

The Mystery of the Muses

Note to teachers: This supplement includes a discussion guide, lessons and Michigan Content Standards to use with the Michigan Time Traveler Kids' History page published in the *Lansing State Journal* on October 13, 2004. You may reproduce the pages in this supplement to use with students.

MASTERY GUIDE

(SOC.1.2. Comprehend the Past; SOC.1.3. Analyze and Interpret the Past; ELA.1. Meaning and Communication in Context)

Words to Know

Allegorical: something that has the elements of an allegory

Allegory: story or painting that uses fictional people and actions as symbols to reveal something true about how people live

Mural: a painting applied to a wall

Muse: (usually capitalized) one of nine daughters of the god Zeus in Greek mythology who guide music, literature, art, history and science; (not capitalized) a source of inspiration that guides artistry and learning; (verb) to consider something thoughtfully

Myth: a story from mythology

Mythology: the collection of beliefs and stories about gods and legendary heroes of a particular people

Ornamental: decorative or adding beauty to something else

The Mystery. Why were the Capitol walls left undecorated when the building was built? (lack of money) How did the newspaper reporter think the dome should be decorated? (paintings of Michigan pioneer life) How did the Capitol architect Elijah Myers want the dome decorated? (ornamental allegorical paintings) Which was chosen by the decorating company? (the architect's plan) What subjects do the paintings represent? (see page 3 a list) How did the artist "sign" his work? (with a drawing) Further discussion: What might you have suggested for the subjects of the paintings if you lived in the 1880s?

Discovering the Artist. Who did some people think the artist was and why? (Lewis Ives, who designed similar figures in the Capitol's pediment) What did Geoffrey Drutchas and Kerry Chartkoff discover about the meaning of the "stick figure" drawing on the paintings? (TJ monogram for the artist's initials) How did it show that Juglaris was the artist? (also found on another of his known paintings) What else helped prove that Juglaris was the artist? (finding a sketch he made to prepare for doing the paintings)

The Paintings. Who were the original Muses? (mythical Greek goddesses) What are the two basic elements in the paintings of the Capitol's muses? ([1] woman clothed in ancient Greek style, [2] an allegory told through objects in the picture) In what other famous government building can you see ornamental allegorical paintings? (the U. S. Capitol in Washington, DC)

ACTIVITY ONE: The Michigan Capitol Muses

(SOC.1.2. Comprehend the Past; SOC.V.2. Inquiry; ART.3.VA. Analyzing in Context)

Ask students to study the photographs of the muses on the "Michigan Time Traveler" page or visit the Capitol and the special exhibit, *Tommaso Juglaris: A Capitol Artist* at the Michigan Historical Museum (October 12, 2004, through January 9, 2005) to see the paintings in person. Using the handout (page 3), have students record the objects in each painting that help to tell the story of its subject, then write one or two sentences that tell the theme of the story. The table on the next page lists most objects for your reference. (For more complete descriptions of each muse, see the source given below the table.) An example of a theme for the Muse of Industry might be, "Michigan is a manufacturing state with factories whose chimney smoke shows that work is being done there." Older or more advanced students may do this activity on their own. Do the activity together as a class discussion with younger students.

MUSE	OBJECTS
Agriculture	Shovel, vegetables and fruit, flowers, flowering tree, wreath of wheat on head
Arts	Palette and paint brushes, plumb bob, sculpture of Athena (goddess of wisdom and the arts), capital (top) of a Corinthian column
Astronomy/Science	Telescope, pen or stylus in hand, world globe, protractor, starry sky
Commerce	Caduceus (staff with serpents: Greek and Roman symbol of safe passage for trade), world globe, ships with sails unfurled, winged headdress
Education	Ball (represents open-mindedness), two-pointed compass, burning lamp (represents learning), scroll, books, figure of monkey or ape (traditional symbol of arts and letters)
Industry	Hammer and anvil, machine gear, factories with smoking chimneys
Justice	Scale (of justice), sword, dark (night) sky
Law	Scepter (represents power), tablet with the symbol <i>pi</i> (represents the practice of philosophy), books at feet, skull face at waist (represents reflection on life in the face of death)

SOURCE: Drutchas, Geoffrey G., and Kerry K. Chartkoff. As Lasting As Time Itself. *Michigan History Magazine*. Vol. 83, No. 1 (Jan/Feb 1999), 8-17. Tommaso Juglaris's sketch of four muses.

ACTIVITY TWO: Contributions of Immigrants

(SOC.II.3. Location, Movement, and Connections; ELA.2. Meaning and Communication: Writing)

Tommaso Juglaris was an alien, an immigrant who did not become an American citizen. Perhaps—had his wife and child not died—he might have stayed and become a citizen. We will never know. Constantino Brumidi, who painted the U. S. Capitol, was an Italian immigrant who became a citizen. Both contributed to the nation through their art.

Except for Native Americans, everyone in the United States has an immigrant heritage. At some time a grandfather or grandmother of a recent or long-ago generation came to this country. They all helped build the nation we know today. Ask students to write a short essay about someone from their family or from history who immigrated to America. In the essay they should tell the type of work the person did—whether labor, professional, raising children or other—and how it contributed to building the community or nation. Find names and photos of some well-known immigrants on the American Immigration Law Foundation Web site at www.aifl.org/notable/famous.htm.

ACTIVITY THREE: A Modern Muse

(SOC.I.1. Time and Chronology; SOC.II.5. Global Issues and Events; ELA.2. Meaning and Communication: Writing; ART.II.VA. Creating)

Review and discuss the subjects of the muse paintings at the Michigan and U. S. Capitol buildings named on the “Michigan Time Traveler” page. (See more Capitol paintings at www.access.gpo.gov/congress/senate/brumidi/.) Ancient Greeks had a muse for choral song. Brumidi painted a muse for the “telegraph” in the 1860s. Would rock music, rap, computers or cell phones be good subjects today? Are there sports that warrant a muse? Ask students to suggest good topics for modern muses. After generating a list, ask students to draw and/or write a description for a muse based on one of the topics. The assignment should answer each of these questions: How would the muse be dressed? What objects would she hold or have nearby? What story would the picture tell? The handout on page 4 may be used for this assignment.

ACTIVITY FOUR: Stretch Your Vocabulary

(ELA.1. Meaning and Communication: Reading; ELA.2. Meaning and Communication: Writing)

Discuss the meanings of muse (noun) and “to muse” (verb) with students and how they relate to each other. The word “muse” comes from Latin (*musa*) and Greek (*mousa*). Other Greek forms include *mosa* and *moisa*. Some English words derived from these include amuse, bemuse, museum, music and mosaic. Ask students to use the dictionary to define each word and use it appropriately in a sentence.

Teachers, please send your suggestions for these Teacher’s Guides to timetraveler@michigan.gov. Find previous “Michigan Time Traveler” newspaper pages and teacher’s guides online in PDF format at www.michigan.gov/timetraveler.

The Michigan Capitol Muses

Title (Subject) of Painting	Objects	What is the story?
Agriculture		
Arts		
Astronomy/Science		
Commerce		
Education		
Industry		
Justice		
Law		

A Modern Muse

Title (Subject):	
Objects That Tell the Story	Drawing
The Story	