The Classical Civilizations
Part 4 - Greece

Name: ___________________________
Period: _____
**Objective:**

- **Describe** the location of the Greek civilizations and how geography impact the Ancient Greeks.

**Introduction:** Where was the Greek empire located?

➡ **Directions:** Examine the maps below and answer the questions that follow.

Think Like a Geographer

<table>
<thead>
<tr>
<th>Question</th>
<th>Continent</th>
<th>Sea to the East</th>
<th>Sea to the South</th>
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<tbody>
<tr>
<td>1. Which <strong>continent</strong> was Greek civilization located on?</td>
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<td>2. Which sea is to the east of Greek civilization?</td>
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<td>3. Which sea is south of the Greek civilization?</td>
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<td>4. What do you know about the area of the world where Ancient Greece was located? Identify any historical or modern-day civilizations or countries in that region or events that have taken place.</td>
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Greek civilization began in 1750 BC north of the Mediterranean Sea in Europe.

Greece is in southeastern Europe and consists of a mainland and an archipelago [chain of islands]. Mainland Greece is a large peninsula surrounded on three sides by the Mediterranean Sea (branching into the Ionian Sea in the west and the Aegean Sea in the east).

The geography of Greece greatly influenced the culture in that, with few natural resources and surrounded by water, the people eventually took to the sea for their livelihood. Mountains cover eighty percent of Greece which provides little opportunity for agriculture. As a result, the early Greeks colonized neighboring islands and founded settlements along the coast of Anatolia (also known as Asia Minor, modern day Turkey). The Greeks became skilled ship builders, sailors, and traders to acquire resources they did not have. One benefit of Greece’s trade with other nations was that they encountered the Phoenician alphabet, which they adapted and became the basis for Latin and many other languages including English.

The mountains that covered Greece and the seas between islands also isolated the people of Greece. As a result, Greeks developed individual polis, also known as city-states. City-states were cities with surrounding land and villages. Each city-state was independent and located in an isolated valley. While the Greeks spoke the same language, they had different cultures and government and social structures because they were divided. The mountains separating the city-states were barriers to cultural diffusion and unity. In addition, a lack of resources and differences between the city-states led to rivalry and antagonism that led to wars. The two most well-known city-states were Sparta and Athens.


1. Identify two geographic features that separated the Greek city-states.

2. Describe two ways that mountains in Greece affected the Ancient Greeks.

3. Describe two ways that water surrounding Greece affected the Ancient Greeks.
How did Greek city-states differ?

- **Describe** the differences between the city-states of Sparta and Athens.

**Objective:**

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**Athens**

**Sparta**

**VS.**

The rivalry between Athens and Sparta, two of the Greek city-states greatly affected Ancient Greece and has now become legendary. **Feuding** between Sparta and Athens eventually led to a twenty-seven year long **civil war** called the **Peloponnesian War** in 431 BC which led to the decline of Greece. Historians use **primary sources** and **secondary sources** to identify **causes** for the **rivalry** between Sparta and Athens.

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**Contextualize**

How did daily life differ between Athens and Sparta?

**Watch this video on Athens and Sparta**, then describe what life was like for Athenians and Spartans below.

| Life in Athens | Life in Sparta |
How did the core values differ between Athens and Sparta?

➡ Directions: Read the excerpts below, then respond to the questions.

### Athens

If we look to the laws, they afford equal justice to all despite their differences. If a man is able to serve the state, he is not hindered by his condition. The freedom we enjoy in our government extends to our ordinary life. There...we do not feel called upon to be angry with our neighbor for doing what he likes...

Advancement in politics is about potential, social class is not allowed to determine merit. Our ordinary citizens, though occupied with personal business, are still fair judges of public issues. At Athens we live exactly as we please, and yet are just as ready to encounter every legitimate danger.

To be happy means to be free. We throw open our city to the world, and never...exclude foreigners from any opportunity of learning or observing.

-Pericles, Funeral Oration

Source: http://sourcebooks.fordham.edu/ancient/pericles-funeralspeech.asp

### Sparta

“Instead of softening their feet with shoe or sandal, his [king of Sparta] rule was to make them hardy through going barefoot. He believed this would allow them to climb hills and run. In fact, with his feet so trained the young Spartan would leap and spring and run faster without shoes than another in the ordinary way. Instead of making them effeminate (ladylike) and spoiled with a variety of clothes, the rule was to give them one piece of clothing the entire year. They would wear the same piece of clothing whether it was hot or cold. This taught them to be brave in all weather. With regards to food, young boys received small amounts of food. It was believed that young boys needed to know the pains of starvation.”

- Xenophon, Constitution of the Lacedaemonians

Source: https://sourcebooks.fordham.edu/ancient/xeno-sparta1.asp

### Based on Pericles’ speech, describe what Athenians valued most.

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3. 
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5. 
6. 
7. 
8.

### Based on the text above, describe what Spartans valued most.

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8.
Contextualize

How did the treatment of women differ between Athens and Sparta?

**Directions:** Read the excerpts below, then respond to the questions.

<table>
<thead>
<tr>
<th>Athens</th>
<th>Sparta</th>
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<tr>
<td>Female citizens had few rights in comparison to male citizens. Unable to vote, own land, or inherit, a woman’s place was in the home and her purpose in life was the rearing of children. Contact with non-family males was discouraged and women occupied their time with indoor activities such as wool-work and weaving. Girls too were educated in a similar manner to boys but with a greater emphasis on dancing, gymnastics, and musical accomplishment which could be shown off in musical competitions and at religious festivals and ceremonies. The ultimate goal of a girl’s education was to prepare her for her role in rearing a family.</td>
<td>...The truth is, he [king of Sparta] took in their [women] case, also, all the care that was possible; he ordered the maidens to exercise themselves with wrestling, running, throwing, the quoit [a ring thrown toward a peg in the ground], and casting the dart, to the end that the fruit they conceived might, in strong and healthy bodies, take firmer root and find better growth, and withal that they, with this greater vigor, might be the more able to undergo the pains of childbearing. And to the end he might take away their over great tenderness and fear of exposure to the air, and all acquired womanishness, he ordered that the young women should go naked in the processions, as well as the young men, and dance, too, in that condition, at certain solemn feasts, singing certain songs, whilst the young men stood around, seeing and hearing them.</td>
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*From Lycurgus by Plutarch written 75 C.E. Translated by John Dryden*

Source: [http://classics.mit.edu/Plutarch/lycurgus.html](http://classics.mit.edu/Plutarch/lycurgus.html)

Based on the text, what was life like for women in Athens?

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If you were a woman, in which city-state would you prefer to live? Explain.

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Based on this observation by Lycurgus, what was life like for women in Sparta?

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SQ 17: What was the geographic and historical context for the rise of classical civilizations in Greece?

Directions: Using evidence from the documents above, respond to the task below in the space provided.

Contextualize Ancient Greece by completing the following tasks:

● Describe the location of Ancient Greece

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● Identify two geographic features that may impact the development of civilizations in this region

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● Describe how those features affected the development of Ancient Greece

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Objective:

What led to the Golden Age of Athens? How did the Golden Age of Athens impact Greece, other regions, and later periods in history?

**Contextualize** the Golden Age of Athens. **Explain** the impact of the Golden Age of Athens on Greece, other regions and later periods in history.

**Introduction**

→ Directions: Examine the images below and complete the accompanying activity.

The images below are from the Lincoln Memorial in Washington D.C. The memorial is dedicated to Abraham Lincoln, the 16th President of the United States. The art and architecture of the memorial are influenced by innovations from the Golden Age of Athens.

1. **See**
   Identify three things you notice about the outside of the Lincoln Memorial and the statue in it.

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2. **Think**
   Identify two aspects of this memorial that you think might have been inspired by the Golden Age of Athens.

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3. **Wonder**
   Write down one question you have about the art and architecture of the Lincoln Memorial.

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   ___________________________________________________________________________________
Ancient Greece was divided into many city-states, each with their own culture, that often warred with one another. So, it should not be surprising that the golden age of the Greek civilization was not shared between them. Instead, Athens, from 461-429 BCE, dominated the other city-states and prospered as a result. The Golden Age of Athens took place during the rule of a man named **Pericles**. Through his leadership, Athens experienced a period of artistic and scientific growth, so the golden age is often referred to as the “Age of Pericles.”

1. Who did the Greeks defeat in 480 BCE?

2. What is the name of the military leader who “ushered in the Golden Age of Greece”?

3. What type of government was established in Athens during its golden age?

4. Why was this time period considered a “golden age”? 
A lot of the artifacts that appear in museums come from the golden ages of civilizations.

In this activity, you will visit exhibits on the Golden Age of Athens. **As you learn about the Golden Age of Athens, fill out the appropriate row in the Golden Ages of Classical Civilizations Graphic Organizer.**
Throughout the 400s BCE the Greeks fought against their rivals to the east, the Persian Empire, in the *Greco-Persian Wars*. During one of these wars that started in 486 BCE, the Persians invaded Greece and sacked Athens, but the Greeks defeated the Persians because of Athens’ dominant navy. With an advantage over the Persians, the Greeks, led by the city-state Athens, formed an alliance called the *Delian League*, whose purpose was to continue fighting the Persian Empire. The city-states gave money to the Delian League to support the troops who defended them.

*Pericles* (495–429 BCE, whose name means "surrounded by glory") was a prominent statesman, famous orator [speaker], and general of *Athens* during the Golden Age of Athens. So profound was his influence that the period in which he led Athens has been called the ‘Age of Pericles’.

Pericles started to use the Delian League to control the other Greek city-states and he **moved the League’s treasury (where its money was kept) to Athens** for his city-state to use for their benefit. By using the troops and money, Pericles turned Athens into a *wealthy empire*.

Pericles promoted the *arts, literature, and philosophy* and gave free reign to some of the most inspired writers and thinkers of his time. During the Age of Pericles, Athens blossomed as a center of education, art, culture, and democracy. Artists and sculptors, playwrights and poets, architects and philosophers all found Athens an exciting and enlivening atmosphere for their work.

Exhibit B: Architecture

Greek architects provided some of the finest and most distinctive buildings in the entire Ancient World and some of their structures, such as temples, theatres, and stadiums, became staple features of towns and cities from antiquity [Classical Era] onwards. In addition, the Greek concern with simplicity, proportion, perspective, and harmony in their buildings would go on to greatly influence architects in the Roman world and provide the foundation for the classical architectural orders [styles] which would dominate the western world from the Renaissance to the present day.

Greek Columns

Greek architects created the three “orders,” or styles, of columns. Those three, depicted in the image below are the Doric, Ionic, and Corinthian orders. These styles are still common on many modern buildings especially museums, libraries, and government buildings.

The Parthenon

Watch an excerpt of Deconstructing History: The Acropolis from History.com, read the text, and examine the image below.

The magnificent temple on the Acropolis of Athens, known as the Parthenon, was built between 447 and 432 BCE in the Age of Pericles, and it was dedicated to the city’s patron deity, Athena. The Acropolis was the center of Athenian life built on top of a hill in the city where the most important civic buildings were located. The acropolis itself measures some 300 by 150 metres and is 70 metres high at its maximum. Marble from the nearby Mt. Pentelicus was used for the building, and never before had so much marble been used in a Greek temple.

Before the Age of Pericles, Greek sculpture represented the human form as stiff and rigid. During the Golden Age of Athens, artists developed a more **realistic** and **idealized** style in their sculpture. The people or gods represented in these sculptures stand in more natural poses and represent what Greeks thought of as the ideal human body.
**Exhibit D: Literature**

**Epic Poetry**
Though he was not alive during the Golden Age of Athens, the poet **Homer** was an important figure in Greek literature. He wrote two epic poems that are still read today: the *Iliad* and the *Odyssey*. These two stories about adventure, war, and tragedy are still used as templates for modern storytellers.

**Theater**
Greek playwrights wrote drama and comedies which were performed regularly in theaters and at festivals. Of the hundreds of plays written and performed during the classical age, only a limited number of plays by three authors have survived: Aeschylus, **Sophocles**, and Euripides. Sophocles' life covered nearly the whole period of Athens' "golden age." He won more than 20 victories at the Dionysian festivals and produced more than 100 plays, only seven of which remain. His drama **Antigone** is typical of his work: its heroine is a model of womanly self-sacrifice. He is probably better known, though, for *Oedipus the King* and its sequel, *Oedipus at Colonus*.

Source: Adapted from "Ancient Greek Literature." New World Encyclopedia. [http://www.newworldencyclopedia.org/entry/Ancient_Greek_literature](http://www.newworldencyclopedia.org/entry/Ancient_Greek_literature)

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**Exhibit E: Philosophy**

**Philosophy** is the study of ideas about knowledge, truth, and the nature and meaning of life. In Classical Greece, philosophy flourished. Athenians valued education, and as a result, philosophers were able to start their own schools and debate one another. The ideas that came from Classical Greece were written down and passed around to other civilizations in the Eastern hemisphere. These ideas greatly impacted global history. The three most well known philosophers were **Socrates**, **Plato**, and **Aristotle**.

**Socrates**
- Focused on moral and psychological questions
- Used a series of questions in debates to show the flaws in others' ideas - a style now called the "Socratic Method"

**Plato**
- Student of Socrates
- Discussed ethics, politics, and the nature of ideas

**Aristotle**
- Student of Plato and tutor for Alexander the Great
- Advances in science and logic influenced scholars for thousands of years

Exhibit F: Herodotus, The Father of History

Herodotus (c. 484 – 425/413 BCE) was a writer who invented the field of study known today as 'history'. He was called 'The Father of History' by the Roman writer and orator Cicero for his famous work The Histories but has also been called “The Father of Lies” by critics who claim these 'histories' are little more than tall tales. Criticism of Herodotus’ work seems to have originated among Athenians who took exception to his account of the Battle of Marathon (490 BCE) and, specifically, which families were due the most honor for the victory over the Persians. More serious criticism of his work has to do with the credibility of the accounts of his travels.

Herodotus traveled widely in Egypt, Africa and Asia Minor and wrote down his experiences and observations, providing later generations with detailed accounts of important historical events (such as the Battles of Marathon and Peluseum); everyday life in Greece, Egypt, and Asia Minor; and on The Seven Wonders of the Ancient world.


Exhibit G: Mathematics

Greek artists and architects used mathematics to complete their projects and philosophers used it to explore the true nature of the world. For example, Pythagoras, a philosopher, developed a method for explaining the relationship between the angles and legs of right triangles now called the Pythagorean Theorem.

\[ c^2 = a^2 + b^2 \]

A proof for the Pythagorean Theorem
Exhibit H: Medicine

Hippocrates (ca. 460 B.C.E. – ca. 370 B.C.E.) was an ancient Greek physician of the "Age of Pericles," and was considered one of the most outstanding figures in the history of medicine. He is referred to as the "father of medicine" in recognition of his lasting contributions to the field as the founder of the Hippocratic school of medicine.

Very little is known about what Hippocrates actually thought, wrote and did. Nevertheless, Hippocrates is commonly portrayed as the perfect example of the ancient physician. In particular, he is credited with greatly advancing the systematic study of clinical medicine, summing up the medical knowledge of previous schools, and prescribing practices for physicians through the Hippocratic Oath and other works.

A modernized version of the Hippocratic Oath is still used today to induct new doctors into the field of medicine. In Classical Greece, the Oath required physicians to swear to Greek gods, the modern version does not.

Excerpt from the modern Hippocratic Oath

I swear to fulfill, to the best of my ability and judgment, this covenant:

I will respect the hard-won scientific gains of those physicians in whose steps I walk, and gladly share such knowledge as is mine with those who are to follow.

I will apply, for the benefit of the sick, all measures which are required...

I will remember that there is art to medicine as well as science, and that warmth, sympathy, and understanding may outweigh the surgeon's knife or the chemist's drug.

I will not be ashamed to say "I know not," nor will I fail to call in my colleagues when the skills of another are needed for a patient's recovery.

I will respect the privacy of my patients, for their problems are not disclosed to me that the world may know. Most especially must I tread with care in matters of life and death. If it is given me to save a life, all thanks. But it may also be within my power to take a life; this awesome responsibility must be faced with great humbleness and awareness of my own frailty. Above all, I must not play at God...

I will prevent disease whenever I can, for prevention is preferable to cure.

I will remember that I remain a member of society, with special obligations to all my fellow human beings, those sound of mind and body as well as the infirm.

If I do not violate this oath...May I always act so as to preserve the finest traditions of my calling and may I long experience the joy of healing those who seek my help.

Written in 1964 by Louis Lasagna, Academic Dean of the School of Medicine at Tufts University, and used in many medical schools today.

<table>
<thead>
<tr>
<th>Golden Age</th>
<th>ACHIEVEMENTS and INNOVATIONS</th>
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<tr>
<td></td>
<td>Prosperity and Stability</td>
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<tr>
<td>Athens (Ancient Greece)</td>
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Objective: What were the effects of Alexander the Great's empire?

- Describe the effects of Alexander the Great’s empire.

Introduction

➡ Directions: Read the excerpt below and respond to the questions.

Alexander the Great was the son of Philip II of Macedon, the king of the area known as Macedonia, who conquered Athens in the 300s BCE. While in control of Athens and several other Greek city states, Philip II was assassinated. His son, Alexander, became the king. During his brief thirty-two years of life, Alexander led an army of Greeks to conquer an area that stretched from Athens to India and included Persia, the Middle East, and Egypt.

Alexander set-up cities throughout his empire, modeled them after Greek cities and spread Greek culture throughout the region. As a result, Hellenistic culture, a blend of Greek, Persian, and Indian traditions was created.

Alexander died in 323 BCE of illness and his empire soon crumbled, but his cultural legacy lasted for centuries.

➡ Directions: Watch this video from Education Portal on “Alexander the Great and the Birth of Hellenism,” then answer the questions below (Start at 2:45).

1. Why was Alexander so successful as a general and ruler?

2. How did Alexander unify his empire?

3. What happened to Alexander’s empire after his death?
The Spread of Hellenistic Culture

Directions: Examine the image below and read the text. Then, respond to the questions.

Hellenistic Culture is a combination of Greek, Persian, and Indian art, philosophy, science, math, architecture, and traditions that were created through contact between people ruled by Alexander the Great and spread by those that traveled in his empire.

What is Hellenistic culture?

How did Hellenistic culture spread?

Directions: Examine the map below, then fill out the chart with what you see, think and wonder about Alexander the Great and Hellenistic culture.

Think Like a Geographer

See
List three things you see in the image above.

Think
Based on your observations, what impact do you think Alexander the Great’s empire had?

Wonder
Write two questions you have about the map above.

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Directions: Examine the map and artwork on the next page, then fill in the graphic organizer with what you see, think and wonder about Alexander the Great’s impact.

### See
List three things you see in the image above.

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### Think
Based on your observations, what impact do you think Alexander the Great’s empire had?

<table>
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### Wonder
Write two questions you have about the map above.

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