

# 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

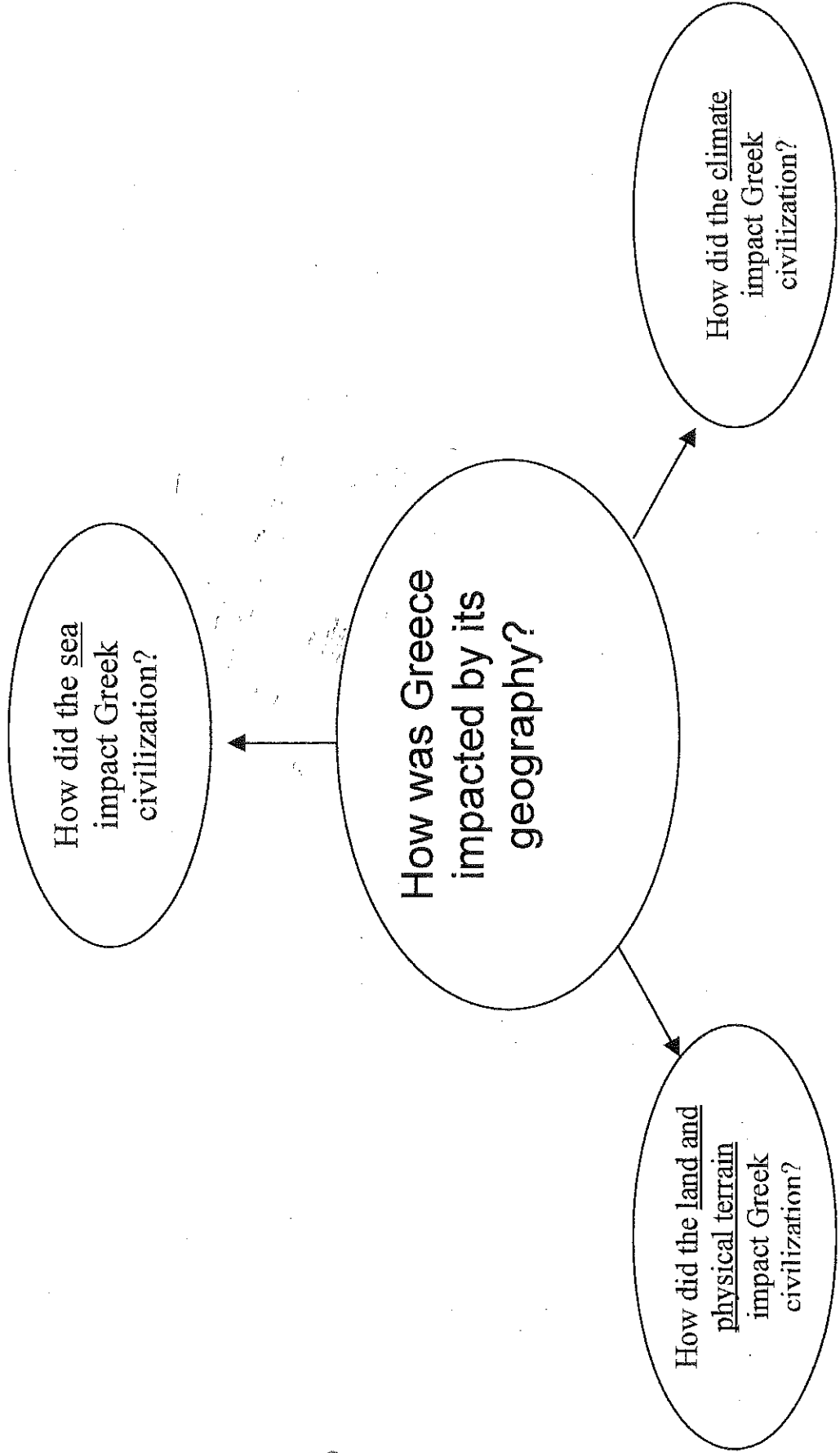
### Important Terms:

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

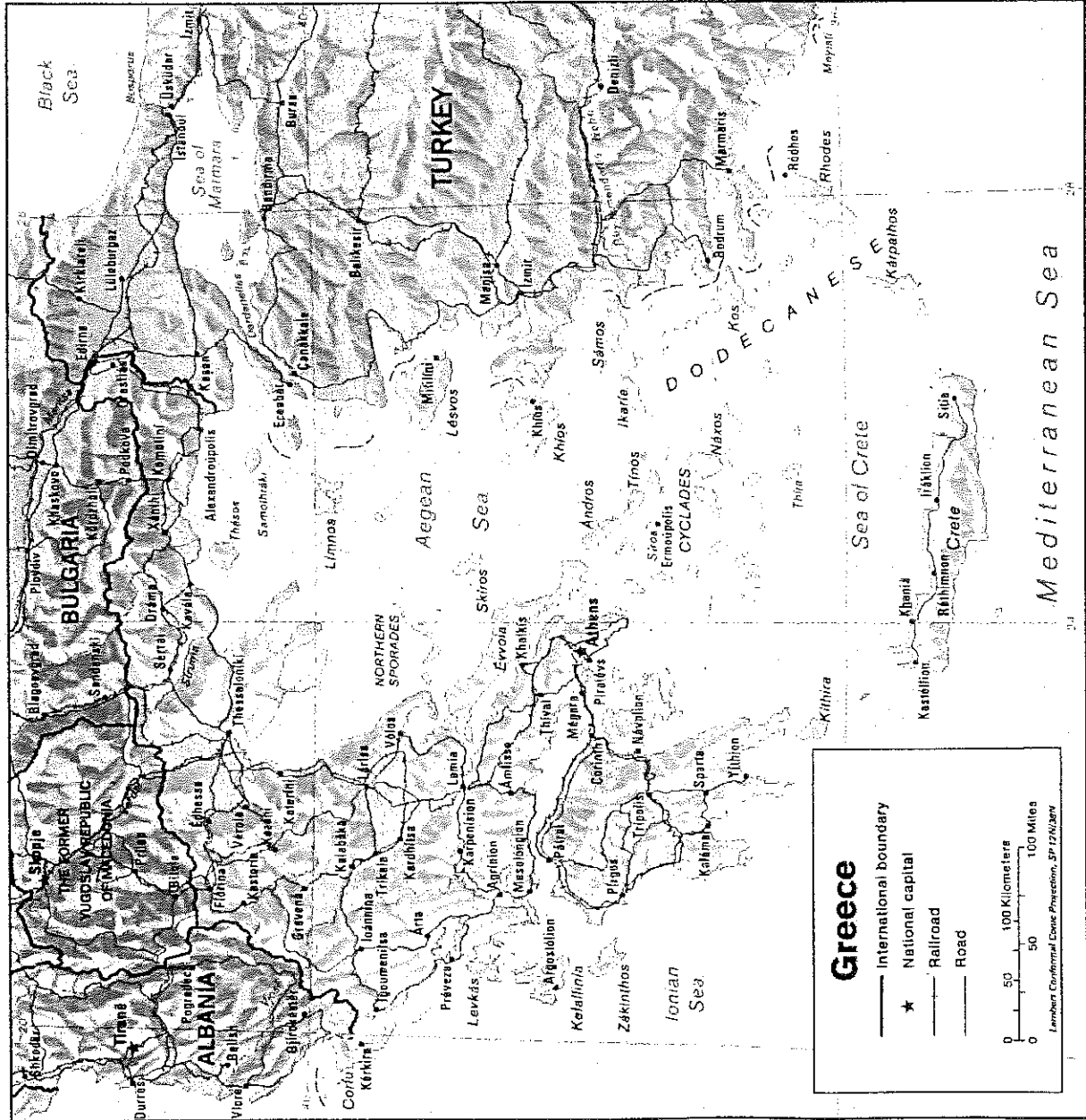
### Questions to Consider:

- 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.



3



Base #02487 (2014.03.5-9)

# 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**

<b>SOCIAL</b>	<b>POLITICAL</b>	<b>INTELLECTUAL</b>	<b>RELIGIOUS</b>	<b>ECONOMIC</b>

**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 5<sup>th</sup> 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.

	ATHENS	SPARTA
Government		
Education		
Women		
Values		



### **ATHENS/SPARTA TRAVEL FLYER – 200 POINTS**

During the 5<sup>th</sup> 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).

	<b>Unacceptable</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
<b>Read purposefully</b>	Does not follow directions. Content is unacceptable. Final product demonstrates no work has been proofread.  0	Reads assignment sheet, follows directions and completes few aspects of assignment. Weak content within the assignment. Final product demonstrates little work has been proofread.  35	Reads assignment sheet, follows directions and completes most aspects of assignment. Final product demonstrates most work has been proofread.  42	Reads assignment sheet, follows directions and completes all aspects of assignment. Final product demonstrates all work has been proofread.  50
<b>Write effectively</b>	Writing is disorganized. Grammar, spelling, punctuation or capitalization errors are unacceptable. Did not proofread.  0	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.  35	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.  42	Clear and organized writing through flyer and presentation. No grammar, spelling, punctuation or capitalization errors. Demonstrates extremely careful editing. Demonstrates excellent word selection, varied word choice and varied sentence structure.  50
<b>Communicate effectively</b>	Did not communicate effectively.  Unacceptable.  Incomplete content.  0	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.  70	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.  85	The communication of ideas and information within the assignment are creative and interesting. Communicates a clear message to a specific audience. Would motivate a tourist to visit.  Flyer includes: <ul style="list-style-type: none"> <li>• 5 city state advantages from a variety of areas</li> <li>• At least one image (including map showing location)</li> <li>• At least one travel alert</li> </ul> Content is comprehensive & accurate.  100
<b>TOTAL POINTS</b>				/200 POINTS

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

# FORMS OF GOVERNMENT

MONARCHY	ARISTOCRACY	OLIGARCHY	DIRECT DEMOCRACY
<ul style="list-style-type: none"> <li>• State ruled by a _____</li> <li>• Rule is _____</li> <li>• Some rulers claim _____</li> <li>• Practiced in _____ in 2000 B.C.E.</li> </ul>	<ul style="list-style-type: none"> <li>• State ruled by a _____</li> <li>• Rule is _____ and based on family ties, social rank, and wealth</li> <li>• _____ support rulers' authority</li> <li>• Practiced in _____ prior to 594 B.C.E.</li> </ul>	<ul style="list-style-type: none"> <li>• State ruled by a small _____</li> <li>• Rule is based on _____</li> <li>• Ruling group controls _____</li> <li>• Practiced in _____ by 500 B.C.E.</li> </ul>	<ul style="list-style-type: none"> <li>• State ruled by its _____</li> <li>• Rule is based on _____</li> <li>• _____ decides vote</li> <li>• Practiced in _____ by about 500 B.C.</li> </ul>

**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.

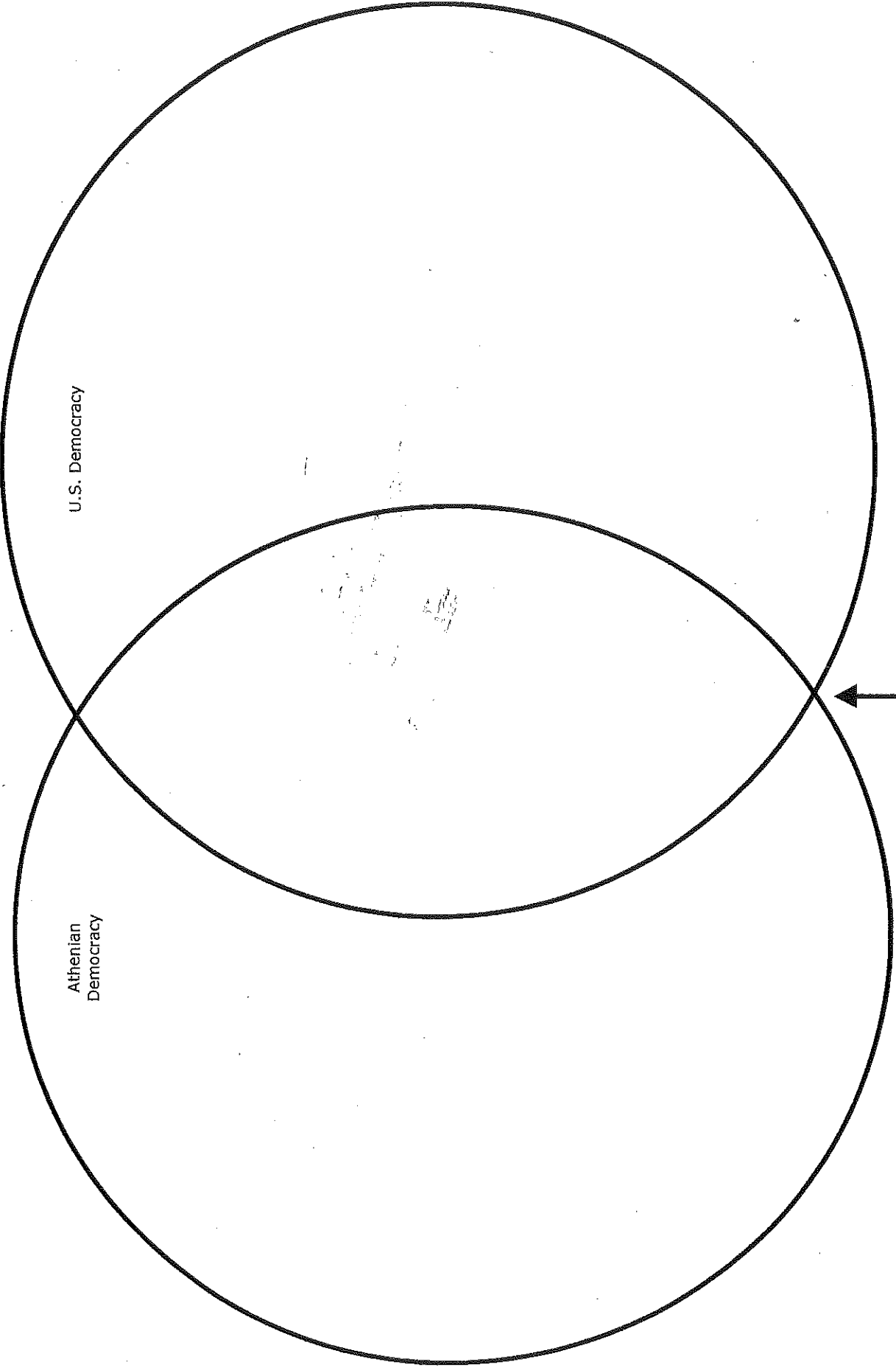
QUESTION?	MONARCHY	ARISTOCRACY	OLIGARCHY	DIRECT DEMOCRACY
Who has the power to make the decision?				
What is the basis of their power?				
Which side are they likely to favor? Why?				
What is their judgment likely to be?				

## **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

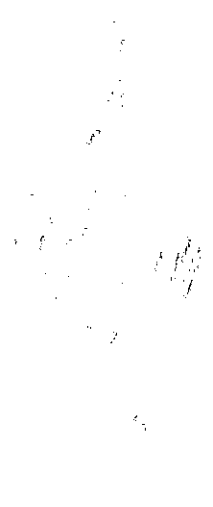
**ATHENIAN AND U.S. DEMOCRACY**



**THE CULTURE OF GREECE'S GOLDEN AGE**

**CULTURE:** \_\_\_\_\_

**GOLDEN AGE:** \_\_\_\_\_

PICTURE(S) #	I SEE...	THIS REMINDS ME OF...	HISTORICAL INFORMATION
# 1. Art			
# 2. Architecture			
# 3. Drama			
# 4. Olympics			

50

## 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. Your 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!

0	30	40	50
Beginning	Developing	Proficient	Exemplary
Not done. Incomplete. Not acceptable.	Met some assignment requirements.  Design is not creative & could look more professional.  More time and effort should have gone into this assignment.  Philosopher content is weak and/or inaccurate.	Met most assignment requirements.  Design is not creative & could look more professional.  More time and effort should have gone into this assignment.  Philosopher content is acceptable and accurate.	Met all assignment requirements.  Design is creative & professional looking.  It is clear that time and effort went into this assignment.  Philosopher content is comprehensive and accurate.

EXTRA CREDIT OF 20 PTS MAY BE GIVEN BASED ON "going above & beyond"

## 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

## Sparta Victorious

- 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 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."<sup>3</sup>

### 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.

<sup>3</sup>Arnold Toynbee as quoted in Chester G. Starr, *The Ancient Greeks* (New York: Oxford University Press, 1971), 165.



## 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, A-, B+, B, B-, etc.). Then, write a two (2) sentence explanation for each grade.

Areas	Grade	Comments
Leadership		
Training		
Military Ability & Battle Tactics		
Role in Spreading in Hellenism		

If applicable, how could Alexander have earned better grades in each of the categories?

