

Module 10

For FLCL 271H (Classical Mythology: Honors Section)

Reinforcement and Review

Course

Classical Mythology: Honors FLCL 271H 3 semester hours

The honors component of Classical Mythology is intended to give students a deeper understanding of the subject and its relationship to other academic areas such as art, music, and psychology. Each student must complete a project that involves reading one or more pieces of Ancient Greek and/or Roman literature in translation.

Module 10: Description

This module stresses the need for review as an aid to learning. It suggests that various types of technology may be used as tools for review of material learned.

Because mastery of Ancient Greek and Roman mythology involves the memorization of many names and specific details, frequent review is necessary. At the beginning of each class that continues the lesson of the previous class, briefly review the material covered in the previous class. Whenever the teacher notes by the expressions on their faces that a majority of the class members do not recognize a name, the teacher should either identify the character or, better, ask who in the class can and then let that student do so.

Encourage the students to ask as soon as possible about anything that they do not understand. Integrate some review into the last lesson of a unit. For example, slides pertinent to the unit might be shown. Slides on a *PowerPoint* presentation work well. An effective exercise to review the major heroes is to match items in a list of objects, characters, and places to the hero with whom each is associated. (Some items may apply to more than one hero, e.g., Argo to Jason and Heracles.)

Students need to review frequently—some more than others. Each student needs to discover the most effective manner for him or her to retain the material. Some students highlight significant statements in their textbooks and/or in their class notes. A few outline reading assignments or make flash cards. Others record lectures and discussions and listen to them as many times as necessary to gain control of the material.

E-mail has made it possible for students to e-mail their questions to the teacher when they realize that they do not understand something. This practice should be encouraged as long as it does not become a daily habit. Specific questions can be answered quickly by e-mail; however, except in rare cases, students whose questions require long, complicated explanations should be asked to make an appointment with the teacher.

Since most honor students do well at reviewing and since several may work as peer tutors in mythology after completing the course, require each student, as a mythology project, to design a review session on a specific topic—for example, the Trojan War saga. When

explaining the project to the students, outline the elements of a unit and elicit from the students guide questions such as the following:

- Major characters (e.g., Heracles)
 - What is the basic outline of his or her “biography”?
 - Why is the character important?
 - What are his or her outstanding traits? Actions?
 - In which pieces of literature does the character appear?
 - What characters are associated with him or her?
 - What is his or her genealogy?
 - Is he or she associated with a place?
 - Does he or she have alternative names?
 - Are any English words derived from his or her name or elements in his or her story?
- Works of literature (e.g., *Iliad*)
 - What is the basic plot?
 - Who are the main characters?
 - What are significant themes? Important passages?
 - Who wrote the work? In what language?
- Events (e.g., sacrifice of Iphigenia)
 - What is significant about the event?
 - Where did it occur?
 - What characters were involved?
- Terms (e.g., anthropomorphic and foreign words such as *thyrsus*)
 - What does the word mean or refer to?
 - Why is the word important in mythology?

Using these questions as a guide (which have been either written out or typed and then duplicated), each student should be required to compose a well-balanced quiz to be incorporated into his or her review session. The quiz should include at least two essay questions, ten multiple-choice questions (with five choices), one matching section on a theme (five items), and five true-or-false questions.

On the designated day, each student comes to class with a written description of how he or she would conduct a review session and with sample materials (e.g., outlines, lists, flash cards, etc.) that he or she would use. The students might create their sample materials using a word processing software such as *WordPerfect* or *Word*. The student should be prepared to share favorite ways of reviewing. The students take each other’s quizzes; then, they discuss the content of the quizzes and reveal any problems that they experienced in composing or taking them. Each student describes how he or she would run a review session and demonstrates the use of his or her review materials. The student should be allowed to use the equipment in the “smart” classroom. The teacher collects, reads, and comments on the sample quizzes and review sessions.

Transferability

This module could be used in a literature class. The basic methods of review discussed in this module can be used in almost any course.

Faculty Technology Skill

- Ability to search the Internet
- Ability to operate slide projector, document camera, and LCD projector (if slides are in a *PowerPoint* presentation)

Student Technology Skill

- Ability to use word processing software
- Ability to operate printer and/or photocopier

Faculty Equipment

- Document camera, LCD projector, and/or slide projector and a screen
- Computer with access to the Internet

Student Equipment

- Computer with access to the Internet, a word processing software, and a printer
- Audiocassette recorder (optional)

Benefits of Technological vs. Traditional Presentation

The Internet offers instant access to a wide array of materials that can be used for review and reinforcement of knowledge of Ancient Greek and Roman mythology. One drawback is the ephemeral quality of World Wide Web sites. Videos, which bring ancient dramas to life, help students to remember plots and characters.

Language Resource Center Usage

Since frequent reinforcement and review aid memory, a session or part of a session in the language resource center could be devoted to working with new materials on subjects already covered in class. Some World Wide Web sites are dedicated to various areas of mythology:

Specific Characters

Hercules

<http://ancienthistory.about.com/cs/hercules/>

Apollo (on mythology link)

www.phantis.com/reference/index.html

Specific Topics

Goddesses and Myths—Greece

<http://womenshistory.about.com/cs/goddessgreece/>

Myth of the Month

www.thanasis.com/myth.htm

Roman Mythology

www.loggia.com/myth/content1.html

The Mythology of the Constellations (see Module 7)

www.emufarm.org/~cmbell/myth/myth.html

Dictionaries of Ancient Greek and/or Roman Mythology (sometimes combined with materials from other mythologies)

Encyclopedia Mythica

<http://pantheon.org/mythica/>

Assistance Available

Myth Man's Homework Help Center (elementary but fun to visit)

www.thanassis.com/homewk01.htm

SOYOUWANNALEARNTHEBASICSOFGREEKMYTHOLOGY?

www.soyouwanna.com/site/syws/mythology/mythology.html

Games

Most Popular Games in Humanities (includes several mythology games)

www.funtrivia.com/stats/22_popular.html

For example, the quizzes “Medicine and Mythology” and “Noble Steeds” are on the link called Humanities: Mythology and Legends: www.funtrivia.com/dir/53.html

Comprehensive Websites

Bulfinch's Mythology

www.showgate.com/medea/bulfinch/welcome.html

The Perseus Digital Library (contains full texts of Ancient Greek and Roman literary works in translation [and in the original languages])

www.perseus.tufts.edu

Note: One frustrating characteristic of websites is that they instantaneously disappear or cannot be displayed. For example, the excellent classics search engine Argos (www.Argos.evansville.edu) is at times unavailable.

Searching the World Wide Web

Simply typing the keywords “mythology ancient Greek” into the search box of a search engine such as Google will bring up numerous references to interesting sites that will reinforce and review material learned.

CD-ROMs

There are some software that contain material on Ancient Greek and Roman mythology—for example, “Romana,” which is available from <www.centaursystems.com>.

Videos

Videos of dramas (see Module 3) and operas (see Module 6) that are in the school’s video collection may be used for reinforcement and review.

Internet Resources

Hercules

<http://ancienthistory.about.com/cs/hercules/>

Apollo

www.phantis.com/reference/index.html

Goddesses and Myths—Greece

<http://womenshistory.about.com/cs/goddessgreece/>

Myth of the Month

www.thanasis.com/myth.htm

Roman Mythology

www.loggia.com/myth/content1.html

The Mythology of the Constellations

www.emufarm.org/~cmbell/myth/myth.html

Encyclopedia Mythica

<http://pantheon.org/mythica/>

Myth Man’s Homework Help Center

www.thanassis.com/homewk01.htm

SOYOUWANNALearnTHEBASICSofGREEKMYTHOLOGY?

www.soyouwanna.com/site/syws/mythology/mythology.html

Most Popular Games in Humanities

www.funtrivia.com/stats/22_popular.html

Humanities: Mythology and Legends

www.funtrivia.com/dir/53.html

Bulfinch’s Mythology

www.showgate.com/medea/bulfinch/welcome.html

The Perseus Digital Library
www.perseus.tufts.edu

Centaur Systems
[www.centaursystems.com](http://www centaursystems.com)