regain Helen. This event started the famous Trojan War between the Greeks and the Trojans.

The Chinese Tea House

After the Vanderbilts' divorced in 1895, Alva Vanderbilt married Oliver Hazard Perry Belmont and moved down the street to Belcourt Castle. After Mr. Belmont's death, she reopened Marble House, and had a Chinese Tea House built on the seaside cliff in 1913. The Tea House was designed by Richard Morris Hunt's son Richard Howland Hunt's firm and based on a Chinese temple. Mrs. Belmont, a devoted supporter of women's suffrage, frequently hosted meetings at the Chinese Tea House to promote women's right to vote. In her memoirs Mrs. Belmont states:

"I wanted a summer house on this point, but not the usual thing, and this together with the fact that I had become deeply interested in Chinese art, of which at the time I was making a special study, led to the planning and creation of the Chinese House. Inside and out it is a gem of its kind. The tiles of the roof were imported from China. In front, on the terrace, are two enormous Chinese flag poles, from which are suspended the banners of old and new China. The silken flags are so hung that they never sag or droop, but eternally float outward, fully displaying their beauty of design and workmanship."



Academic Programs Department

Interdisciplinary Extensions

Art History

- Sculpture
- Architecture
- Richard Morris Hunt
- Portrait painting

Science and Technology

- The process of gilding
- Electricity vs. Gas Lights
- Railroads

History

- The Gilded Age
- The Vanderbilt family

Literature

- Mark Twain
- Mythology
 - The Judgment of Paris
 - The story of Hercules



Academic Programs Department

EVALUATION

Please help us in assessing this Teacher's Resource Guide by filling out this evaluation so that we may continue to improve on it. Our address may be found at the bottom of this page. Please send this to the attention of the Academic Programs Department. Thank you.

Do the lesson plans adequately meet the Rhode Island Learning Standards in Arts and English Language Arts?

If not, please indicate areas for improvement.

Does the tour, and its visuals, adequately support and reinforce the lesson plans?

If not, please indicate areas for improvement.

Continued on next page →



Academic Programs Department

Did the tour guide at Marble House allow for student questions and interaction? Did the tour guide at Marble House properly present the material on the tour?

If not, please indicate areas for improvement.

Do you find the included teacher reference materials on Marble House as well as other information available on the website (Marble House information page, general reading list) to be sufficient?

If not, please indicate areas for improvement.

For use of the Teacher Resource Guide in its online format, do you find it easily accessible and clearly formatted?

If not, please indicate areas for improvement.