

# The Classical Civilizations

## Part 4 - Greece



Name: \_\_\_\_\_

Period: \_\_\_\_\_

## Where were Greek civilizations located?

Objective:

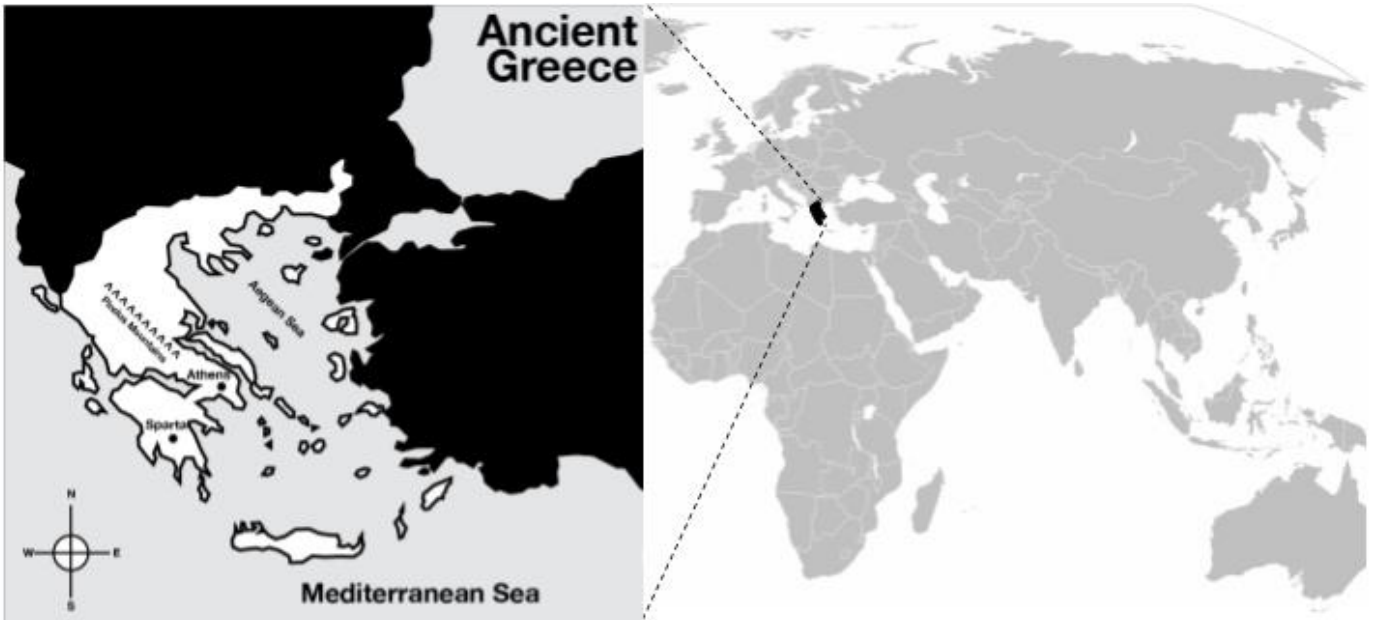
- Describe the location of the Greek civilizations and how geography impact the Ancient Greeks.



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

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

Think Like a Geographer



1. Which **continent** was Greek civilization located on?

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2. Which sea is to the east of Greek civilization?

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3. Which sea is south of the Greek civilization?

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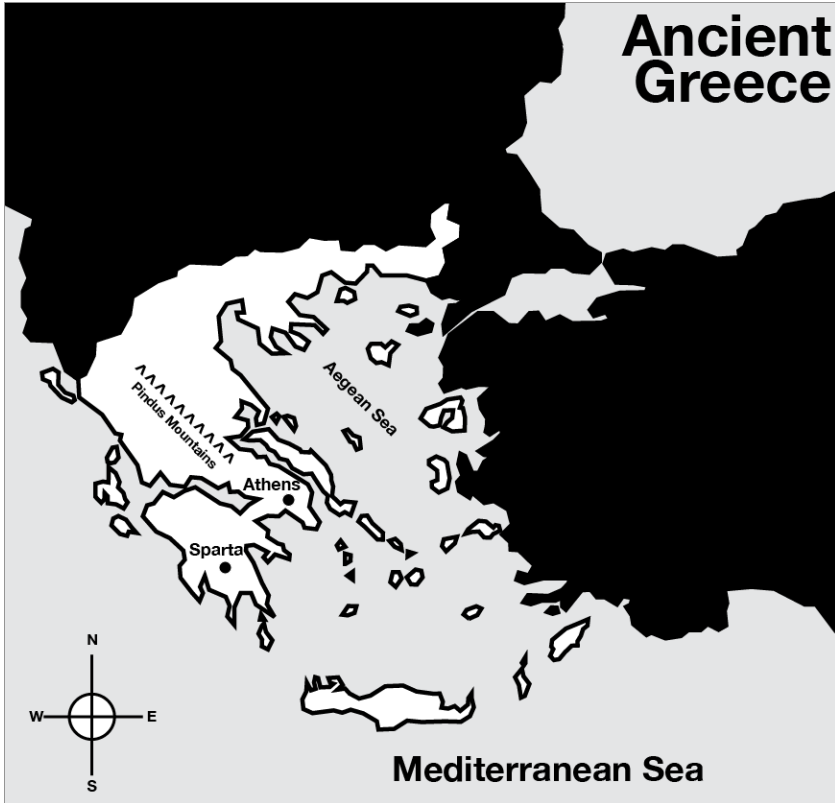
4. What do you know about the area of the world where Ancient Greece was located? Identify any historical or modern-day civilizations or countries in that region or events that have taken place.

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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**.

Source: "Ancient Greece." Ancient History Encyclopedia. <http://www.ancient.eu/greece/>

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

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

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3. Describe two ways that water surrounding Greece affected the Ancient Greeks.

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## How did Greek city-states differ?

Objective:

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

### ATHENS



VS.

### SPARTA



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.



Contextua  
lize



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



## Contextualize

# 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>

**Based on Pericles' speech, describe what Athenians valued most.**

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### 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 the text above, describe what Spartans valued most.**

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Contextualize

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

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

### Athens

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.

Source: <http://www.ancient.eu/article/483/>

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

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### Sparta

...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.

*From Lycurgus by Plutarch written 75 C.E. Translated by John Dryden*

Source: <http://classics.mit.edu/Plutarch/lycurgus.html>

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

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

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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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**Contextualize**

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

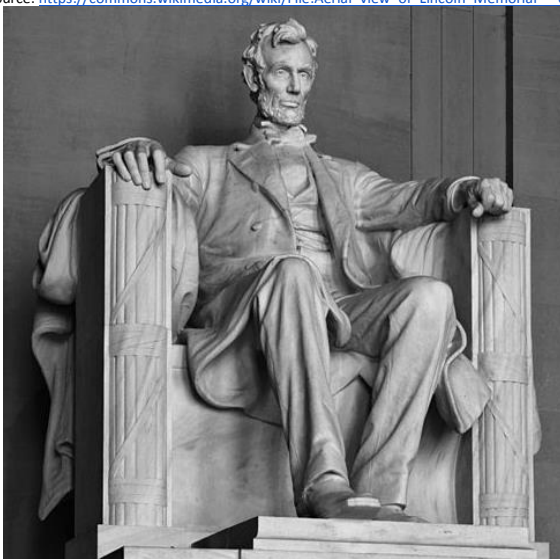
→ Directions: Examine the images below and complete the accompanying activity.

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.



An aerial view of the outside of the Lincoln Memorial.

Source: [https://commons.wikimedia.org/wiki/File:Aerial\\_view\\_of\\_Lincoln\\_Memorial\\_-\\_east\\_side\\_EDIT.jpeg](https://commons.wikimedia.org/wiki/File:Aerial_view_of_Lincoln_Memorial_-_east_side_EDIT.jpeg)



The statue of Abraham Lincoln that sits in the middle of the memorial.

Source: [https://commons.wikimedia.org/wiki/File:Lincoln\\_Memorial\\_\(Lincoln\\_contrasty\).jpg](https://commons.wikimedia.org/wiki/File:Lincoln_Memorial_(Lincoln_contrasty).jpg)

### 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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Contextualize

## Contextualize the The Golden Age of Athens (Age of Pericles)



→ Directions: Examine the timeline, read the text, and watch an excerpt of [Secrets of the Parthenon from NOVA](#) (15:00- 18:20) to get an introduction to the Golden Age of Athens, then answer the questions that follow.

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?

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

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

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4. Why was this time period considered a “golden age”?

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## The Golden Age of Athens Museum Walk



Categorize



Contextualize



Connect Cause  
and Effect



A lot of the artifacts that appear in museums come from the golden ages of civilizations.

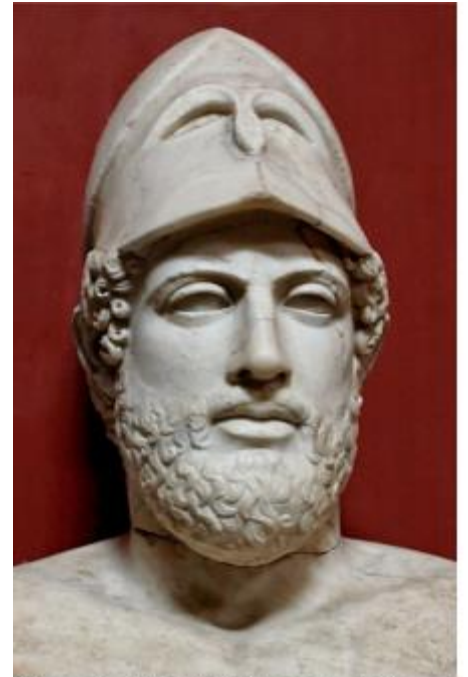
In this activity, you will visit exhibits on the Golden Age of Athens. **As you learn about the Golden Age of Athens, fill out the appropriate row in the [Golden Ages of Classical Civilizations Graphic Organizer](#).**

## Exhibit A: Pericles Brings Stability, Wealth and Democracy to Athens

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.



Copy of a Bust of Pericles created in ca 430 BCE.

Source: [https://www.wikipedia.org/wiki/The\\_Parthenon,\\_The\\_Glyptothek,\\_Munich,\\_Germany](https://www.wikipedia.org/wiki/The_Parthenon,_The_Glyptothek,_Munich,_Germany)

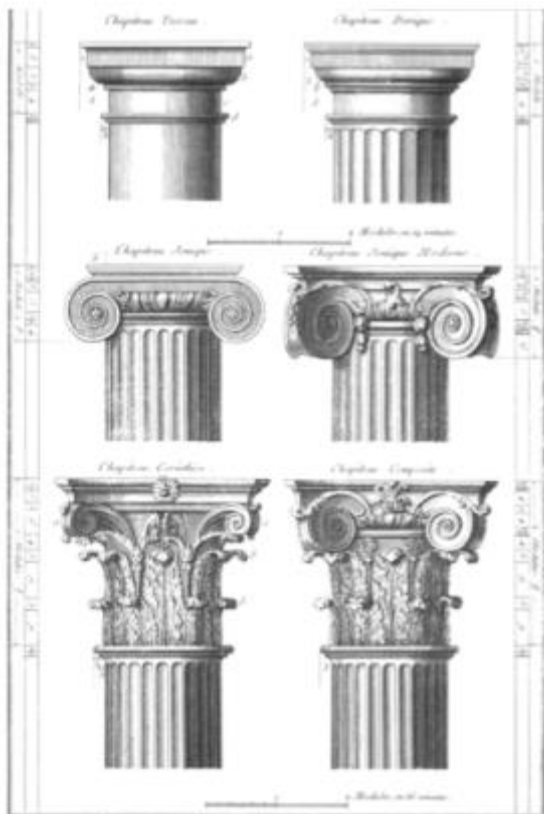
Source: Adapted from "Pericles," Ancient History Encyclopedia. <http://www.ancient.eu/pericles/>

## 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.



Doric, Ionic, and Corinthian styles of Greek Columns an engraving from the *Encyclopédie* vol. 18. 18th-century French engraving.

Source: <https://www.vatican.va/encyclopedia/encyclopedia.htm> from the Encyclopédie.org

### The Parthenon

▶ Watch an excerpt of [Deconstructing History: The Acropolis from History.com](#), read the text, and examine the image below.



The Parthenon on the Acropolis in Athens, Greece

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.

Source: Adapted from "Parthenon." Ancient History Encyclopedia. <http://www.ancient.eu/parthenon/>

## Exhibit C: Visual Art: Sculpture

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.



Example of Greek sculpture before the Golden Age of Athens

Source: <https://www.metmuseum.org/education/curriculum-resources/ancient-greece/ancient-greece-1>



The *Artemision Bronze*, Statue of Poseidon (or Zeus) created about 470-440 BCE is an example of realistic and idealized sculpture from the Golden Age of Greece.

Source: <https://www.metmuseum.org/education/curriculum-resources/ancient-greece/ancient-greece-1>



Statue of Athena, Roman copy of a Greek original from the 5th century BCE.

Source: <https://www.metmuseum.org/education/curriculum-resources/ancient-greece/ancient-greece-1>

## 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*.



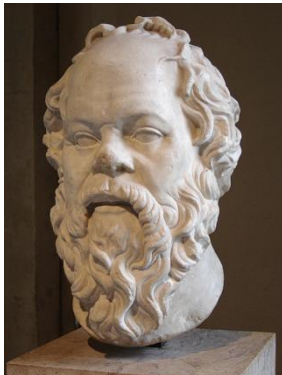
A composite of several images taken of the Theatre of Delphi.

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)

## 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**.

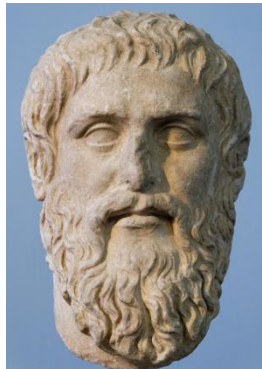
### Socrates



Source: [https://en.wikipedia.org/wiki/File:Socrates\\_Louvre.jpg](https://en.wikipedia.org/wiki/File:Socrates_Louvre.jpg)

- 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"

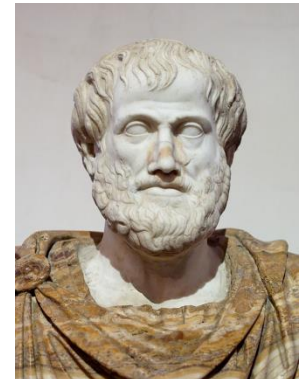
### Plato



Source: [https://en.wikipedia.org/wiki/File:Plato\\_Silanion\\_Musei\\_Capitolini\\_MC1377.jpg](https://en.wikipedia.org/wiki/File:Plato_Silanion_Musei_Capitolini_MC1377.jpg)

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

### Aristotle



Source: [https://en.wikipedia.org/wiki/File:Aristotle\\_Altemps\\_Inv8575.jpg](https://en.wikipedia.org/wiki/File:Aristotle_Altemps_Inv8575.jpg)

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

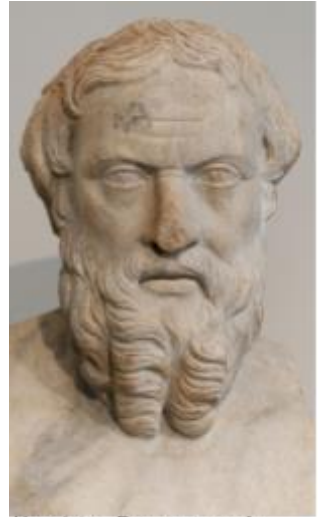
Source: "Greek Philosophy." Ancient History Encyclopedia. [http://www.ancient.eu/Greek\\_Philosophy](http://www.ancient.eu/Greek_Philosophy)

## 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.

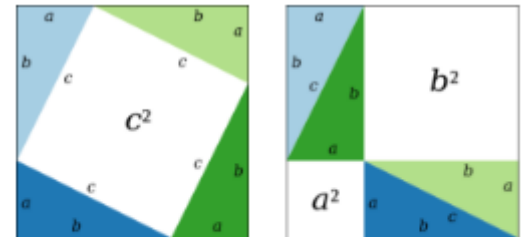
Source: “Herodotus.” Ancient History Encyclopedia. <http://www.ancient.eu/herodotus/>



Herodotus, Roman copy of a Greek bronze created in the 4th century BCE.

## 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.

Source: "Hippocrates." New World Encyclopedia. <http://www.newworldencyclopedia.org/entry/Hippocrates>; "More About the 'Modern' Oath" <http://guides.library.jhu.edu/c.php?g=202502&p=1335759>



<b>Golden Age</b>	<b>ACHIEVEMENTS and INNOVATIONS</b>			
	<b>Prosperity and Stability</b>	<b>Visual Arts and Architecture</b>	<b>Literature, Music, and Philosophy</b>	<b>Science, Mathematics, and Technology</b>
Athens (Ancient Greece)				

## What were the effects of Alexander the Great's empire?

Objective:

- 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.

**1. Who did Alexander the Great conquer?**

**2. What is Hellenistic culture?**

**3. Identify one way Alexander the Great spread Hellenistic culture?**



→ 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).

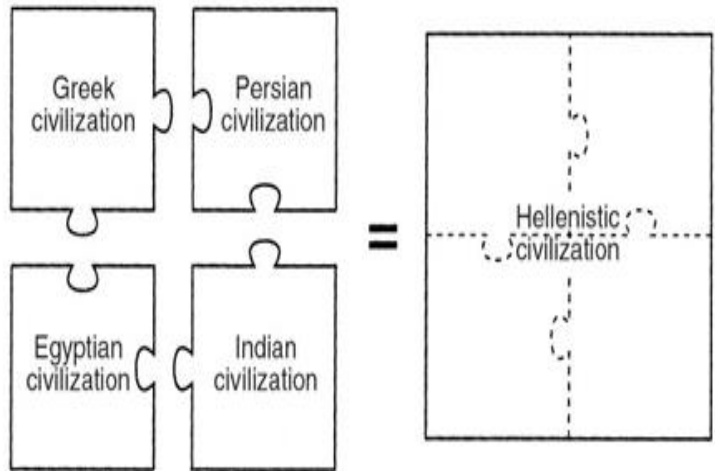
1. Why was Alexander so successful as a general and ruler?

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.



Source: *Guide to the Essentials of World History*, Prentice Hall, 1999 (adapted) from the NYS Global History and Geography Regents Exam.

**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?**

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**How did Hellenistic culture spread?**

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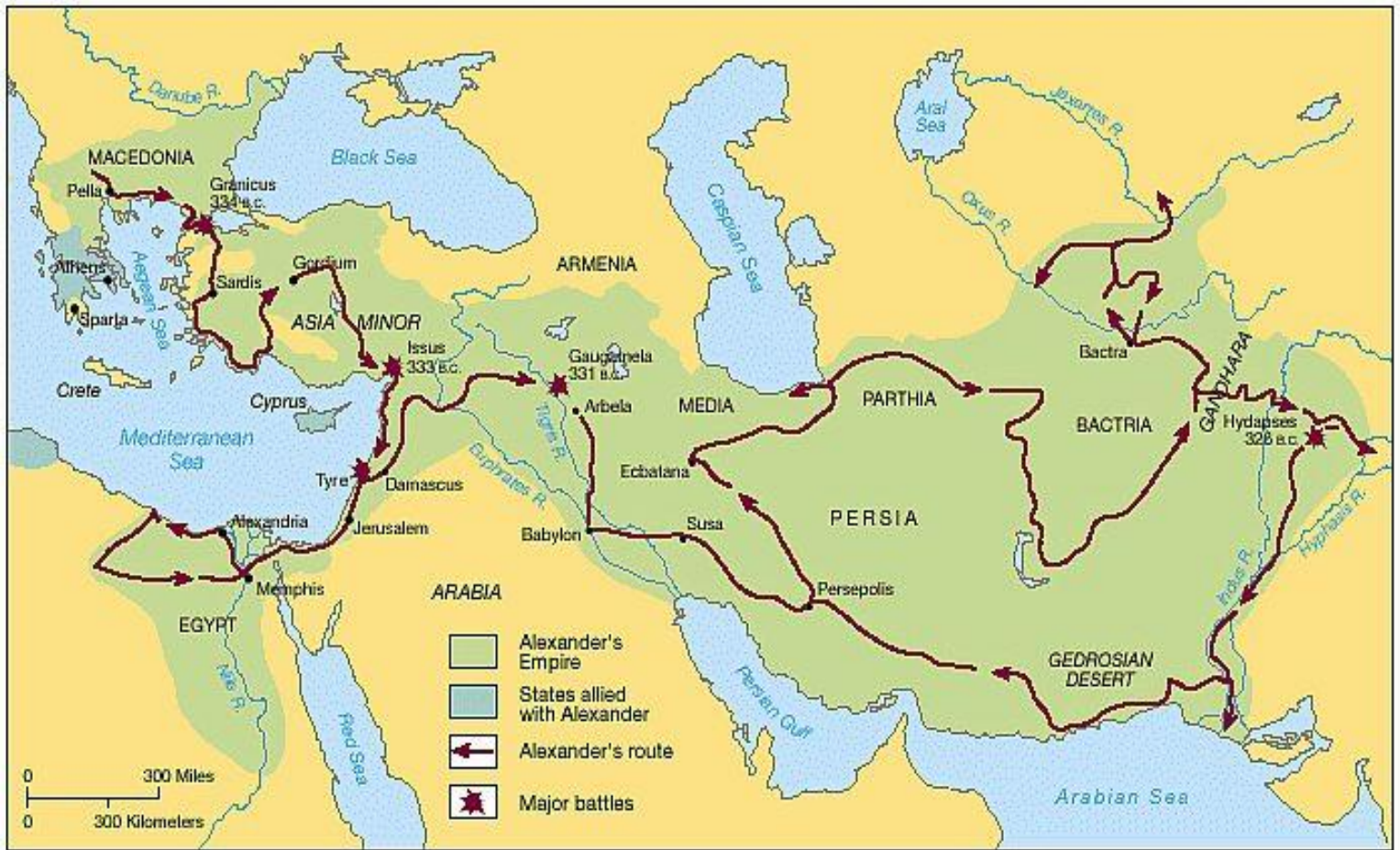
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➔ **Directions:** Examine the map below, then fill out the chart with what you see, think and wonder about Alexander the Great and Hellenistic culture.

**Think Like a Geographer**



<b>See</b> List three things you <i>see</i> in the image above.	<b>Think</b> Based on your observations, what impact do you think Alexander the Great's empire had?	<b>Wonder</b> 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.



A capital (top) of a Greek Corinthian pillar, from the tholos at Epidauros (Archaeological Museum of Epidauros)



Coin from Athens, 467-465 BC. Silver Dekadrachm (43.38 g). Head of the goddess Athena right, Back: AΘE (AΘHNAION - of Athenians), owl standing facing, wings spread; olive sprig and crescent to upper left



Silver coin depicting the Greco-Bactrian king Demetrius I (200-180 BC) wearing an elephant scalp, symbol of his conquest of India. **Back:** Herakles (Hercules), holding a lion skin and a club resting over the arm. The text, written in Greek reads: ΒΑΣΙΛΕΥΣ ΔΗΜΗΤΡΙΟΥ - BASILEŪS DEMETRIŪ 'of King Demetrius'.



Statue of the Greek goddess Athena. Marble, Roman copy after a Greek original of the late 5th century BCE.



Heracles depiction of Vajrapani as the protector of the Buddha, 2nd century Gandhara, British Museum.



An Indo-Corinthian capital with the Buddha at its centre, 3-4th century, Gandhara.



One of the first representations of the Buddha, 1st-2nd century AD, Gandhara: Standing Buddha (Tokyo National Museum).

<p><b>See</b></p> <p>List three things you <i>see</i> in the image above.</p>	<p><b>Think</b></p> <p>Based on your observations, what impact do you think Alexander the Great's empire had?</p>	<p><b>Wonder</b></p> <p>Write two questions you have about the map above.</p>
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