

## **INSTRUCTOR'S MANUAL**

### **CHAPTER 2: THE RISE OF GREECE**

#### **I. LEARNING OBJECTIVES**

- To outline the changes in Greek social, political, and economic organization that took Greek culture from the Iron Age (ca. 110 B.C.E) to the Archaic period (ca. 600 B.C.E)
- To trace the development of the visual arts from the Iron Age through the Archaic period.
- To identify the major characteristics of the Heroic Age (ca. 1000-750 B.C.E.), the Age of Colonization (ca. 750-600 B.C.E) and the Archaic Period (ca. 600-480 B.C.E.).
- To describe the impact of the Persian Wars on Athenian history.

#### **II. OUTLINE OF CHAPTER CONTENTS**

##### **Early Greece**

The Early History of Greece

The Heroic Age (ca. 1000 -750 B.C.E)

Religion

The Homeric Epics

    The Meter of the *Iliad* and *Odyssey*

        The *Iliad*

        The *Odyssey*

Geometric Art

The Age of Colonization (ca. 750-600 B.C.E.)

Orientalizing Art

The Archaic Period (ca. 600 -480 B.C.E.)

Archaic Art

    Statuary

    Relief Sculpture

    Toward the Classical Era

    Vase Painting

Temple Architecture  
Doric and Ionic Orders: A Comparison  
**Music and Dance**  
Music Theory  
**Literature**  
Lyric Poetry  
**Philosophy**  
Presocratics  
Herodotus: The First Greek Historian

### III. FIGURES, MAPS, AND TABLES

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Figure 2.24 Temple of Hera I (Basilica)

Figure 2.25 Music teaching in Ancient Greece

## **IV. SUGGESTIONS FOR CLASSROOM DISCUSSION**

### **Greek Religion**

How does the focus of Greek religion differ from that of Egypt? From Sumer? How did these differences influence artistic expression in Greece.

### **Greek Philosophy**

1. The Greeks are credited with developing philosophy. How did philosophy impact Greek culture?
2. What ideas from Greek philosophy persist in modern science?

### **The Development of Greek Sculpture**

Compare the New York Kouros (Fig. 2.13) or Kroisos Fig. 2.14) with an Egyptian statue. Then move on to *Calf-Bearer* (Fig. 2.15) and *Kritios Boy* (Fig. 2.18). Be sure to note the dates of each. When is it clear that Greek sculpture has broken from Egyptian tradition? What do the differences between Greek and Egyptian statuary say about values in the two societies?

### **The Architectural Orders**

1. Why did the Greeks have different types of columns? What was the purpose of each architectural order?
2. Compare and contrast Egyptian and Greek temples. How do the functions of the Greek temple affect its architectural design?

### **The Hero's Quest**

1. The *Odyssey* is a well-known example of a hero's quest. What causes Odysseus to leave home? What trials are involved in his return? How do these trials contribute to the maturation of his character? What is his reward?

2. Compare and contrast the *Epic of Gilgamesh* and the *Odyssey*. Use the questions from #1 above to track similarities and differences. How do Odysseus and Gilgamesh reveal the values they ascribe to friendship, honor, and death?

### **The *Iliad* and the *Odyssey***

1. In what sense are all humans on an odyssey?
2. How do the characters in the *Iliad* and the *Odyssey* see themselves and the world in which they live? What insights into the culture of the times do these epics provide?
3. Compare and contrast the image of Achilles to our modern idea of a war hero. Do we give medals for the same attributes that the Greeks honored? How do modern soldiers differ from Achilles?
4. Who would you prefer as your hero – Achilles or Hector? Explain using examples from the *Iliad* that support your position.
5. The ancient Greeks saw literature and drama as a source for understanding the human condition. Do you think the contemporary arts serve a similar role? Which of today's arts (literature, theater, music, etc.) do you find the most meaningful?

### **Greek Music**

The Greeks believed that music had the power to affect human character and behavior profoundly. For this reason, Plato would have banned all music of a sensual nature from his ideal state. Does music indeed have this power to affect human character and behavior? Should some music be banned? Explain.

### **Greek History**

Should contemporary historians make moral judgments (like Herodotus), or should they be more impartial, objective, and scientific?

## **V. ASSIGNMENTS FOR STUDENTS**

1. Greek history emerged from the art of storytelling, so personal perspectives on events and personalities were important. Using specific examples and/or passages,

show how Homer and Herodotus incorporated personal perspectives into their histories.

2. Who should be considered the hero of the *Iliad*? Defend your position with specific references to the poem.
3. Odysseus is a hero on a quest. What is the purpose of his quest? How does his quest differ from that of Gilgamesh?
4. Trace the development of Greek pottery from 1000 B.C.E. to the sixth century. Discuss at least three examples that are pivotal in the development of Greek pottery.
5. Investigate the roles played by the Presocratics in the history of science. Which of their ideas are still used as bases for modern scientific theories?
6. Dramatize a conversation between Greek philosophers on the nature of reality. One person can be a Materialist (Anaxagoras), one a Pythagorean, one a dualist (Heraclitus), and one an Atomist (Democritus). Have each present their positions and then debate the question: What is the true nature of the world?

## **VI. ADDITIONAL RESOURCES**

### **From the History Channel:**

*The True Story of Troy*  
*The History Channel presents: Troy—Unearthing the Legend*  
*Troy: The Passion of Helen*  
*Mystical Monuments of Ancient Greece (Ancient Mysteries)*  
*The Greek Gods (In Search of history)*  
*Greeks: Crucible of Civilizations*  
*Treasure! The Ancient Gold of Troy*  
*The Odyssey of Troy (Ancient Mysteries)*

### **From PBS:**

*Greek History: The Real Olympics*  
*In Search of the Trojan War*

**From Films for the Humanities**

*The Odyssey*

*In the Paths of the Gods (Ancient Greek Religion)*

*The Jason Voyage: The Quest for the Golden Fleece*

*The Greek Beginning*

*Classical Mythology: History, Legends, and Influences*

*Ancient Greece*