

Classical Studies and International Languages

Course Profile Classical Civilization

Grade 12
University Preparation
LVV4U

Course Overview

Classical Civilization, LVV4U, Grade 12, University Preparation

Policy Document: *The Ontario Curriculum, Grades 11 and 12, Classical Studies and International Languages, 2000.*

Prerequisite: Grade 10 English, Academic or Applied

Course Description

This course allows students to explore the beliefs and achievements of the classical world, which have shaped Western thought and civilization. Students will investigate such aspects of classical culture as its mythology, art, literature, and philosophy, as well as elements of ancient Greek and Latin, through a variety of activities such as dramatizations, audio-visual presentations, and discussions. By reading classical authors in English and examining archaeological evidence, students will enhance both their communication skills and their ability to think critically and creatively.

The study of Latin, ancient Greek and Classical Civilization introduces students to some of the significant cultural and linguistic roots of Western societies. ... As a consequence, students enrolled in Classical studies courses should be able to speak, read, and write with greater proficiency, and should learn other languages more readily. Moreover, in all Classical studies courses, the knowledge students gain of the literature, mythology, and art as well as of the commercial and social practices of ancient civilizations enables them to better appreciate and respect their own heritage and that of others. The discoveries of archaeology have contributed significantly to our knowledge of the geography and history of the Classical world as well as to our understanding of its culture, particularly its art and architecture. For this reason, archaeology and its developments play an important part in Classical studies.

Course Notes

Through activities such as presentations, reports, debates, and seminars, students learn to work cooperatively, develop thinking and communication skills, and acquire self-confidence. (*The Ontario Curriculum, Grades 11 and 12, Classical Studies and International Languages, p. 7*)

Traditionally, Classical Civilization courses have primarily focussed on the literature and history of the ancient Greeks and Romans, supplemented by lessons on a variety of related topics, such as mythology, art, or archaeology. The Classical Civilization course, as found in the *Classical Studies and International Languages* policy document, however, is a course about the cultures of the Graeco-Roman world. Culture is reflected in more than literature or history; it is reflected also in the philosophy, religious practices, art, architecture, and archaeological remains of the people of the ancient Mediterranean world. Though literature and history are integral parts of Classical Civilization courses and cannot be ignored, they cannot be the sole purpose of the study of the ancient Greeks and Romans. The Classical Civilization course is designed as a broad survey course and as such, is meant to investigate the cultural achievements of the ancient Mediterranean world which have come to have a pervasive and inestimable effect on the modern world. Therefore, the strands of the course have been chosen to introduce students to the most enduring aspects of ancient culture: mythology; art, architecture, and archaeology; literature; history and geography; and finally, philosophy and religion.

Since classes in Classical studies generally focus on the cultures of ancient Greece and Rome with specific reference to cultures and peoples within the Graeco-Roman world (such as the Celts, the peoples of the regions which become Turkey, the Near and Middle East (Syria, Lebanon, Israel, Iraq, Iran), Armenia, Georgia, Romania, parts of India, Egypt, and all of northern Africa) students who study Classical Civilization, in particular, are introduced to the vast diversity of the ancient world. In addition, students are encouraged to appreciate the linguistic and cultural inheritance of the West, which is attributed to ancient Greece and Rome, and also to demonstrate sensitivity toward, and an appreciation of, the cultures and peoples of a wide geographical region both in ancient times and today. Teachers can also encourage students to draw comparisons between their own various cultural backgrounds and those being studied, noting the common characteristics of humanity throughout time. As the world becomes increasingly global in perspective, students who study Classics have an opportunity to enhance their cultural awareness.

The following document offers Classics teachers a number of activity choices, which they may make based on their own interests and academic backgrounds, student interests, time constraints, and resources. It is essential, however, for teachers to keep in mind that they must cover all the strands for the course (Mythology, Art/Architecture/Archaeology, Literature, History and Geography, Philosophy and Religion), including the overall and specific expectations; no one strand is more important than any other. This requirement provides teachers with a useful structure as they progress through the varied material. Teachers may find it useful to consult the Ancient Culture sections of the Course Profiles for Level 1 and Level 2 Classical Languages for additional teaching strategies and activities. Note: Because the nature of this document requires the teacher to select from many activities, the time required for each unit may vary. No time recommendations are provided for this reason.

Though the main audience of this course may be students who have studied one or more levels of Latin or ancient Greek, students may begin the study of Classics in Grades 11 or 12 without having studied a Classical language. They will, however, develop some familiarity with Latin and ancient Greek as a result of their exposure to etymology through their study of the course content. Classical Civilization presumes no prior knowledge of the ancient world and requires only an interest in the material to be studied. In response to the diversity of language skills and previous knowledge, and in order to account for the plethora of learning styles to be found in a class, teachers must use a mixture of traditional lessons and activities which allow the students to share in the delivery of the course content.

Some prior assumptions of skills can be made. First, students must be able to work in both independent and group settings. They must be able to use library resources, to conduct research, and subsequently write both research and essay papers. Students must also be able to read a variety of materials and make notes from them. As well, students must be able to take notes. They must also know the fundamentals of oral presentations and seminars. Finally, students must be able to write essays, short answer, and multiple-choice style tests. Where students require additional support in these areas, teachers must teach

these skills. In turn, students will acquire a variety of skills that will serve them well in whatever postsecondary studies they choose to pursue.

In reviewing the policy document, *Classical Studies and International Languages*, teachers should note that the Specific Expectations of the Strands fall almost exclusively in the Knowledge/Understanding section of the Achievement Chart. Since, the teaching and learning strategies devised by the teachers must reflect all areas of the Achievement Chart, teachers must create activities that will allow the students to demonstrate their skills and knowledge of the Specific Expectations in the remaining areas of the Achievement Chart. For instance, a multiple-choice test may fall into the Knowledge/Understanding category only, while a research paper can be placed in all four categories.

The student is at the centre of all the activities outlined in this document. However, because students may have little, or no, background in a given topic, it is often necessary for teachers to direct and guide the lessons and activities. Therefore, teachers must gather resources ranging from pictures, slides, overheads and maps, to original source materials and anthologies of literature. They must create lectures, outlines, handouts, assignments, rubrics, tests, and exams. Teachers using this Course Profile document should keep in mind that they are their own primary resources and that the key to a successful teaching experience includes patience, preparation, creativity, adaptability, sensitivity, and a sense of humour. The activities in this unit are suggested as possible teaching approaches that are in no way intended to be prescriptive. Teachers are not expected to teach all activities in the unit provided. Rather, teachers should select those activities, or parts of those activities, which best reflect and reinforce the specific content being studied as well as the learning needs of their students.

Unit Overviews

The following chart is based on the unit structure provided in the policy document for *Classical Studies and International Languages, Grades 11 and 12*. This chart broadly reflects the Overall and Specific Expectations which must be fulfilled by the end of the course. The five Strands that must be reflected in the course (Mythology, Art/Architecture/Archaeology, Literature, History and Geography, Philosophy and Religion) are outlined here. The clustering of expectations allows all the strands to be assessed separately or jointly within the unit. Teachers are reminded that activities reflect a number of expectations in order to provide the students with optimal learning opportunities. Since the expectations found within different Strands pertain most specifically to the Knowledge/Understanding category of the Achievement Chart, the types of activities created in order to evaluate students' learning can fall into other categories of the Achievement Chart. See Appendix A, Unit Strand Clustering, for a scheme to organize the course content by strand or chronologically.

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus/Time
1	MYV.01; MYV.03; AAV.01; AAV.02; HGV.01; HGV.02; PRV.01 MY1.01; MY1.02; MY1.03; MY1.05; MY1.06; MY1.07; AA1.01; AA1.02; AA1.03; AA1.04; AA1.05; HG1.01; HG1.02; HG1.03; HG1.06; PR1.06	Knowledge/ Understanding Thinking/ Inquiry Communication Application	Early Greece (30 hours)
2	MYV.01; MYV.03; AAV.01; AAV.02; LTV.01; LTV.03; HGV.01; HGV.02; HGV.04; PRV.01; PRV.02. MY1.01; MY1.02; MY1.03; MY1.05; AA1.01; AA1.02; AA1.03; AA1.04; AA1.05; AA1.06; AA1.07; LT1.01; LT1.02; LT1.03; LT1.04; LT1.05;	Knowledge/ Understanding Thinking/ Inquiry Communication Application	Archaic, Classical and Hellenistic Greece (40 hours)

	HG1.01; HG1.02; HG1.03; HG1.06; HG1.08; PR1.01; PR1.02; PR1.03; PR1.04, PR1.07		
* 3	MYV.01; MYV.03; AAV.01; AAV.02; LTV.01; LTV.03; HGV.02; HGV.03; PRV.01; PRV.02. MY1.01; MY1.05; AA1.01; AA1.02; AA1.03; AA1.04; AA1.05; AA1.06; LT1.04; LT1.05; HG1.01; HG1.02; HG1.03; HG1.06; HG1.08; PR1.01; PR1.03; PR1.04; PR1.05; PR1.06; PR1.07 PR1.09	Knowledge/ Understanding Thinking/ Inquiry Communication Application	Rome and Its Empire (40 hours)

* This unit has been fully developed in this Course Profile.

Unit Descriptions

Unit 1 – Early Greece

The investigation of Bronze Age Greece is important for understanding the later developments of Greek culture. Therefore, significant time is assigned to this particular era. This era can be most easily divided into four sections as follows:

A: Classical Theories of the Origins of the Universe

This section introduces students to the geography, chronology, and mythology associated with ancient Greek theories of the origins of the universe, using such sources as Hesiod and Homer. The concepts of myth (e.g., what is myth?), pre-history, and the genealogy of the gods are explored.

B: The Minoans

In this section, students are introduced to the art, architecture, and archaeology (including the excavations of Arthur Evans) of the Minoan civilization. Minoan culture, aspects of religion, and the correlation with later Greek mythology and civilization are also explored. In addition, the theories regarding the fall of Minoan civilization after the eruption of Thera are discussed.

C: The Mycenaeans

The culture of the Mycenaeans is explored here through their architecture, related mythology, and the archaeological evidence of Mycenaean sites including tombs and artifacts. In addition, their connection to other cultures within the Mediterranean world at this time is explored, as well as their influence on later Greek civilization.

D: The Trojan War

This section presents the historical and archaeological record of the Trojan war, particularly Heinrich Schliemann's excavation, in connection with the associated mythology (the Apple of Discord, The Decision of Paris, the Abduction of Helen and so forth) and the representation of these events in Homer's *Iliad* and *Odyssey*. The representation of the Trojan War in later Greek and Roman art (the Laocoon group, Aeneas and Anchises sculpture, etc.), and literature (e.g., *Trojan Women*, *Iphegenia at Aulis*, *Aeneid*, etc.) may also be explored.

Unit 2 – Archaic, Classical, and Hellenistic Greece

This is the most expansive era of Greek culture for which much archaeological, artistic, literary, and historical evidence exists. In order to make manageable the abundance of content available, this time period has been sub-divided into three sections as follows:

A: Archaic Greece

Here, archaic Greek art (particularly pottery and statuary) is presented, along with the development of archaic Greek government, the origins of philosophy, temple construction, and early Greek literature. At this time in history, Greek culture truly emerged from the Dark Ages following the fall of the Mycenaean and Minoan civilizations.

B: Classical Greece

The Classical period marks the peak of the Greek civilization in such areas as drama, literature, art, archaeology, religion, philosophy, and government. It marks the defining moment in the evolution of Greek culture, which has had an enormous and enduring effect on later Western cultures. Teachers would likely spend the majority of the time allocated for this section teaching the topics within this unit.

C: Philip of Macedon and Alexander the Great

Under Philip of Macedon, the Greek city-states were united for the first time, constituting a significant shift in Greek politics, linguistic influence (since Greek became a world language at this time), and culture, continued by Alexander. The expansion of Alexander's empire, and its subsequent dissolution, represent an important milestone in the Greek world.

Unit 3 – Rome and Its Empire

In the past, Classical Civilization courses have tended to focus on Greek culture and civilization. The Romans, however, exerted an equally important influence on the development of the Western world. Therefore, it is imperative to investigate Roman civilization as the vehicle for the transference of Mediterranean culture to later societies. The span of the Roman Empire, again, is vast, and so the following division of topics has been provided to assist teachers in approaching the scope of this civilization.

A: Early Rome and the Etruscans

The significant role of the Etruscans in the development of the early history of Rome is crucial to an understanding of later Roman culture and society. Students learn about the important Etruscan influence on Roman politics, religion, mythology, entertainment, and urban design.

B: Republican Rome

Rome's early identity as a strong Republic continued to express itself even as it became an Empire. In this section, students learn about the development of Roman Republican government and law, architecture, literature, religion, geography, military, and the way in which Roman culture expanded beyond Italy to reach throughout the Western world.

C: The Roman Empire

Rome made some of its greatest achievements as an Empire, as evidenced by the huge variety of literary, historical, architectural, and archaeological sources. This section offers rich opportunities for students to explore the tremendous range of topics from the Imperial period and to enhance their understanding of the culture's significant influence on the development of the Western world. If time permits, students can be exposed to the complexities of the end of the Empire, and to its division into two parts, including the impact of other forces, such as the rise of Christianity, the barbarian invasions, and the metamorphosis of the East into the Byzantine Empire.