Chapter 5 Study Guide
– Classical Western Civilization:
Ancient Greece

- 2000 B.C. – 300 B.C.
- Geography Shapes Greek Life
- Mycenaeans & Minoans
- Trojan War
- Homer
- Myths
- City-States & Forms of Government
- Athens & Sparta
- Persian Wars (490-479 B.C.) – between Greece & Persian Empire
- Democracy
- Greece’s Golden Age
- Peloponnesian War (431-404 B.C.) – between Athens & Sparta
- Greek Philosophers (Socrates, Plato, Aristotle)
- Art & Architecture
- Alexander the Great
- Spread of Hellenistic Culture
Ancient Greece: The Rise of Democracy

Important Terms:

- strait
- Minoan
- Mycenae
- the Trojan War
- Homer
- Iliad
- Odyssey
- polis
- acropolis
- monarchy
- aristocracy
- oligarchy
- phalanx
- direct democracy
- representative democracy
- city-state
- Assembly
- tyrant
- Plato
- Socrates
- Aristotle
- Sparta
- Athens
- Mount Olympus
- Peloponnesian Wars
- Persian Wars
- King Darius of Persia
- Xerxes
- Thermopylae
- Salamis
- Pericles
- philosopher
- rhetoric
- tragedy
- comedy
- Alexander the Great
- Alexandria
- Hellenistic
- Heinrich Schliemann
- Delian League
- Marathon

Questions to Consider:

- How did geography influence the way of life and interaction between the Greeks and other peoples?
- What do the epics of Homer tell us about the Greeks?
- Compare and contrast life in Athens and Sparta.
- Compare and contrast Athenian democracy and democracy in the United States.
- What were the results of the Persian and Peloponnesian Wars?
- Identify major Greek philosophers and their general ways of thought.
- Describe how Alexander the Great enabled the spread of a new Hellenistic culture.
- What is the legacy of the Ancient Greeks?
- What is a golden age?
Ancient Greece consisted mainly of a mountainous peninsula jutting out into the Mediterranean Sea. It also included about 2,000 islands in the Aegean and Ionian Seas. The region’s physical geography directly shaped Greek traditions and customs. As you read pages 123-124, fill in notes that help you answer how each of the three geographic features impacted Greek civilization. You should have at least three (3) notes for each of the sections of the graphic organizer.
GREEK CITY STATES

HOW DID GEOGRAPHY INFLUENCE THE GREEK CITY-STATES?
- Geographic features:
  - Greece made of ___________________ & ___________________
  - ___________________, _______ divide land
  - Warm climate allowed ___________________
- Impact:
  - 1. _
  - 2. _
  - 3. _
  - 4. _

WHAT KINDS OF GOVERNMENT DID THE GREEKS DEVELOP?
- Unique version of Greek city-state called ___________________
- Polis built on two levels:
  - 1. ___________________ = hilltop for defense, temples
  - 2. main city w/ market, theater, homes, etc.
- Early govts. 750 B.C. – 500 B.C.
  - 1. _____________ – rule by king
  - 2. _____________ – rule by upper class / nobility
  - 3. _____________ – rule by wealthy elite
  - 4. _____________ – rule by the people
- Development __________ allowed all people afford weapons, all people involved defense of polis – ____________ = big formation foot soldiers

HOW DID SPARTA AND ATHENS DIFFER?
- ____________: discipline & military – warrior society
- ____________: individual & political rights
  - common people demanded more, led to limited
- Although all Greek city-states fight & competed economically, all Greeks shared ___________ of language, religion, mythology, etc.
- See Athens/Sparta chart for more details
# S.P.I.R.E. Chart: Greece

<table>
<thead>
<tr>
<th>SOCIAL</th>
<th>POLITICAL</th>
<th>INTELLECTUAL</th>
<th>RELIGIOUS</th>
<th>ECONOMIC</th>
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**Geography**
Based on the oath below, what is important to the Athenians? List at least three (3) values.

ATHENIAN OATH OF ALLEGIANCE:

"Never to disgrace his holy arms, never to forsake his comrade in the ranks, but to fight for the holy temples and the common welfare, alone or with others; to leave his country not in a worse, but in a better state than he found it; to obey the magistrates and the laws, and defend them against attacks; finally, to hold in honor the religion of his country."
ATHENS VS. SPARTA CHART

During the 5th century BC, Greece was dominated by two main powers: democratic Athens and the military oligarchy of Sparta. These city-states were very different. Sparta was traditionally the great land power of the Greek world and controlled many neighboring territories whose populations were tied to the land as slaves. Athens' power was based upon its command of the sea, and though it was officially only head of a naval alliance (the Delian League), in practice this amounted to an empire in all but name.

<table>
<thead>
<tr>
<th></th>
<th>ATHENS</th>
<th>SPARTA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government</td>
<td></td>
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<tr>
<td>Education</td>
<td></td>
<td></td>
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<tr>
<td>Women</td>
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<td></td>
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<tr>
<td>Values</td>
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</tbody>
</table>
ATHENS/SPARTA TRAVEL FLYER – 200 POINTS

During the 5th century BC, Greece was dominated by two main powers: democratic Athens and the military oligarchy of Sparta. These city-states were very different. Sparta was traditionally the great land power of the Greek world and controlled many neighboring territories whose populations were tied to the land as slaves. Athens’ power was based upon its command of the sea, and though it was officially only head of a naval alliance (the Delian League), in practice this amounted to an empire in all but name.

The Assignment: Create a one-page flyer (at least 350 words) from the point of view of a Travel Agent from either Sparta or Athens (you will be assigned one in class).

1. Use your class notes, your textbook and any additional sources
2. Your flyer should boast your city-state (you are proud of it and want others to visit it)

3. Your travel flyer must tell about your city-state’s advantages. Highlights may include: cultural activities (such as drama, music and arts); recreation, athletics and sports; architecture and famous sites; schools; accommodations (like homes where the tourists can stay with some of the locals); transportation; and food.

3. Include a map showing where your city-state is located.

4. Include “travel alerts” which warn the tourists of some of the dangers he/she might encounter while staying in your city state.
# ATHENS/SPARTA TRAVEL FLYER RUBRIC

Your final product should show that time and effort went into its completion (neat, well organized & contains historically accurate details).

<table>
<thead>
<tr>
<th>Unacceptable</th>
<th>Needs Improvement</th>
<th>Proficient</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Read purposefully</strong></td>
<td>Does not follow directions. Content is unacceptable. Final product demonstrates no work has been proofread.</td>
<td>Reads assignment sheet, follows directions and completes few aspects of assignment. Weak content within the assignment. Final product demonstrates little work has been proofread.</td>
<td>Reads assignment sheet, follows directions and completes most aspects of assignment. Final product demonstrates most work has been proofread.</td>
</tr>
<tr>
<td>0</td>
<td>35</td>
<td>42</td>
<td>50</td>
</tr>
<tr>
<td><strong>Write effectively</strong></td>
<td>Writing is disorganized. Grammar, spelling, punctuation or capitalization errors are unacceptable. Did not proofread.</td>
<td>Writing could be more clear and organized. Many grammar, spelling, punctuation or capitalization errors. Needs to improve editing skills. Word selection, word choice and sentence structure could be improved.</td>
<td>Clear and organized writing. Few grammar, spelling, punctuation or capitalization errors. Demonstrates acceptable editing. Demonstrates good word selection, varied word choice and varied sentence structure.</td>
</tr>
<tr>
<td>0</td>
<td>35</td>
<td>42</td>
<td>50</td>
</tr>
<tr>
<td><strong>Communicate effectively</strong></td>
<td>Did not communicate effectively. Unacceptable. Incomplete content.</td>
<td>The communication of ideas and information within the assignment are not creative and interesting. Communicates an unclear message to an audience. Few requirements are met. Content is weak or needs improvement.</td>
<td>The communication of ideas and information within the assignment are somewhat creative and interesting. Communicates a clear message to a specific audience. Meets some of flyer's requirements. Content is acceptable.</td>
</tr>
<tr>
<td>0</td>
<td>70</td>
<td>85</td>
<td>100</td>
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</table>

**TOTAL POINTS**

/200 POINTS

10% is deducted each day assignment is late. After three days - it will not be accepted.
# Forms of Government

<table>
<thead>
<tr>
<th>MONARCHY</th>
<th>ARISTOCRACY</th>
<th>OLIGARCHY</th>
<th>DIRECT DEMOCRACY</th>
</tr>
</thead>
<tbody>
<tr>
<td>• State ruled by a __________</td>
<td>• State ruled by a __________</td>
<td>• State ruled by a small __________</td>
<td>• State ruled by its __________</td>
</tr>
<tr>
<td>• Rule is __________</td>
<td>• Rule is __________ and based on family ties, social rank, and wealth</td>
<td>• Rule is based on __________</td>
<td>• Rule is based on __________</td>
</tr>
<tr>
<td>• Some rulers claim __________</td>
<td>• __________ support rulers’ authority</td>
<td>• Ruling group controls __________</td>
<td>• __________ decides vote</td>
</tr>
<tr>
<td>• Practiced in __________ in 2000 B.C.E.</td>
<td>• Practiced in __________ prior to 594 B.C.E.</td>
<td>• Practiced in __________ by 500 B.C.E.</td>
<td>• Practiced in __________ by about 500 B.C.</td>
</tr>
</tbody>
</table>

**Issue:** A dispute arises between a wealthy landowner, Philipus, and one of his poorer neighbors, Emaeus. Emaeus claims the landowner wants to take part of his land to increase the nobleman's own estate. Philipus says his expenses have increased, and he needs additional land.

**Decision:** As a group, examine the issue and decide how each government would settle the problem. Fill in the corresponding chart in 10 minutes.

<table>
<thead>
<tr>
<th>QUESTION?</th>
<th>MONARCHY</th>
<th>ARISTOCRACY</th>
<th>OLIGARCHY</th>
<th>DIRECT DEMOCRACY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who has the power to make the decision?</td>
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<tr>
<td>What is the basis of their power?</td>
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<tr>
<td>Which side are they likely to favor?</td>
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<tr>
<td>Why?</td>
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<tr>
<td>What is their judgment likely to be?</td>
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</table>
U.S. v Athenian Democracy

ATHENIAN AND UNITED STATES DEMOCRACY

Directions: Write "U.S" if the statement is true regarding U.S. democracy, write "A" if the statement is true regarding Athenian democracy or write "B" if the statement is true for both.

1. Citizens = males, 18 years old, born of citizen parents
2. Political power is exercised by citizens
3. Laws voted on and proposed directly by assembly of all citizens
4. Leader chosen by lot
5. Three branches of government
6. Representatives elected to propose and vote on laws
7. Elected president
8. Legislative branch passes laws
9. Executive branch made up of elected and appointed officials
10. Executive branch carries out the laws
11. Juries varied in size
12. Judicial branch conducts trials with paid jurors
13. No attorneys, no appeals, one-day trials
14. Citizens = born in _________ (Athens or United States) or completed citizenship process
15. Juries composed of 12 jurors
16. Defendants and plaintiffs have attorneys; long appeal process
17. Executive branch composed of a council of 500 men
ATHENIAN AND U.S. DEMOCRACY

Athenian Democracy

U.S. Democracy

Features Common to A and B
# THE CULTURE OF GREECE’S GOLDEN AGE

## CULTURE:

## GOLDEN AGE:

<table>
<thead>
<tr>
<th>PICTURE(S)</th>
<th>I SEE...</th>
<th>THIS REMINDS ME OF...</th>
<th>HISTORICAL INFORMATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1. Art</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>#2. Architecture</td>
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<td>#3. Drama</td>
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<td>#4. Olympics</td>
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</tbody>
</table>
GREEK PHILOSOPHER TRADING CARDS

1. You will be assigned one of three major Greek philosophers (Socrates, Plato, or Aristotle).

2. Review the information in your textbook on your philosopher.

3. Work with two other students (who are assigned other philosophers) for ideas.

4. You trading card must have:
   FRONT:
   - picture of the philosopher
   - name prominently displayed

   BACK:
   Philosopher's "statistics"
   - his teacher (if any)
   - school he founded (if any)
   - major ideas
   - major writing
   - achievements

5. You will have the rest of the class period to design & create your card. Your completed card must be finished for homework and brought to the next class.

6. We will swap trading cards and discuss who should be the "MVP" of Greek philosophy & inducted into the Greek Hall of Fame!
Greek Against Greek: The Peloponnesian Wars

Sparta Attacks
- When Sparta attacked Athens, ___________ allowed people from the surrounding countryside to move inside the city walls for protection.
- The city became ___________ and a terrible ___________ broke out.
- At least 1/3 of the population died, including their leader Pericles.

The Beginning of the End
- Many Greeks resented Athenian power after the Persian Wars.
- To counter the Delian League, led by ___________ Sparta founded the Peloponnesian League.
- Sparta encouraged ___________ in the cities of the Peloponnesian League, while Athens encouraged ___________ amongst its allies.

Sparta Victorious
- Sparta allied itself with ___________, a longtime enemy.
- With the help of the Persian navy, the Spartans captured Athens in 404 B.C.
- Athenian greatness came to an end, and ___________ government suffered.
- Corruption and selfishness replaced older ideals such as service to the city-state.

The Peloponnesian War broke out in ___________.
- It lasted 27 years.
- Advantages:
  - Athens was rich and had a powerful ___________.
  - Sparta was inland, so it could not be attacked from the ___________.

The Fighting Continues
- The fighting did not end with the defeat of Athens.
- The Spartans were defeated by another Greek city-state, Thebes.
- As the Greeks fought among themselves, a new power rose in Macedonia. Its leader would eventually conquer Greece to form a new empire.
Efforts and Accomplishments of Alexander

Carefully read the following list, and be prepared to use its ideas.

Did Alexander the Great create history or was he just carried on by the tide of events which were already occurring?

**Alexander**

1. Assumed the throne at age twenty when his father was murdered
2. Marched for eleven years over 22,000 miles and never lost a battle against the strongest foes of his time
3. Got and deserved great loyalty from his men
4. United an area of over 22 million square miles.
5. Identified self with hero Achilles from the *Iliad*
6. Setup a common system of currency for his entire realm
7. Established many new colonies and cities, many of which were named after him
8. Wished to make Alexandria the commercial center in the West, and another city at the mouth of the Indus River the center in the East
9. Used Greeks, Macedonians, and Persians in his administration in an attempt to unite East and West
10. Trained and used Persians in his army
11. Adopted some Persian dress and customs, married Bactrian and Persian princesses, and thousands of his Macedonians and Greeks wed to Persian women
12. Proclaimed himself god-king in Egypt and in Greece to unify his empire
13. Saw no differentiation between Greeks and barbarians—all were brothers
14. Brought scientists on expeditions; gathered data about biology and geography
15. Made Greek the prevailing language of the Near East for government, learning, and commerce
16. Expanded Greek culture from the *polis* to the whole known world
17. Had Near Eastern families sending children to Athens to be educated
18. Set the stage for the eventual rise of Rome and of Christianity
19. Saw what was possible and set out to achieve it
20. The period after him is called Hellenistic, from Hellas, the word for Greece.
21. Greece ruled the near east politically for three hundred years and culturally for one thousand.
22. Historian Arnold Toynbee said, “Had he not died young, he might have politically united the world.”

**But**

23. Greece was already undergoing population pressures and a rising standard of living.
24. Greek culture had already been expanding.
25. Many Greeks had already gone over into the Persian empire to serve as soldiers, traders, and doctors.
26. The Persian empire had already been steadily weakening.
27. Philip of Macedon had created the phalanx and started building an empire.
28. Philip conditioned and educated Alexander to be his heir.
29. Alexander died at age thirty-three after a heavy drinking bout and swimming in a river from which he caught a fever.
30. Little had been done to organize his empire; no permanent institutions were created to govern it—it would go to the strongest.
31. Absolute monarchs ruled after he died, and the unity Alexander had created politically fell apart.


ALEXANDER THE GREAT REPORT CARD

*Directions:* Based on what you have learned about him, prepare a report card for Alexander the Great. Grade each of the items (A+, A-, B+, B, B-, etc.). Then, write a two (2) sentence explanation for each grade.

<table>
<thead>
<tr>
<th>Areas</th>
<th>Grade</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership</td>
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<td>Training</td>
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<tr>
<td>Military Ability &amp; Battle Tactics</td>
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<td></td>
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<tr>
<td>Role in Spreading in Hellenism</td>
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If applicable, how could Alexander have earned better grades in each of the categories?