

*(These are the instructions that you will see on the mid-term. It is a good idea to read them now to save yourselves time. You should allot approximately **15 minutes** for each of the three segments of the exam. That means you will need to act quickly in choosing which terms, objects, and passages to cover.)*

## Instructions for Mid-Term (CL 10, Fall 2021)

**[PART I]** Of the following twenty Greek Terms, briefly identify **TEN** (4 points each = 40 points). [For instructions on how to "identify" a Greek Term, please refer to those already elaborated in the Greek Terms Google Docs document. Sometimes one Greek term may help you define/contextualize another. Use the test to take the test.]

**[PART II]** Of the twelve images displayed in rotation on the projector, please do the following for **FIVE** of them, using the numbers on each object on screen to refer to them in your bluebook (6 pts each = 30 points):

- (1) Identify the object with name and **general** time period (e.g., Bronze Age, Iron Age, etc.). [or, if you happen to know it, specific date, but time period is fine].
- (2) Comment in one, maximum two sentences on some aspect of the significance/meaning for the object:
  - For the significance/meaning it may help to comment briefly on one of the following: what the object/image "says" or represents in its cultural context; a mystery the image/object raises; a problem of interpretation that the image/object presents scholars.

### Example A:

- Tribute List for Delian League, Classical Period (or: mid-5<sup>th</sup> century)
- This list represents the wide reach of Athenian Imperialism, evident in the number of places that paid tribute. The *phoros* was often considered burdensome by the allies.



**Example B:**

- Red-figure vase depicting deification of Herakles; Classical Era (or, if you know it, circa late 5<sup>th</sup>-C BCE)
- The image of Herakles in the chariot next to Athena recalls the story of Peisistratus riding into Athens with a woman dressed as Athena. The tyrant likely made use of the popularity of this image to secure his power.



**[PART III]** Of the following eight passages, please do the following for **FIVE** of them (6 pts each = 30 points):

- (1) Identify the passage by author, work, and **general** time period (e.g., Bronze Age, Iron Age, etc.). [or, if you happen to know it, specific date, but time period is fine].
- (2) Comment in one, maximum two sentences on some aspect of the significance/meaning for each:
  - For the significance/meaning it may help to comment briefly on one of the following: what the passage “says” or represents in its cultural context; a mystery the passage raises; a problem of interpretation that the passage presents scholars.

**Example:**

For if I'd been a mother, or if it were my spouse  
who lay there rotting, I would not for that reason  
have acted in defiance of the citizens.  
What law have I in mind in saying this?  
My husband dead, another could take his place,  
and a child by another man, if I lost  
the one I had, but with both parents buried  
in Hades, no brother could ever come to light.

- Sophocles, *Antigone*, Classical Era
- Antigone distinguishes family members for whom she might have acted differently. The passage's distinctions may hint at her own “flexibility” of thought, in contrast to the rigidity of Creon.