

Apogee Program Session 1

Course Title: Ancient Wars & Mythology

Course Description

The call to war was a constant theme in ancient cultures. Heroes were born of battles against the gods and each other. In ancient Greece, the kings of city-states all over the Mediterranean fought around the walls of Troy for 10 years to avenge the abduction of a single woman; thereafter, refugees from Troy were driven by the gods and fate to Italy, where Aeneas would battle for survival in a new homeland and his descendant, Romulus, would found the great city of Rome. Are these stories merely myths? In this course, students read and examine historical documents related to the ancient wars as well as the stories and myths corroborating or dispelling some of these encounters (including Homer's *Iliad* and Vergil's *Aeneid*). Students explore the art of storytelling and historiography, discuss mythology, and examine oral tradition as they experiment with creative performance and come to understand the wars and mythology of ancient times.

Essential Questions

- What are the predominant themes in western mythology, and how have they informed our understanding of both human conflict and the growth of civilization?
- What are the functions of and relationships between myth, legend, and history?

Outcomes

Upon successful completion of this course, students will know:

- the central stories of classical mythology
- the stories of the *Iliad* and the *Aeneid*
- the differences between and similarities in Greek and Roman mythology
- how classical mythology informs the study of ancient history as well as contemporary society
- historical background for the various wars and conquests of Rome and surrounding areas
- numerous notable Greeks and Romans
- various types of soldiers, weapons and warfare that evolved across the historic spectrum of these battles
- themes, trends and stylistic traditions in classical art and how they inform us about the past
- how mythology and art were used as propaganda

Upon successful completion of this course, students will understand:

- the multiple definitions and uses of myth.
- why myths were developed
- the common themes with other mythologies and religions.
- the role of warfare in the exercise of political power.

- the essential role of the heroic function
- the difference between realistic impressions of ancient history and “mythically” derived exaggerations of history
- principles of historiography, ancient and modern

Upon successful completion of this course, students will be able to:

- compare and contrast varying mythologies, figures, literary characters, and historic persons
- recognize the central values of classical society, as evidenced by the myths and historic literature
- analyze the connection between classical mythology and the ancient heroes
- identify mythic and historic (heroic) figures in art
- create their own “classical” art, epic or drama based on an understanding of the traditional elements involved in creating these pieces
- organize stories and characters of classical mythology and Greek and Roman history using a variety of graphic organizers and methods
- explain the differences between fictional/artistic representations in today’s media compared to what is known from historic records
- apply the lessons of ancient warfare to thinking about modern wars and conflicts

Instructional Strategies

In this course, students will have the opportunity to learn, and to demonstrate mastery of new concepts and skills, in a number of different ways. Once students have been guided through the identification and analysis of mythological traditions, they will be asked to apply this knowledge to the interpretation of literary and historical texts, both individually and in small groups, and they will present their ideas to the class orally and, on occasion, through visual representations and dramatic performance. It is expected that students will take on different roles in these activities based on their individual strengths and interests. In addition to occasional quizzes and nightly journal reflections to monitor their progress in the course, all students also will complete both an art project (reflecting their understanding of how art can be used both to commemorate and spin historical events) and a final project with both written and oral components (demonstrating how classical mythology, history, art, etc., continue to influence our lives). The latter will be shared on *Expo!* day.

Resources and Materials

- **Books**
 - a. Frenkel Emily. Illus. by Simon Weller. *Aeneas: Virgil’s Epic Retold for Young Readers*. Bristol, UK: Bristol Classic Press, 1986. (ISBN: 0-86292-198-8; ISBN-13: 978-0-86292-198-9)
 - b. Miller, Frank, with Varley, Lynn. **300**. Milwaukie, OR: Dark Horse Books, 1999. (ISBN-10: 1-56971-402-9; ISBN-13: 978-1-56071-402-7)
 - c. Riordan, James. Illus. by Jason Cockcroft. *Jason and the Golden Fleece*. London: Frances Lincoln Children’s Books, 2003. (ISBN: 1-84507-061-5; ISBN-13: 9781845070618)
 - d. Sutcliff, Rosemary. *Black Ships before Troy; the story of The Iliad*. New York: Laurel Leaf / Random House Children’s Books, 1993. (ISBN: 978-0-553-49483-9)
- **Media**

The course will use excerpts from several films and documentaries, including *The Power of Myth*, *300*, *Spartacus*, and *Cleopatra*.
- **Materials**
 - a. Three-ring binder for handouts
 - b. Plenty of loose-leaf paper
 - c. Pack of 3x5 index cards for Greek and Latin vocabulary roots

- d. Favorite art materials (Art materials will be supplied in class, but students may want to bring certain things of which they are especially fond.)

Student Assessment

- Pre-Assessment**
 Students will be given a short quiz containing both objective and short-response questions to assess their knowledge of mythology and the epic battles of ancient Greece and Rome.
- Documentation of Learning**
 Students' progress will be monitored through a number of quizzes (both objective and essay), oral presentations and debates, individual written and/or art projects, as well as daily journal entries.
- Post-Assessment**
 Students will take a short post-test covering the material learned during the course. They will also present their final projects during the *Expo!*.

Schedule

Date	Topic(s)	In-class Activities	Assignments/Assessments
6/27	Introductions Myth & Oral Tradition Elder Gods/Titans & Olympians Mediterranean Geography	Preview Syllabus Myth Presentation, <i>Power of Myth</i> segments Complete mythology family tree Excerpts from <i>Clash of the Titans</i> Paired map activity Introduce final project	Pre-Assessment Quiz HW: Readings from Edith Hamilton <i>et al.</i> ; journal entry on definition of mythology
6/28	Foundational Myths Etymology Fun! Early Heroes (Perseus, Theseus, Hercules); Hero's Journey What Is History?	Discussion of creation and other foundational myths Word-building activity – <i>Neologisms!</i> Short play performances of myths Possible viewing of excerpts from <i>Hercules</i> animated film Small-group consideration/discussion of excerpts from Herodotus and Thucydides Introduce God/Hero Profile Project	In-class group presentations on Herodotus and Thucydides HW: Read <i>Jason and the Golden Fleece</i> (all); journal entry TBD

Date	Topic(s)	In-class Activities	Assignments/Assessments
6/29	<p><i>Jason & the Golden Fleece</i></p> <p>Monsters</p> <p>Epic Form & Tradition (Epithets, Metaphors, etc.)</p>	<p>Discussion of <i>Jason & the Golden Fleece</i></p> <p>Presentation/discussion of Greek heroic values ; in-class creation of wall chart listing Greek values (to be maintained throughout Greek portion of course)</p> <p>Workshop: How to make a monster: rearranging human, animal & elemental “parts”</p> <p>Oral reading of Chapter 1 in <i>Black Ships Before Troy</i></p> <p>Fun with epithets! Activity creating epithets and metaphors</p>	<p>HW: Read <i>Aeneas</i>, Chs. 1-3 only); study for QUIZ!; journal entry TBD</p>
6/30	<p>TROJAN WAR</p> <p><i>Hamartia</i></p> <p>Apple of Discord</p> <p>Iphigenia and Greek Drama</p> <p>Epic Conventions – <i>In Medias Res</i></p>	<p>Discussion of reading</p> <p>Consideration of Aristotle’s definition of tragedy and the tragic flaw; activity distinguishing between events that are tragic versus those that are simply sad</p> <p>Excerpts from documentary on Trojan War, Schliemann, etc.</p> <p>Dramatic readings of excerpts from play about Iphigenia</p>	<p>Reading quiz</p> <p>Handout on Troy video (to be completed in class)</p> <p>HW: Read <i>Black Ships Before Troy</i>, pp. 1-75; journal entry TBD</p>
7/1	<p>TROJAN WAR (continued)</p> <p>Rituals & Warfare</p> <p>Who was Homer?</p>	<p>In-class reading of excerpts from the <i>Iliad</i></p> <p>Discussion of invocation, prayer & sacrifice (piety/humility) – in-class simulation activity</p> <p>Small-group analysis and presentations on “rules” of warfare; treatment of the dead; hostages, ransoms, and slavery</p> <p>Excerpts from <i>Troy</i></p>	<p>Small group presentations on “rules” of war, etc.</p> <p>HW: Finish reading <i>Black Ships Before Troy</i>; study for Quiz!; continue working on God/Hero Profile (due Tuesday); journal entry TBD</p>
7/4	<p>TROJAN WAR wrap-up</p> <p>Introduction to PERSIAN WARS: Battle of Marathon</p> <p>Art in the Classical World</p>	<p>Debate: Is this ancient event still significant today?</p> <p>Presentation/discussion of empire vs. city-states</p> <p>Introduce Classical Art Project</p> <p>Research in the Computer Lab in the afternoon</p>	<p>Reading quiz</p> <p>Debate preparation and performance</p> <p>HW: Complete God/Hero Profile; journal entry TBD</p>

Date	Topic(s)	In-class Activities	Assignments/Assessments
7/5	PERSIAN WARS (continued): Battles of Thermopylae & Plataea	God/Hero Profile Presentations In-class reading of <i>300</i> (book) and excerpts from <i>300</i> (film) Documentary of Battle of Thermopylae Reenactment! Discussion of Herodotus passage Idea of <i>euhemerizing</i>	HW: Read assigned materials on Peloponnesian War; journal entry TBD
7/6	PELOPONNESIAN WAR PHILIP OF MACEDON	Discussion of Peloponnesian War; in-class discussion of excerpts from Thucydides “Archaeology” Activity: Digging up Philip – Who was this man? Prep for field trip	Group presentations on results of “dig” HW: Read assigned materials on Alexander the Great; journal entry TBD
7/7	Art & Architecture	Field trip to Art Institute of Chicago	HW: Art project; journal entry re uses of classical art; journal entry TBD
7/8	ALEXANDER THE GREAT	Discuss museum trip; media review for art project Eastern Mediterranean and Middle East Geography – Map activity Excerpts from Alexander movies	HW: Read <i>Aeneas</i> , pp. 47-112; finish art project (due Monday); journal entry TBD
7/11	Roman Mythology, Etruscans & Latins <i>Aeneid</i> – Vergil & the Augustan Age Art as Propaganda – Looking Ara Pacis, etc.	Art Project Presentations; critiques Create timeline showing Trojan War, <i>Iliad</i> , Vergil and <i>Aeneid</i> Critical Study: Comparing “Aeneas in the Land of the Dead” to Dante’s <i>Purgatorio</i> and banquet scene in <i>Macbeth</i>	Individual and group presentation of analyses Oral/dramatic readings HW: Read <i>Aeneas</i> , pp. 113-69; review for essay test; journal entry TBD
7/12	Wrap-up <i>Aeneid</i> Romulus & Remus, early Roman heroes	Excerpts from Vergil’s <i>Aeneid</i> – in-class art activity with illustrations of Rumor Listening to Berlioz’s opera <i>Dido and Aeneas</i> Map exercise on western Mediterranean Discussion of historiography; in-class readings from Livy on early kings of Rome	In-class essay on Aeneas HW: Additional readings on early Rome (Livy); journal entry TBD

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7/13	PUNIC WARS Ethical Heroes – Marcus Atilius Regulus Hannibal and the Second Punic War	Debate: Was Regulus Moral Hero or Fool? Strategy and Leadership Seminar: How did he do that? Excerpts from documentaries on Hannibal and Punic Wars Etymology fun: Latin roots	HW: Readings on Punic Wars; journal entry TBD
7/14	Spartacus & Slave Revolt Julius Caesar & expansion Mark Antony vs. Octavian (Battle of Actium) Augustus	Legend vs. historical record? Presentation Small-group assessments of heroes covered in course; group presentations Excerpts from <i>Spartacus</i> and <i>Cleopatra</i>	HW: Complete final project; journal entry TBD
7/15	Myth in the Modern World Post-test & forms Conclusion <i>Expo!</i>	Final presentations: Classical World in Our Daily Lives Survey: My favorite classical figure is ____?	Post-test

CTD Statement on Third-Party Web Sites

Instructors are required to thoroughly review any third-party web sites they intend to use in their courses for inappropriate content. However, because web content continuously changes, CTD disclaims any responsibility for any of the content contained on third-party web sites used in course materials. If you become aware of anything that may be inappropriate, please notify CTD staff immediately.