

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:

Strain	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?

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

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.

	ATHENS	SPARTA
Government		
Education		
Women		
Values		

FORMS OF GOVERNMENT

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

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?				

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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.

Greek Mythology: Goddess & God Assignment – Mr. George

Part 1 – PC lab

You will be assigned a goddess/god based on your gender. You are free to trade with another student – just let Mr. George know within the first 10 minutes of entering the computer lab. There will be No duplicates. Research your individual. Create a “profile” that reflects your individual. (see template)

Profile for Goddess/God

Replace this with 5-6 sentences about your goddess/god that describes the individual, personal characteristics and why the god/goddess was important to Greek culture and history. Explain what the individual represents and indicate any significant events, symbols, people or places that were connected to the individual. You can list using a bulleted list.

Create a headband that has some type of symbol or decoration that reflects the goddess/god.

Part 2 - Mixer

You will wear your headband and individually (one-on-one) interact with other gods/goddesses. You will assume the role of the Greek goddess/god and speak from his/her point of view. At the conclusion of each interaction, “you will tell them 3 things that you learned about them”.

Note order: Primordial deities > Titans > Olympians

Rubric: /60 points

0	18	24	30
Beginning	Developing	Proficient	Exemplary
Not done. Incomplete. Not acceptable.	Met some assignment requirements. Design is not creative More time and effort should have gone into this assignment. Content is weak and/or inaccurate.	Met most assignment requirements. More time and effort should have gone into this assignment. Content is acceptable and accurate.	Met all assignment requirements for profile. Headband design is creative & reflects individual It is clear that time and effort went into this assignment. Content is comprehensive and accurate.
Not acceptable.	Did not meet requirements for interacting with others.	Interacted with every other student in class in a respectful manner with exceptional behavior.	Interacted with every other student in class in a respectful manner with exceptional behavior. Assumed identity from perspective of goddess/god.

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Chapter 6

CLASSICAL
WESTERN CIVILIZATION:
ANCIENT ROME

3 WORLD HISTORY I
Mr. George

Name _____
Block _____

STUDY GUIDE: ROME

Make sure you can answer the key questions for each section review. Review all notes/charts/maps/handouts from class.

KEY TERMS:

patricians	Pax Romana
plebians	Marcus Aurelius
senate	"bread and circuses"
tribunes	Huns & Germanic tribes
consuls	Jesus
Twelve Tablets	Peter
Etruscans	Paul
Gracchus Brothers	Diocletian
Julius Caesar	Constantine
Rubicon	
Augustus	
mercenary	
legion	

KEY CONCEPTS:

You should be able to answer, *in your own words*:

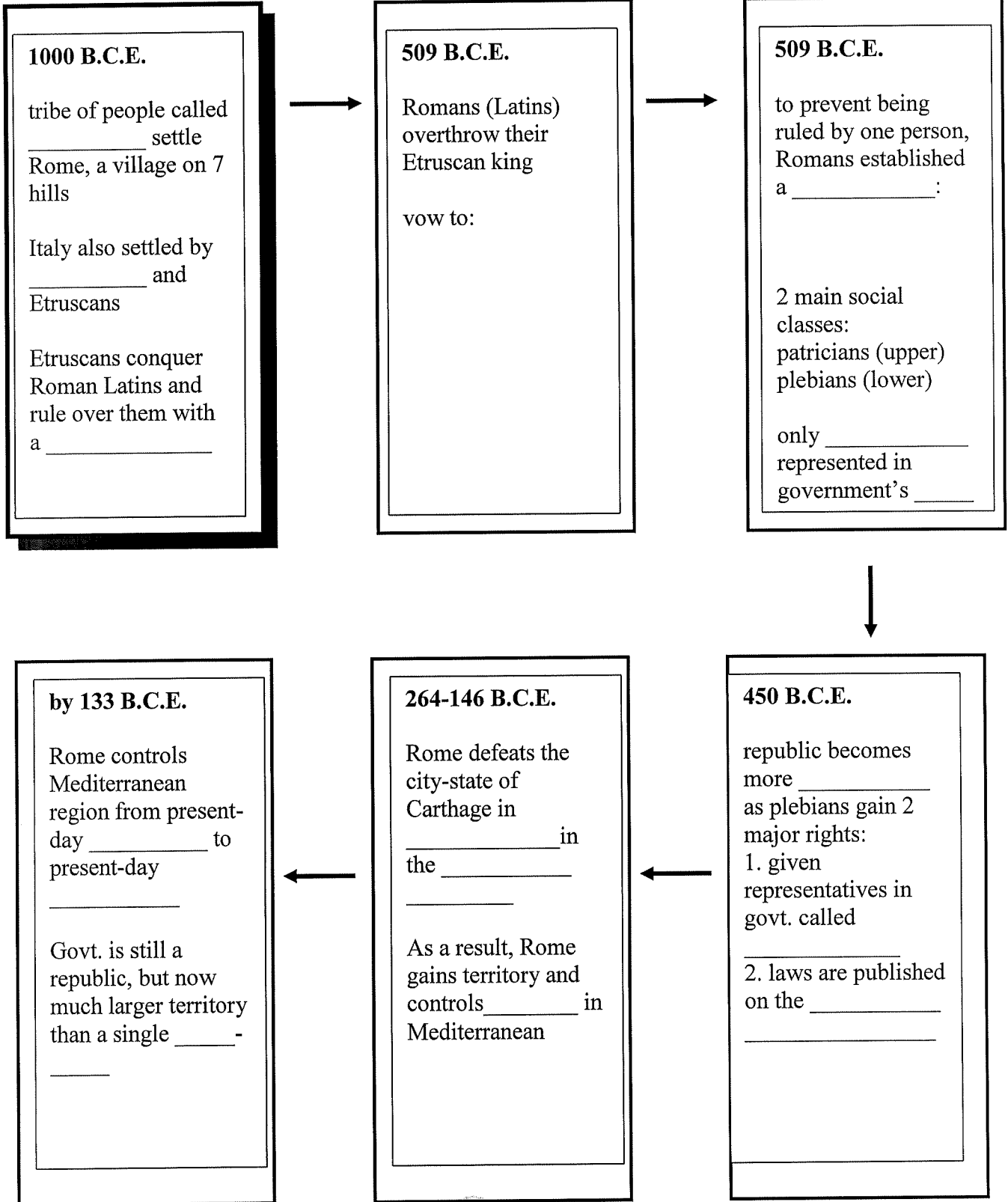
- ◆ How did geography influence the development of Rome?
- ◆ What were the components of the Roman republic?
- ◆ In what ways did the Roman republic influence the United States' government?
- ◆ How was Rome able to expand from city-state to empire?
- ◆ How did the growth of Rome lead to the crumbling of its republic?
- ◆ How did Christianity develop and spread?
- ◆ Describe the various factors that led to the fall of Rome.

Rome Timeline – Form of Government/History

Date	Form	Details
1000 B.C.		Latins enter region
753 B.C.		Rome founded
600 B.C.	Monarchy	Etruscan King of Rome
509 B.C.		Tarquin the Proud – last King of Rome was driven from power.
509 B.C.	Republic	Struggle for power between patricians and plebians
451 B.C.		Roman law (Twelve Tables) established
264-146 B.C.		Punic Wars fought (Rome vs. Carthage)
121 B.C.		– Period of Civil War. Breakdown of Republic.
59 B.C. – 49 B.C.	First Triumverate (3 rulers)	Julius Caesar, Crassus (wealthy Roman), Pompey (popular general)
46 B.C.		Senate appointed Caesar dictator
44 B.C.	Dictator	Caesar named dictator for life
44 B.C.		Caesar assassinated. Outbreak of civil war.
43 B.C.	Second Triumverate (3 rulers)	Octavian, Mark Antony (general), Lepidus (politician)
27 B.C.	Emperor	Octavian a.k.a. Augustus (“exalted one”). Empire ruled by one man. Roman Empire and Pax Romana begins with reign of Augustus.
A.D. 29		Jesus crucified
A.D. 180		Pax Romana ends
A.D. 285		Diocletian divides empire into two: Greek speaking East & Latin speaking West. He took eastern half for himself
A.D. 324		Constantine secures control of both halves – restoring concept of single ruler.
A.D. 330		Constantine moves capital from Rome to Byzantium. (eventually to become Constantinople)
A.D. 395		Death of Constantine – empire is divided again.
A.D. 476		Last Roman emperor ousted. Western half of empire disappears. Fall of Rome.

FORMATION OF THE ROMAN REPUBLIC

Name: _____ Date: _____



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HOW DID ROME EXPAND?:

- two methods to expand control
 - _____
 - _____
 - Romans well disciplined, organized
 - unit of 5,000 men called _____
 - built network of _____ to move military quickly
 - let conquered peoples keep customs as long as _____ & _____
- _____ Wars (264-146 BCE) vs. Carthage (leader _____)
- by 133 BCE controlled Mediterranean from Spain to Egypt & Greece

HOW DID WINNING AN EMPIRE AFFECT ROME?

- **empire:** _
- expansion⇒_____ (trade routes, conquered lands)
- increasing gap between wealthy & poor
 - rise in slave labor (_____ population slaves) hurts farmers
- successful generals battled for power

WHY DID THE ROMAN REPUBLIC DECLINE?

- murders of _____ brothers sparked civil wars
- rise & fall of _____
- emergence of Cæsar's grandnephew Octavian as _____ ("exalted one") 31 B.C. to 14 A.D.

WHAT WERE STRENGTHS AND WEAKNESSES OF ROMAN EMPIRE?

- Strengths:
 - _
 - _
 - _
 - _
- Weaknesses:
 - _
 - _
 - _

ROMAN REPUBLIC VS. UNITED STATES OF AMERICA

Rome		United States of America
	Executive	
	Legislative	
	Judicial	
	Legal Code	
	Citizenship	

ROME:
THE BEGINNINGS OF
CHRISTIANITY

THESIS: Christianity would not have grown
without the Roman Empire.

2. JESUS

- Was a _____ man who began preaching ideas of _____ with a new twist!
- Claimed to be the _____ & son of _____
- Rejected " _____ " in favor of _____
- Jesus was seen as a threat by both _____ and _____
- Executed c. 33 A.D. — followers of Jesus' teachings became _____, believe he
- Christ = " _____ " = " _____ "

4. PAUL

- Was a Greek man who had never met Jesus but had a vision & converted to Christianity
- Set up churches from _____ to _____ — how was he able to do this? _____
- Early Christians were _____ by Roman govt, yet Christianity spread & grew — why? _____

1. THE JEWS

- _____ one of many groups of people conquered by Roman Empire
- Romans allowed them to continue to practice _____ Judaism
- Some Jews wanted to rebel against Rome & believed a _____ would be sent to help them
- Eventually Romans _____ Jews from empire in 135 A.D. — The _____

3. PETER

- Was Jesus' main _____ (follower)
- Jesus told _____ to lead Christians after his death
- "Thou art Peter, and upon this Rock..."
- Peter becomes bishop of Roman church = first _____
- Pope & bishops provided structure, _____ to Christian Church

THESIS: Christianity would not have grown
without the Roman Empire.

- TRUE:
- FALSE:

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THESIS: Christianity would not have grown without the Roman Empire.

- TRUE:
- FALSE:

3 KEY EVENTS IN SPREAD OF CHRISTIANITY

- Emperor _____'s Edict of _____ (313 A.D.): allows _____ in Roman Empire
- Emperor _____ makes _____ the official religion of the Roman Empire (392 A.D.)
- After Roman Empire falls in _____ A.D., the Christian Church replaces the Roman govt. as Europe's main _____

THESIS: Christianity would not have grown without the Roman Empire.

- TRUE:
- FALSE:

Caesar's Bid for Power

Out of this chaos emerged Julius Caesar, an able commander who combined soaring ambition with a determination to make drastic reforms. For a time, Caesar dominated Roman politics with Pompey, one of Rome's most bril-

liant generals. Then, in 59 B.C., Caesar set out with his army to make new conquests. After nine years of almost constant fighting, he succeeded in bringing all of Gaul—the area that is now France—under Roman control.

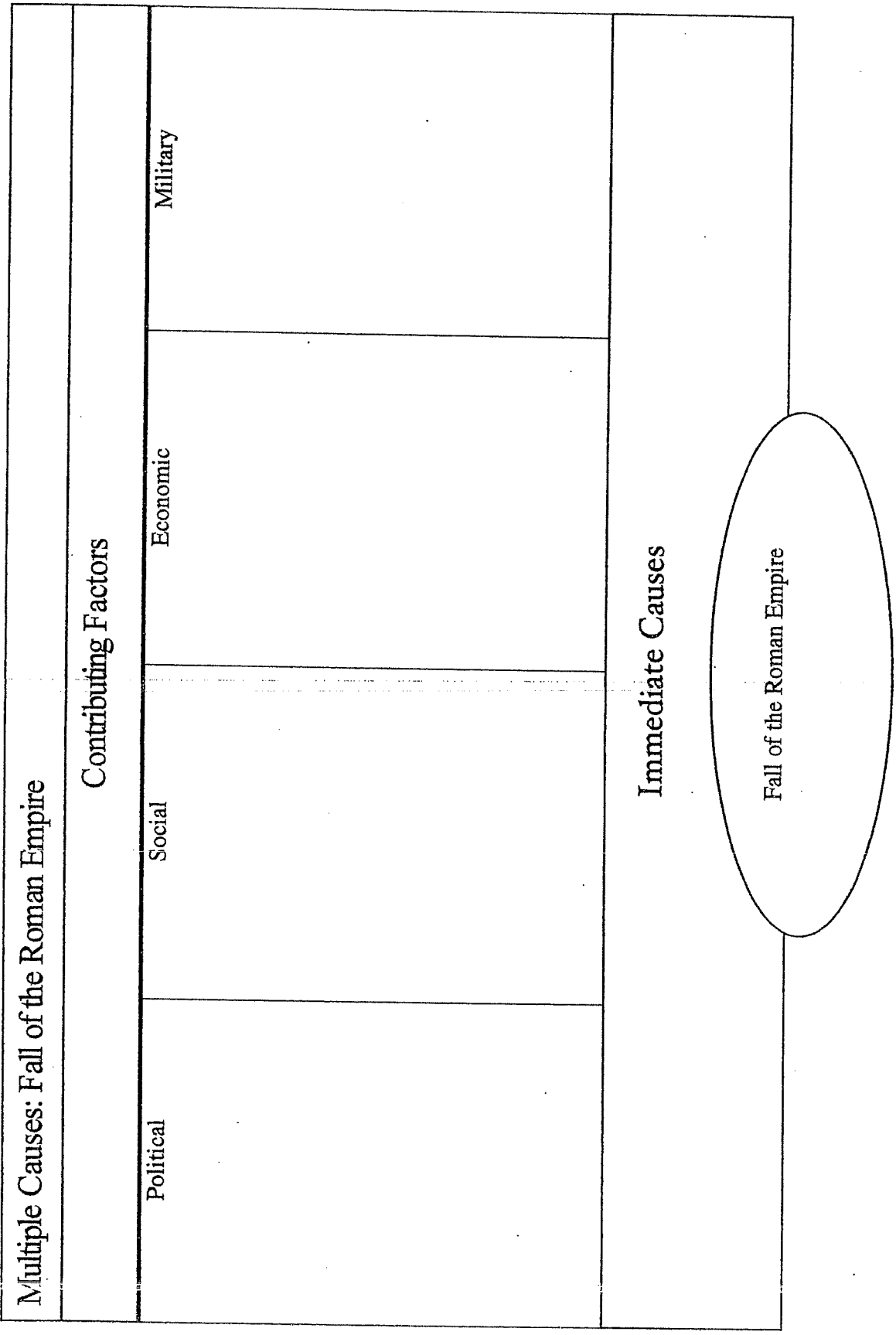
Crossing the Rubicon. Back home, Pompey grew jealous of Caesar's successes and fearful of his rising fame. He had the senate order Caesar to disband his army and return to Rome.

Caesar decided to defy the order. Acting swiftly and secretly, he led his army across the Rubicon River into northern Italy and then headed toward Rome. With this act, which was considered treason, he committed himself to a life-and-death struggle from which there was no turning back.

Once again, civil war erupted across the empire. Caesar crushed Pompey and his supporters. He then swept around the Mediterranean, suppressing rebellious provinces and strengthening Roman power. "*Veni, vidi, vici*"—"I came, I saw, I conquered"—he announced briefly after one victory. Later, returning to Rome, he forced the senate to make him dictator. Although he kept the senate and other features of the republic, he was in fact the absolute ruler of Rome.

Caesar's reforms. Between 48 B.C. and 44 B.C., Caesar pushed through a number of reforms intended to deal with Rome's many problems. He launched a program of public works to employ the jobless and gave public land to the poor. He also reorganized the government of the provinces and granted Roman citizenship to more people. To enact these reforms, however, he packed the senate with his own followers.

Caesar's most lasting reform was the introduction of a new calendar based on Egyptian knowledge. The Julian calendar, as it was later called, was used in western Europe for nearly 1,600 years, and with minor changes is still our calendar today.



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What did Rome borrow from Greece?

- myths, gods and goddesses, they were inspired by Greek poetry
- architecture: columns
- writing - they used a modified version of the Greek alphabet
- used the Greek technique for making pottery, collected Greek art, used Greek art as models for their work, but their figures were more realistic than the ideal figures the Greeks made

Geography of Rome

1. How did Rome's location in the center of the Mediterranean help in its development?
2. Why was Italy easier to unify than Greece?
3. How did Italy's broad, fertile plains impact Rome's development?
4. Who were the earliest ancestors of the Romans? When did they migrate into Italy?
5. What other groups of people lived in Italy?

Roman Empire Questions:

1. How were Greek and Roman civilizations similar?
2. How did Rome's geography impact its development?
3. How did the Roman Republic take shape?
4. How did the government of the Roman Republic work?
5. How did Greece and Rome influence the government of the U.S.?
6. Why did the Roman Republic collapse?
7. Was Julius Caesar a model Roman citizen or a traitor?
8. What was life like during the "Roman Peace"?
9. Why did the early Christian Church attract so many followers?
10. How did the Romans react to Christianity?
11. What did the early Christian church teach?
12. How did the life of Jesus impact life in Rome?
13. What factors (short and long term) led to the fall of Rome?
14. How did Diocletian and Constantine attempt to reform Rome's government?
15. What lessons can the US learn from Rome's fall that apply to the U.S. today?