

Contributions of Classical Greece

Essential Questions:

- 1) What characteristics define Classical Greek Civilization?
- 2) How has Ancient Greece's art, architecture, literature and political systems left a lasting impact upon the world?



Mr. Cegielski

World History

Ancient Greece

Understanding Goal:

People and place influence culture.



Investigative Question:

How did the location of Ancient Greece affect the development of its culture?


Explore: Point out Greece on the map. How do you think the economic development of Greece was affected by its geography?

Connect: Greece made major contributions in the areas of art, architecture, science, math, and philosophy. How do you think the importance of the individual was reflected in each of these areas?

It's Greek to Me!

KWL Chart

What do you already KNOW ?	What do you WANT to know?	What have you LEARNED ?



Map of Greece



- Athens** is the capital of Greece and took its name from the goddess Athena, the goddess of wisdom and knowledge. Athens also serves as the symbol of freedom, art, and democracy in the conscience of the civilized world. [Next...](#)



Greek City-States: The Polis

- The **polis**, or city-state, developed in Greece following the Dark Ages. The most famous was Athens.
- The center of the polis, was the elevated, fortified site - the **acropolis** - where people could take refuge from attack.
- In time this defensive center took on added significance as the focus of political and religious life.
- When commerce revived in the eighth and seventh centuries B.C., a trading center developed below the acropolis.
- The two areas and the surrounding territory, usually smaller than a modern county, formed the polis, from which our word "politics" is derived.

The Acropolis



- Rebuilt after Persian sack in 480 B.C., under leadership of Pericles.



The Rise of the Greek *Polis*



Athens



Eboea



Syracuse



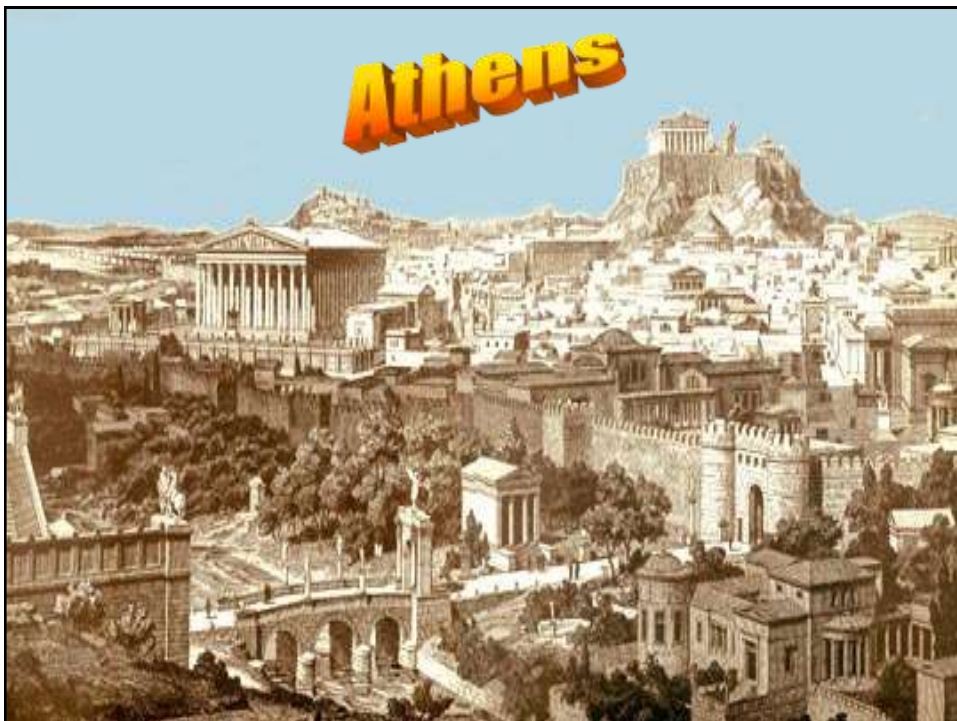
Naxos

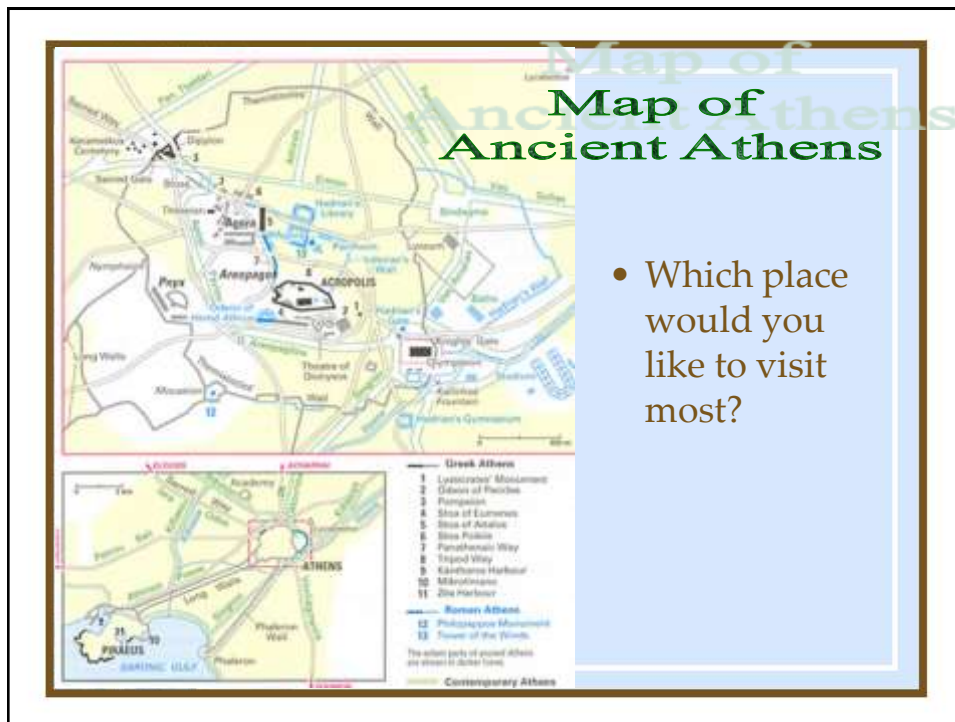


Larissa



Corinth

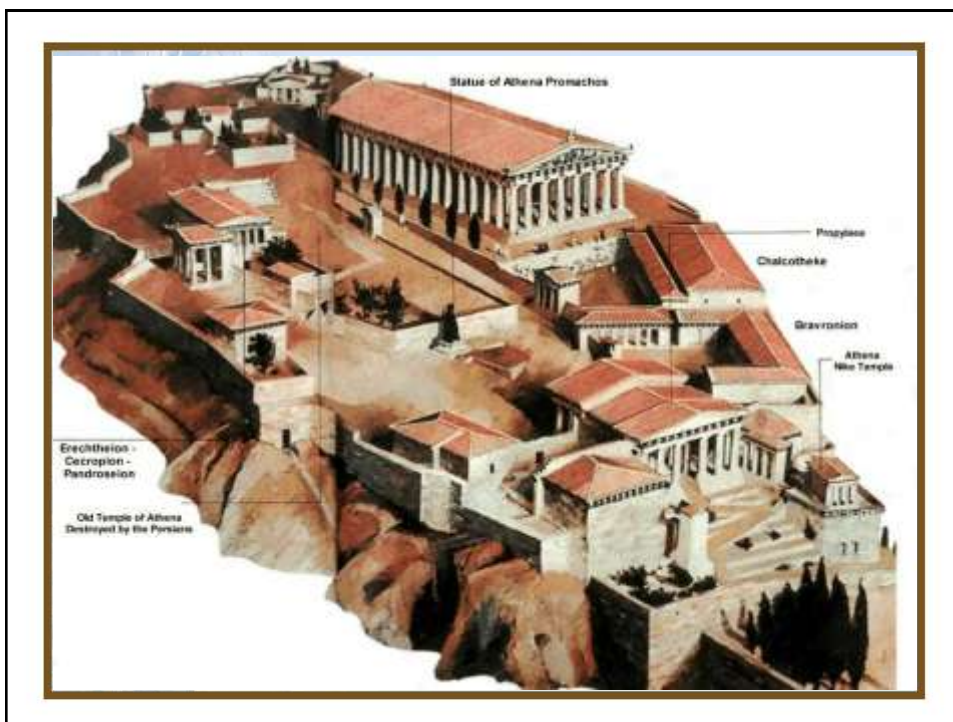




- Which place would you like to visit most?

The Temples at Athens

- The **temples** were homes for the gods and goddesses.
- The Acropolis at Athens was a fortress and a holy place. The Greeks wanted to honor the gods and ask them for help in their daily lives.
- The temples of Athens were rebuilt in the 5th century B.C. when the city was at the height of its power.



Activity: It's Greek to Me! Greek City Google Sketch Up Project

- **Objective:** To understand the architectural features and characteristics of Ancient Greek city states.
- **Research Guidelines--**Each group will research one of the following topics:
 - 1) Ancient Greek Temples
 - 2) Ancient Greek Forts
 - 3) Ancient Greek Theatres
 - 4) Ancient Greek Houses and Marketplaces
- As you collect information on your topic, you will complete the *Research Collection Sheet*. **Good place to start:** <http://www.ancient-greece.org/architecture.html> . You must rewrite all information. Do not copy other people's words! You must also site each reference source that is used.
- One finished with your research, your group will design and build a 3-D model of your topic. If the computers are available, we will use a computer program called "Google Sketch Up" to render the models. Otherwise, we will build them out cardboard, clay or another material.

The City-State

Some Things to Remember...

- ☼ Greek temples were the biggest and most beautiful buildings in a city-state. Religion was very important in the life of an ancient Greek, and so were the temples.
- ☼ A wall was built around every city. The forts were built on top of a high flat hill (acropolis). The people were very proud and wanted to protect their way of life.
- ☼ Theatres were used in celebrations. Male actors wore large masks that served as voice amplifiers. Males and females were allowed to attend.
- ☼ Homes and marketplaces formed around the forts. Streets intersected at right angles around the buildings. Homes were built around courtyards and were decorated with little furniture because the
- people did not want to have more than the temples.
- ☼ Ancient Greeks were proud and political people. They were very loyal to their small city-states!

It's Greek to Me!

Good place to start:
http://www.sfusd.k12.ca.us/schwww/sc_h618/Ancient_Greece/Ancient_Greece_Websites_PB.html

My City-State Specs

city-state name

My map scale is _____

Building	Length of building on map	Width of building on map	Proportion to find length of actual building (show work)	Proportion to find width of actual building (show work)	Dimensions of actual building
Temple					
Fort					
Theatre					
Standard House					
Marketplace					

It's Greek to Me!
A Study of the Greek City-State
Research Collection Sheet

Ancient Greek Temples

1. List some examples of Greek temples.
2. What did the temples look like?
3. Where were the temples found in the city-states?
4. What was the purpose of the temples?
5. Draw a picture of a Greek temple.

Resources:

It's Greek to Me!
A Study of the Greek City-State
Research Collection Sheet

Ancient Greek Forts

1. List some examples of Greek forts.
2. What did the forts look like?
3. Where were the forts found in the city-states?
4. What was the purpose of the fort?
5. Draw a picture of a Greek fort.

Resources:

It's Greek to Me!
A Study of the Greek City-State
Research Collection Sheet

Ancient Greek Theatres

1. List some examples of Greek theatres.
2. What did the theatres look like?
3. Where were the theatres found in the city-states?
4. What was the purpose of the theatres?
5. Draw a picture of a Greek theatre.

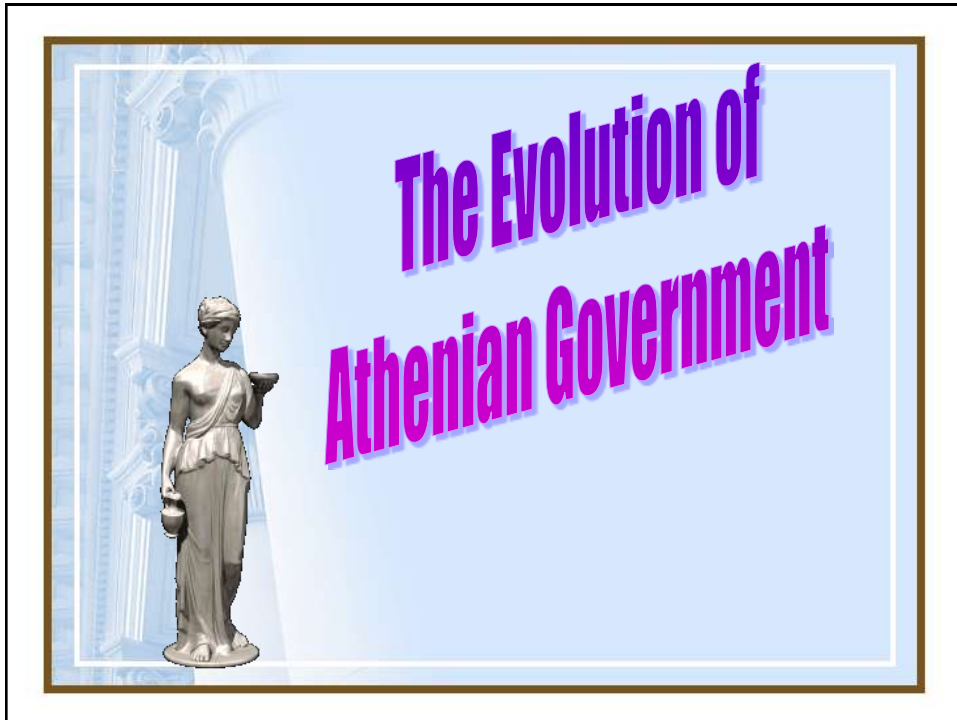
Resources:

It's Greek to Me!
A Study of the Greek City-State
Research Collection Sheet

Ancient Greek Houses and Marketplaces

1. What did the Greek houses look like?
2. What did the Greek marketplaces look like?
3. Where were the houses and marketplaces found in the city-states?
4. What was the purpose of the houses and marketplaces?
5. Draw a picture of a Greek house. Draw a picture of a Greek marketplace.

Resources:



Greek Governments Comparison

Name: _____ Date: _____

Type	Rule by:	Characteristics	Weaknesses
Monarchy			
Aristocracy			
Oligarchy			
Tyranny			
Democracy			

Four Types of Greek Government

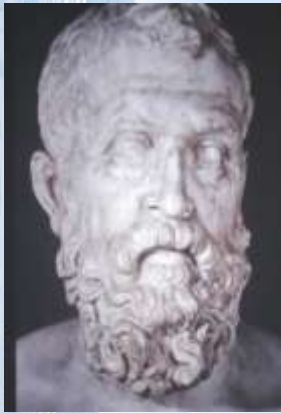


- The famous philosopher Aristotle divided Greek governments into
 - **Monarchies**- ruled by Kings and Queens
 - **Oligarchies**-ruled by a few that are richer and more powerful. Also known as the aristocrats or nobles.
 - **Tyrannies**- ruled by king-like figure who lacked the support of the law or religion.
 - **Democracies**- rule of the people in which everyone has a vote and whatever the majority decides upon wins.
- Over time, Athens would experience all four types.

The Early History of Athenian Government

- During the seventh century B.C., the council of nobles established an **oligarchy** in Athens.
 - The popular assembly no longer met, and the king was replaced by nine aristocratic magistrates, called archons, chosen annually by the council to exercise the king's civil, military, and religious powers.
- While the nobles on their large estates prospered, the small farmers and sharecroppers suffered. Some were forced to sell themselves into slavery.

Solon: The Reformer



- In 594 B.C.E. **Solon** was made sole archon.
- Solon instituted several **reforms**:
 - (1) For the lower classes, Solon canceled all debts and forbid future debt bondage.
 - (2) He promoted full employment by stimulating trade and industry.
 - (3) The common people were granted important political rights, but not equality.
- Because his reforms were not fully accepted, **Pisistratus**, a military hero and champion of the commoners, usurped power as tyrant in 560 B.C.E.

SOLON ASSIGNMENT:

- **INTRODUCTION:** In ancient Athens, hatred between the rich and poor threatened the city-state with civil war and tyranny. Into this dangerous situation stepped Solon, a moderate man the Athenians trusted to bring justice for all.
- **READ:** "Solon Put Athens on the Road to Democracy," pages 1-4, and answer "Questions for Discussion and Writing."



The Birth of Greek Democracy

- Following the reign of Pisistratus, Athens expanded its definition of citizenship to encompass more people.
- At first, only Athenian-born landowners were classified as citizens and had political rights.
- By 507 B.C.E., the **constitution**, or plan of government, stated that all free, Athenian-born men were citizens regardless of what class they belonged to, and that they could participate in the Assembly, regardless of whether they owned land.



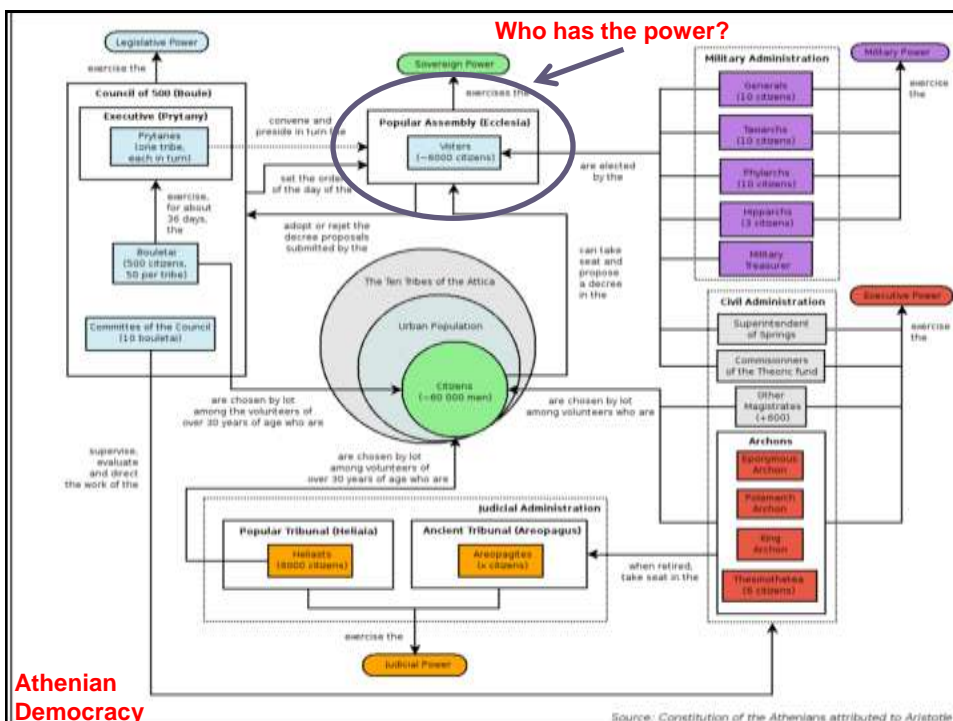
A DEMOCRACY WITH SLAVES?

- Slaves did the menial work. Slaves were former prisoners of war and children of the poor.
- Parents were allowed to abandon their child if that child was weak. Often slaves would adopt these children or maybe a slave rearer would take the children (foundlings) so they could be sold as a slave at a later time.
- Slaves were not allowed to use own name (their owners could rename them), could not vote, or own property.

Defining Democracy

- **Direct democracy**--the will of the people was directly translated into public policy. Invented by ancient Greeks.
- Today, **democracy** means a government by the people.
- **Representative democracy** or **republic**--a nation in which the supreme power rests in those who are entitled to vote and is exercised by elected representatives who are responsible to voters and who govern according to the law. The U.S. has this form.

Chapter 1,



Activity: Diagram Ancient Greek Democracy vs. modern U.S. Democracy

- **Directions:** Go to the following website and explore the links on this page:
<http://greece.mrdonn.org/athensdemocracy.html>
- Working in small groups, you will research the characteristics of Ancient Athenian Democracy and modern American democracy. Then, you will illustrate the structures of these two governments on large sheets of paper! Your diagrams should clearly display the similarities and differences between these two types of government.

Evaluation

Your project will be evaluated as a group based on the criteria of Arrangement, Links, Content, Graphics, Text, and Design according to the Rubric for a Graphic Organizer. You will be individually evaluated by your peers to make sure you do your share. Everyone will fill out an evaluation form for the other members of their group (Then and Now) labeled Peer Assessment.

Rubric for Graphic Organizers

Inspiration Diagrams

CATEGORY	Exemplary	Proficient	Developing
Arrangement of Concepts	Main concept easily identified; subconcepts branch appropriately from main idea	Main concept easily identified; most subconcepts branch from main idea	Main concept not clearly identified; subconcepts don't consistently branch from main idea
Links and Linking Lines	Linking lines connect related terms point in correct direction; linking words accurately describe relationship between concepts; hyperlinks effectively used	Most linking lines connect properly; most linking words accurately describe the relationship between concepts; most hyperlinks effectively used	Linking lines not always pointing in correct direction; linking words don't clarify relationships between concepts; hyperlinks don't function or fail to enhance the topic
Graphics	Graphics used appropriately; greatly enhance the topic and aid in comprehension; are clear, crisp and well situated on the page	Graphics used appropriately most of the time; most graphics selected enhance the topic; are of good quality, and are situated in logical places on the page	Graphics used inappropriately and excessively; graphics poorly selected and don't enhance the topic; some graphics are blurry and ill-placed
Content	Reflects essential information; is logically arranged; concepts succinctly presented; no misspellings or grammatical errors	Reflects most of the essential information; is generally logically arranged; concepts presented without too many excess words; fewer than three misspellings or grammatical errors	Contains extraneous information; is not logically arranged; contains numerous spelling and grammatical errors
Text	Easy to read/ appropriately sized; no more than three different fonts; amount of text is appropriate for intended audience; boldface used for emphasis	Most text is easy to read; uses no more than four different fonts; amount of text generally fits intended audience	Font too small to read easily; more than four different fonts used; text amount is excessive for intended audience
Design	Clean design; high visual appeal; four or fewer symbol shapes; fits page without a lot of scrolling; color used effectively for emphasis	Design is fairly clean, with a few exceptions; diagram has visual appeal; four or fewer symbol shapes; fits page well; uses color effectively most of time	Cluttered design; low in visual appeal; requires a lot of scrolling to view entire diagram; choice of colors lacks visual appeal and impedes comprehension

Activity: What was it like to be a student in Ancient Athens?

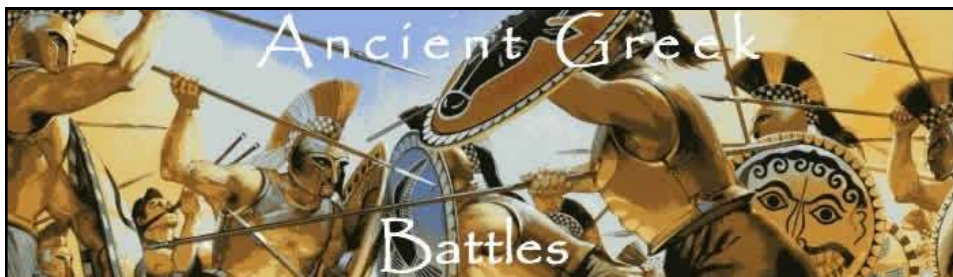
- **Directions:** Imagine that you are a student attending school in Ancient Athens. Read "Athens: The School for Citizens." Then, using the facts from the reading, sketch what boys and girls of different age groups are learning and doing inside different classrooms of the school. It can be drawn like a blueprint.



Appendix D(4)-When in Greece, Do as the Greeks Do

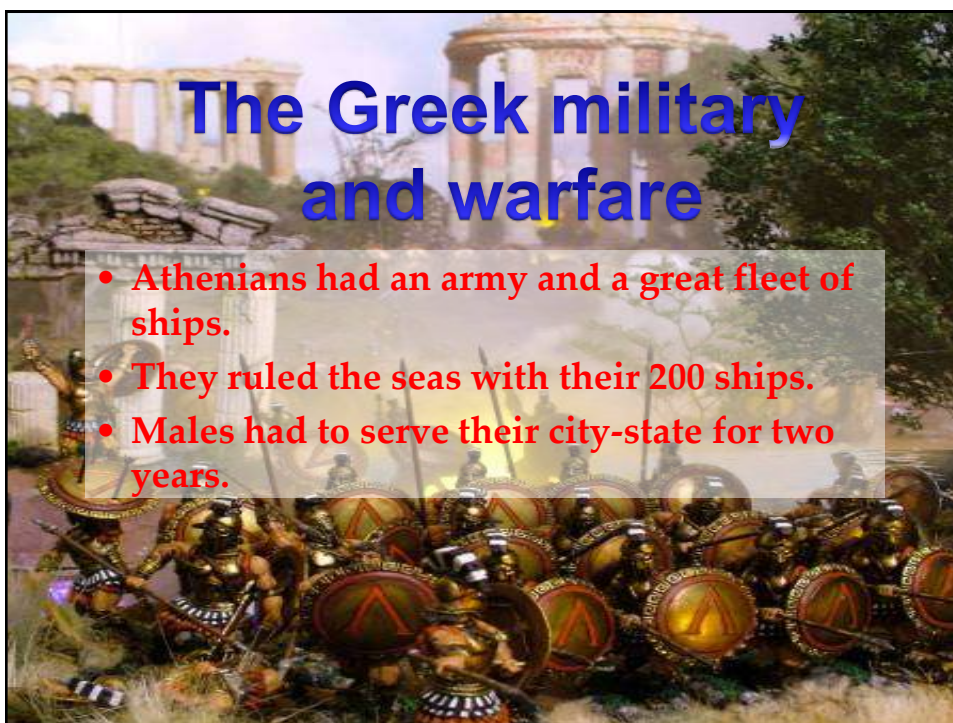
Greece Was a Man's World

Males	Females
<ul style="list-style-type: none"> • at age 7 becomes citizen • played hockey to stay fit so they could fight for city • at age 18 they will serve in the army for two years and begin to attend the assembly • participated in the Olympic Games (since they were barefoot and naked, women couldn't be spectators either) • one time a woman, dressed as a man, snuck into the Olympic Games; her husband had died, and she had continued her son's training; when he won, she ran out to congratulate him; her clothing slipped, and they knew she wasn't a man; after that, trainers had to be naked also • men usually married at the age of thirty • could be an actor (masks were worn for the women's parts) • for the perfect Greek body, Greeks thought males should be 6 times the length of his foot • kept their hair short • most wore beards • at the symposium dinners—slaves cut up food, maybe even fed you while you lounged 	<ul style="list-style-type: none"> • women couldn't vote, own property, or become a citizen, or even go out of their homes often • prepared all the food over charcoal fire • would spin wool into thread and weave on a loom • could not go to school, but were educated at home • had their own athletic games on years other than when the Olympic Games were held for men only • by the age of 14, the father will have chosen a husband for his daughter; girls were married between the ages of twelve and eighteen • for the perfect Greek body, Greeks thought females should be 8 times the length of her foot • women wore long hair tied up in carefully arranged styles • blonde hair was admired so they would bleach their hair to lighten it • pale skin was fashionable—poor women would be tan from having to work outside. Women would paint their skin with white lead, which could cause a rash or kill them if they used too much



Wars Covered:

- 1) The Persian Wars—The Greek city-states Vs. the Persian Empire.
- 2) The Peloponnesian Wars-- Athens Vs. Sparta



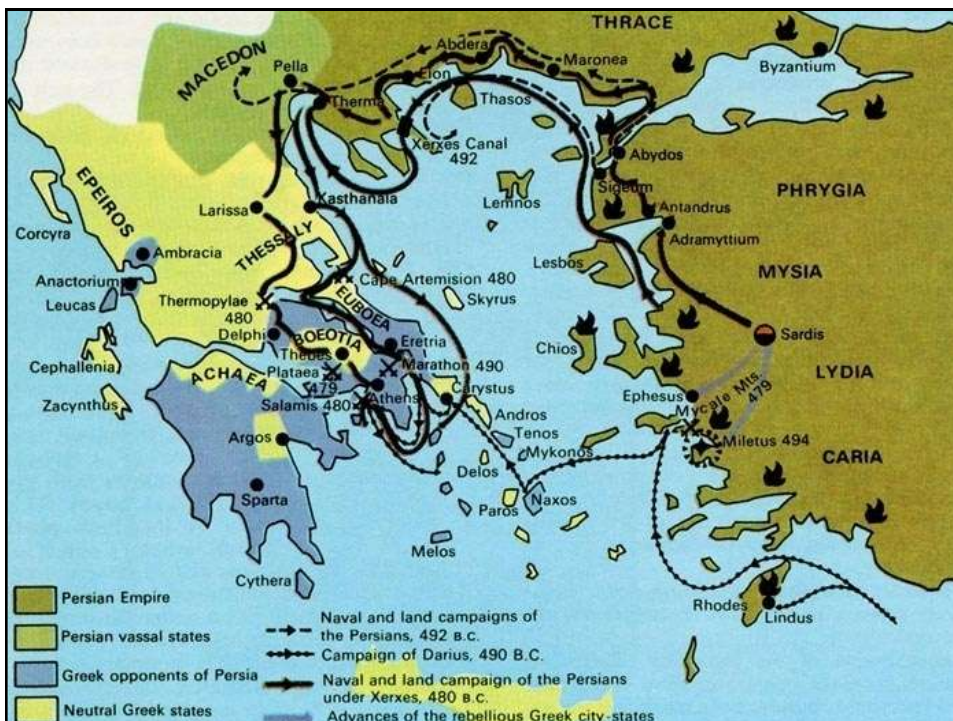
- Athenians had an army and a great fleet of ships.
- They ruled the seas with their 200 ships.
- Males had to serve their city-state for two years.

The Causes and Beginning of the Persian War

GRECO PERSIAN WARS



- In 546 B.C.E. the Persian armies, led by **Cyrus II**, conquered the Greek city-states of Ionia in Asia Minor.
- In 499 B.C.E. The Ionian cities revolted, established democratic regimes, and appealed to the Athenians for aid.
- Athens sent twenty ships, but to no avail. By 494 B.C. the Persian King **Darius I** had crushed the revolt, burning Miletus in revenge.
- In order to destroy Athenian influence, Darius ordered 20,000 Persians to sail across the Aegean and land on the plain of **Marathon** near Athens in 490 B.C.E.



Battle of Marathon

- The Persians landed at the Plains of Marathon on September 9, 490
- For eight days, the two armies faced each other
- On the ninth day, the Persians started to advance, forcing **Miltiades**, the commander in chief of the Athenian army, to deploy his army of 10,000 Athenians and 1,000 Plataeans for battle



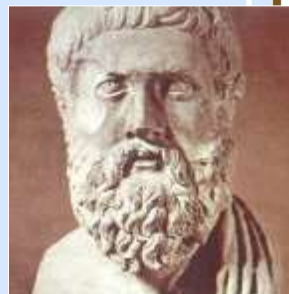
Battle of Marathon

- The Athenians surrounded the Persians in a double envelopment
 - Although the Athenians were outnumbered, their spears were superior to the Persians' bows and short lances
- The Persians fled to their ships
- Persians lost 6,400 men and seven ships
- Athenians lost 192



Battle of Marathon

- However, Miltiades realized that the Persian fleet could sail and attack the undefended city of Athens
- According to legend, he called upon Phidippides to run to Athens to tell them of the victory and warn them of the approaching Persian ships
- Phidippides ran the 26 miles from Marathon to Athens in about three hours, successfully warning the Athenians who repelled the Persian invasion
- Phidippides was exhausted from the fight at Marathon and the 26 mile run and died upon announcing the warning



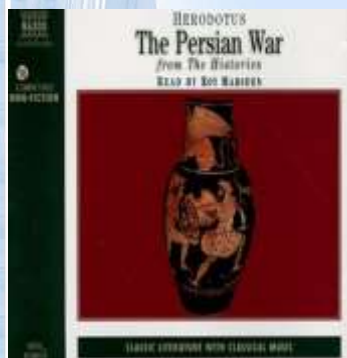
Miltiades

Olympic Marathons

- The marathon was part of the 1896 Olympics
 - The course was from Marathon to Athens (24.85 miles or 40 km)
- At the London Olympics in 1908, the Olympic marathon course was set at 26 miles, 385 yards (42.195 km) to accommodate the Royal Family's viewing
- In 1921 the International Amateur Athletic Foundation made 42.195 km the official distance of a marathon



The Battle of Marathon, According to Herodotus



- Darius aimed to force the Athenians to accept the exiled son of Pisistratus as a pro-Persian tyrant.
- At the **Battle of Marathon**, the Athenian army, half the size of the Persian, won an overwhelming victory, killing 6400 of their foe while losing only 192.
- Athens remained secure for the next 10 years.

Create A Skit Renacting the Battle of Marathon!

- **Directions:** Read the article "The Battle of Marathon" from Eyewitnesstohistory.com as well as any other Internet sources on this famous battle. Then, working in small groups, write a two -page skit, reenacting the battle and its outcome. Your skit must include: 1) historical facts, 2) famous people and events, 3) the basic elements of a short story, including setting, plot (with rising and falling action), and a conclusion. Your skits must be well-rehearsed and performed in front of class!

The Persian War Part II

- Darius's successor **Xerxes** tried to avenge the Persian losses by launching another attack against the Greeks in 480 B.C.E. with 200,000 soldiers!
 - Leads to Battle of Thermopylae



Thermopylae

- The Greeks sent an allied army under the Spartan king **Leonidas** to Thermopylae, a narrow mountain pass in northeastern Greece
- The point was to stall the Persians long enough that the city states could prepare for later major battles after the Persians broke through



Persians attempting to force the pass at Thermopylae

Thermopylae

- Twice the Greeks repelled the Persians
- Then Ephialtes, a local farmer, traitorously led a force of Persian infantry through a mountain passage and the next morning they appeared behind the Greek lines
- Leonidas ordered the rest of the army to withdraw and held the passage with just 300 Spartans
- As true Spartans, they chose death over retreat
 - Remember Lesson 17
- All died but they did hold off the Persians long enough to ensure the safe withdrawal of the rest of the Greek army.




Leonidas

Thermopylae

- *"Stranger, go tell the Spartans that we lie here in obedience to their laws."*
 - (Inscription carved on the tomb of Leonidas's Three Hundred)

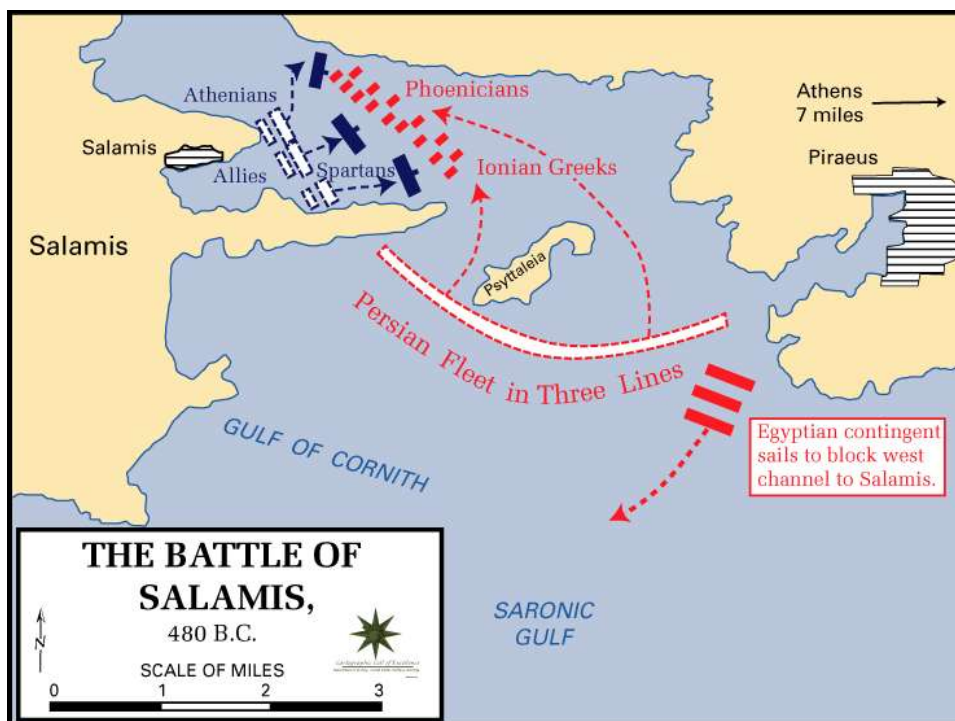


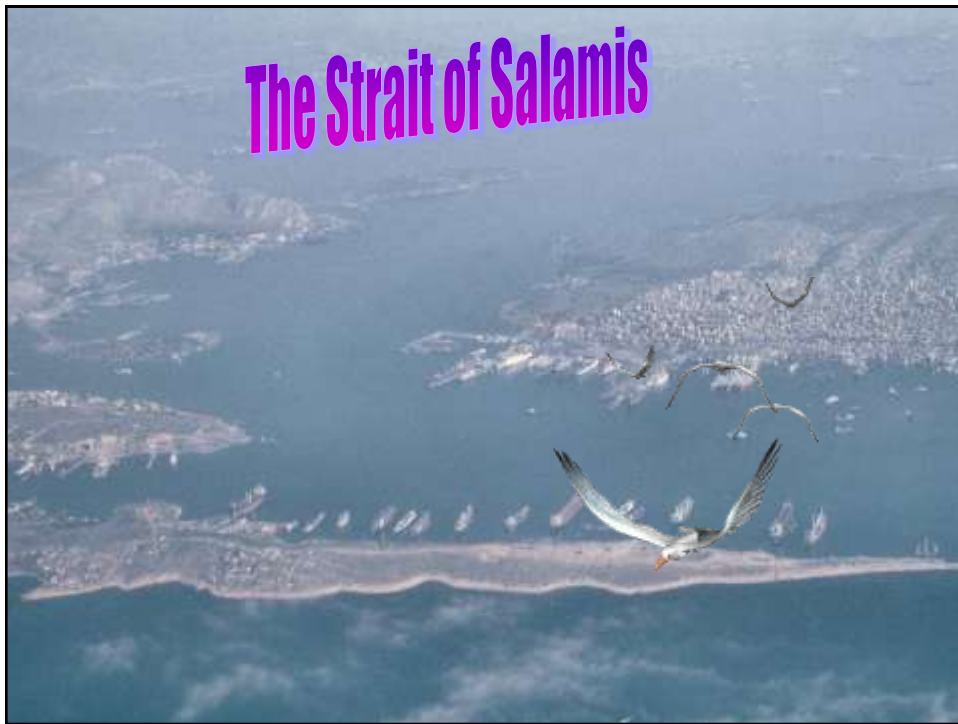
Leonidas at Thermopylae by David



The Persian War Effects

- While the Spartans suffered heavy losses during the Battle of Thermopylae, the Athenian general **Themistocles** (left) beat the Persians at the naval battle of **Salamis**, an island separated from Athens by a small strait (narrow body of water.)
- As a result, the Persians would leave the Athenians alone for the next several decades, allowing Athens to experience its Golden Age.





Greek Battles			
Name: _____		Date: _____	
	Marathon	Thermopylae	Salamis
Who was involved?			
Where was it fought?			
When was it fought?			
What happened?			
Who won?			
Details			

Draw the following diagram:

```

graph TD
    Causes[Causes] <--> Effects[Effects]
    Causes --> Events[Events of The Persian Wars]
    Effects --> Events
  
```

The diagram illustrates the relationship between the causes and effects of the Persian Wars. It features a central box labeled "Events of The Persian Wars" at the bottom. Above it, two boxes labeled "Causes" and "Effects" are connected by a large double-headed arrow. Below each of these boxes are three empty rectangular boxes for notes, connected by lines. Arrows point from the "Causes" and "Effects" boxes down to the "Events of The Persian Wars" box.

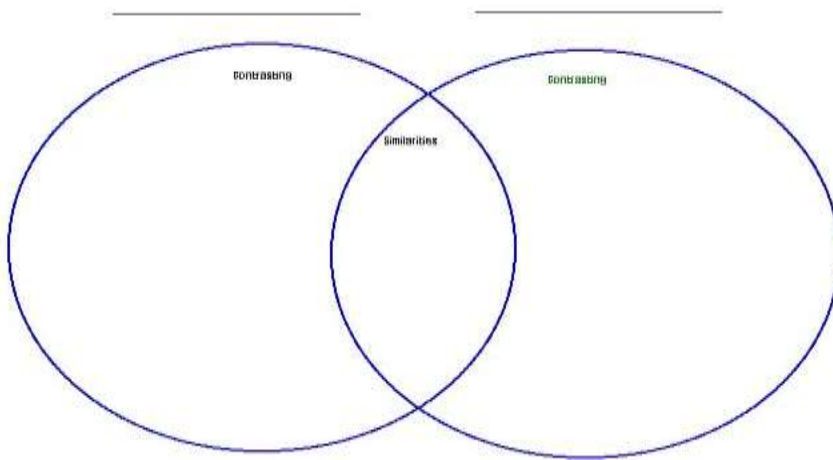
Start online with: <http://www.historyforkids.org/learn/greeks/history/marathon.htm>
or <http://greece.mrdonn.org/persianwars.html>

Pericles: Promoter of Democracy



- Following the Persian War, the great statesman **Pericles** (461-429 B.C.) guided Athenian policy during its golden age of democracy.
- In Pericles' time the executive power was a board of ten elected generals.
- This board operated much like a modern-day governmental cabinet.
- The generals urged the popular assembly to adopt specific measures, and the success or failure of their policies determined whether they would be reelected at the end of their annual term.

Activity: Compare and Contrast Pericles' "Funeral Oration" with Abraham Lincoln's Gettysburg Address. Complete this Venn Diagram and then write a 250-word essay on it.



The Legacy of Pericles' Democracy



- Pericles rebuilt Athens and added many palaces and temples, including the Parthenon.
- To enable even the poorest citizen to participate in government, Pericles extended payment to jurors (a panel of 6000 citizens chosen annually by lot) and to members of the council.
- The majority of the inhabitants of Athens, however, were not recognized as citizens.
- Women, slaves, and resident aliens were denied citizenship and had no voice in the government.

The Daily Athenian: A Greek Newspaper Project

Introduction

When the government of Athens became a democracy in 507 BC, it set in motion a chain of events that would revolutionize not just the city, but the entire Greek world. Inspired by the freedom and openness of Athenian society, people from all over the known world traveled here to discover more about the city and its people.

Working in small groups, students will work produce sections of an historical newspaper or journal for publication in democratic Athens. Using the resources of this Web site

http://www.pbs.org/empires/thegreeks/educational/research_links.html (as well as books and other resources listed in the [Research Links & Resources Page](#)) pick an approximate date and research stories for your newspaper.

Lesson Objectives

Students will have the opportunity to:

- Use the resources of the Internet to research news or feature stories.
- Analyze, research and prioritize information.
- Gain an insight into some of the processes involved in producing a newspaper or magazine.
- Discover more about the everyday lives of the ancient Greeks and the similarities and differences they share with the lifestyles of people today.
- Students will gain an understanding of key events in the development of democracy in Athens as well as gain an understanding of the culture in which those events occurred.

Tools & Materials

Students will also need access to appropriate materials for producing the newspaper e.g. Internet access, textbooks, handouts/printouts, paper, colored pens, etc. |

Time Needed

This project should take approximately 3-4 hours, since research is involved.

Requirements

Groups of 3-4 students will divide up the responsibilities and complete all of the following sections of their newspapers:

1. News and Current Affairs (e.g. Pericles Dies - Popular Assembly in Uproar!) **5 points**
2. Editorial Section and Letters to the Editor (e.g. letters for and against Pericles) **5 points**
3. Entertainment & Arts Section (e.g. a review of a famous/prize-winning tragedy) **5 points**
4. Sports Section (e.g. report from the most recent Olympics) **5 points**
5. Advertisements (e.g. pottery, seafood, shipwrights, masons, etc.) **5 points**
6. Weather Report (e.g. Zeus causes yet another terrible storm!) **5 points**
7. Gossip Column (e.g. Who will succeed Pericles as leader of Athens?) **5 points**
8. Astrology Column (e.g. latest prophecies from the Oracle of Delphi) **5 points**
9. Obituaries (e.g. invent an obituary for a hoplite infantryman at the Battle of Marathon). **5 points**

Once again, students should use this Web site

http://www.pbs.org/empires/thegreeks/educational/research_links to gather information about their subject and make 'journalistic' notes. From these they should write their column, ideally on a computer using Word. If computers are not available, they can be neatly handwritten and assembled by hand by cutting out and sticking the articles on to cardboard.

Other Requirements which will affect the grading for each section of the newspaper:

- Answers basic information questions "what-where-when-why-who-how?"
- Accurate, well researched
- In the style of a newspaper, with titles and columns
- Accurate according to the time
- Describes event with good detail
- Gives a point of view/opinion in the style of a critic.
- Uses Ads / Advertisements
- Advertisements identify objects for sale appropriate to that time
- Uses techniques of persuasion
- Appearance / Neatness
- General Writing Skills:
 - Spelling
 - Capital letters
 - Punctuation (periods, commas quotations)
 - Paragraphing

Resources

http://www.pbs.org/empires/thegreeks/educational/research_links

http://www.sfusd.k12.ca.us/schwww/sch618/Ancient_Greece/Ancient_Greece_Websites_PB.html

Athen's Rival: Sparta



- As a military state, **Sparta** had the best army in ancient Greece; it was the most powerful state before the rise of Athens following the Persian Wars.

How does Athenian citizenship compare and contrast with citizenship in Sparta, Athen's rival?

Spartan Government

- A lawmaker named **Lycurgus** set up Sparta's government.
- The Spartans had no historical literature or written laws.
- The state was ruled by **two hereditary kings** who were equal in authority.
- The kings' power was limited by the **Spartan Assembly**, made up of all males over the age of 30, who passed laws and made decisions concerning war and peace.
- The Assembly elected five overseers, or **ephors**, to administer public affairs.
- A Council of Elders, 28 males over the age of 60, served as a Supreme Court.

The Lifecycle of a Spartan

After proper training, native Spartans exercised the full rights and duties of a citizen at age thirty.

Shortly after birth, a child was brought before the elders of the tribe. If found defective or weakly, the baby was dropped off a cliff called the *Apothetae*, or Place of Rejection.

At the age of twenty, the Spartan began his military service and his membership in one of the dining messes or clubs.

Until the age of seven, boys were educated at home and were taught to fight their fears as well as general superstition

Their training was then undertaken by the state. This training consisted of physical exercises, such as dancing, gymnastics and ball-games.

A Spartan Dilemma *(cont.)*

Commander Lear

The day had dawned with wonderful anticipation for Commander Lear, a leader of one thousand of his land's best soldiers. His young son of seven was to enter the Youth Military Academy, and his wife was expecting another child very soon, perhaps this very day.

Lear beamed with pride as his son was met by Academy officials at the gate. Even though his son would never leave the Academy until the age of 20, the commander knew that to be a tough, disciplined soldier (perhaps an officer someday), academy life was required. It was what he had known. It had developed his skills as a leader of men in a land of bravery. It was what everyone who was truly worthy aspired to accomplish. Real men weren't interested in the art or words of other men; real men ruled other men.

However, his send-off for his son was interrupted by a messenger's panting announcement that his wife's time had come. Upon Commander Lear's return home, the midwife passed him with eyes gazing downward. A wailing in the next room alerted him to sharp emotional, not physical, pain. His wife was sobbing uncontrollably. He entered to find an apparently healthy baby boy comfortably cradled next to his mother.

But all was not as it seemed. His wife removed the blanket to reveal the infant's clubfoot. The right foot was positioned slightly askew, pointing outwardly somewhat perpendicular to his leg. This boy would never be able to march among the legions of soldiers. Commander Lear now fully realized the source of his wife's grief.

Upon notification of the birth of his son, the council elders would visit and inspect the child for physical fitness. This one would never pass inspection, and it would be killed. Inferior physical specimens could not contribute to the society, so they had to be done away with.

Commander Lear quietly walked out of the room. His joyous day soured. Like any good soldier, he followed orders well.



Respond to the following questions:

1. Name any positive characteristics you can detect in Commander Lear.
2. Name any negative characteristics of Commander Lear.
3. From the story, can you infer, or figure out, any information about the land in which Commander Lear lives?
4. What is your overall impression or feeling about the land in which he lives? Could such a place really exist? Why or why not?

Read "Ancient Sparta" and
"Athens: School for Citizens" (again)

Athens and Sparta Comparison

Name: _____ Date: _____

Area	Athens	Sparta
Physical education		
Intellectual education		
Military		
Form of Government		
Women roles		
Children roles		
Jobs for men		

Appendix D(2)-When in Greece, Do as the Greeks Do

In 431 B.C., the two most important and powerful city-states were only one hundred miles apart: Athens and Sparta. Their people were Greek citizens who spoke the same language and worshipped the same gods, but their life styles were very different.

Athens	Sparta
40,000 male citizens	(In classical times, Sparta was an austere city-state that was run like a totalitarian military camp).
100,000 slaves	8,000 male citizens
citizens voted for their government officials	100,000 slaves
enjoyed their freedom	ruled by kings
had slaves	most citizens didn't work--
	they had to keep strong and fit
	their slaves did the work
loved the theater	whole culture based on maintaining army
government paid for admission for poor, so everyone could attend	
democracy--but only for FREE MALE CITIZENS	as children (6-7 years old)
only people who were born to parents who were citizens could become citizens	sent to training barracks
	boys --military arts
	and virtues (discipline, obedience, toughness, endurance)
	girls--run a home, take care of a family, sports and athletics also, so they could bear strong babies
	at 20, boys went into the army
	they could marry, but they couldn't live with their wives or families until they were thirty
	at 30, men had the right to vote at the Assembly
	At about 60, men had completed their service in the Spartan Army
assemblies were held every nine days	no holidays
6,000 citizens would attend	
all could have a say on important matters	
timed with a water clock	
would vote by raising their hands	
every year citizens bring a small piece of pottery called ostraka to meeting with a name written on it of a person they wanted to get rid of--if enough had the same name on it, that person would be banished from Athens for ten years = ostracized!	
had army but had a BIG navy--more than 200 ships	BEST soldiers anywhere

Spartan Women and Sexual Relations



- Women were freer than in other Greek societies.
- Young girls trained in wrestling, gymnastics, and boxing and competed naked with men.
- Women could go shopping in the marketplace, own property, and express their opinions on public issues.
- Women married at 19 rather than 14.
- They were able to negotiate with their husbands to bring their lovers into their homes!
- Husbands often encouraged their wives to bear the children of other men due to the belief that it was important to bear many children for the good of the city.
- The concept of "adultery" was alien to the Spartans.
- The Spartans encouraged **pederasty**--the relationship between older, accomplished men with younger men. This was supposed to be conducive to the education of the young man.

Activity--Dialogue: One day a Male and Female Spartan met a Male and Female Athenian...

- **Directions:** The goal of this assignment is to create a **dialogue** between four characters.
 - Your dialogue must emphasize the cultural, political and military differences between Athenians and Spartans.
 - Your dialogue should feature a dispute about which city-state is better: Athens or Sparta. Make sure to use historical facts in the dialogue!
 - Central Question: Who has more bragging rights?



Causes of the War

- After forming the **Delian League**, an alliance of Greek city-states, Athens used its growing treasury to totally free Greece from threat of Persian rule and to fund lavish building projects, including the Parthenon.
- Pericles insisted that all city-states adopt the Athenian coinage system, that all criminal cases be tried in Athens, and that Athenian troops be placed on guard throughout Greece.
- Fearing that Athens was forming a powerful empire, **Sparta**, a rival city-state, decided to ally with Persia against Athens.



Misfortune Strikes Athens



Greek hoplite

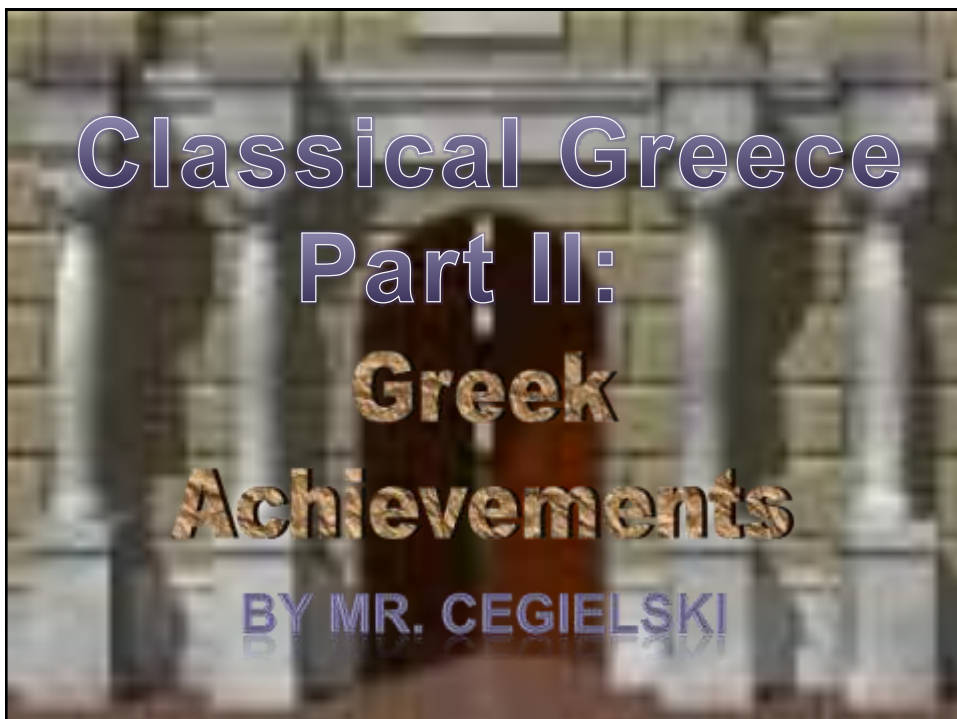
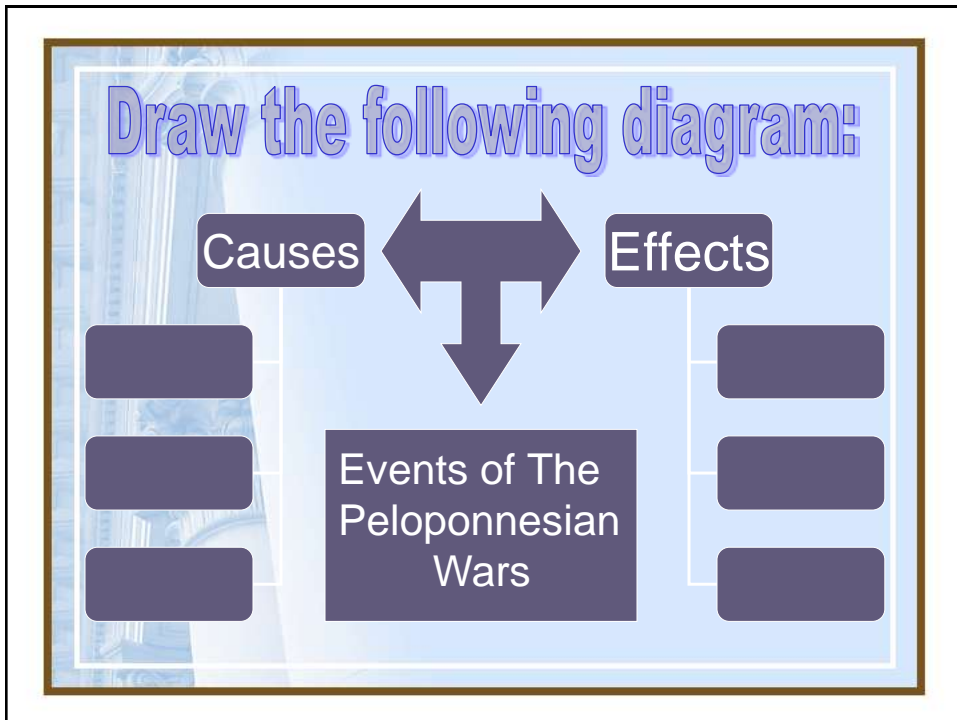


- While Athens fared well early on, Persia supplied Sparta with gold, allowing it to build its own fleet.
- In 429 B.C.E., a plague struck Athens, killing one-third of its population, including Pericles.
- Weakened, Athens lost many of its allies to the Spartan League, but the war remained deadlocked for many years.

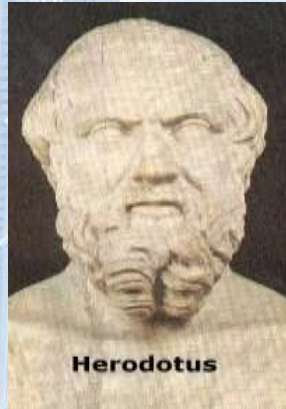
Effects of the War



- The Spartans eventually destroyed the Athenian navy and then laid siege to Athens itself, which surrendered in 404 B.C.E.
- While Sparta attempted to rule the Greek city-states, the harsh and incompetent Spartan rulers were overthrown by a Theban alliance in 371 B.C.E.
- Because the Greeks remained unable to govern themselves, they were eventually conquered by a new invader, the Macedonians. The golden age of Greece had ended.



Herodotus: The Father of History



Herodotus

- **Herodotus**, known as the "father of history," recorded the Persian Wars in his work Historia, or "investigation."

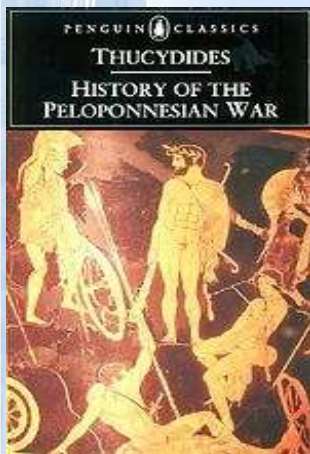
Herodotus' Contributions



- He wrote about military and political events, outstanding individuals, social customs, and religious beliefs, including supernatural explanations of events.
- From the *Historia*, later historians have learned about the culture of the period and about the civilizations that Herodotus visited.



Thucydides' Contributions



- The historian **Thucydides** wrote about the Peloponnesian War.
- He is often regarded as the first scientific historian because he rejected the idea that deities played a part in human history.
- He was accurate and impartial as possible, visiting battle sites, carefully examining documents, and accepting only the evidence of eyewitnesses to events.

Introduction to Greek Philosophy

- Greek philosophers (Socrates, Plato, Aristotle) also had their part in the Greek society, and they debated the important questions of existence--the meaning of life and death.
- They used logical reasoning, rather than rely on myth to explain phenonomen in the world.

Greek Philosophy: Beginnings



- The early Greek philosophers, beginning with Thales of Miletus around 600 B.C., insisted that the phenomena of the universe can be explained by natural rather than supernatural causes.
- In religion, for example, Anaximander argued that thunder and lightning were caused by blasts of wind and not by Zeus' thunderbolts.
- This rejection of mythological explanations and the use of reason to explain natural phenomena has been called the "Greek miracle."

The Sophists



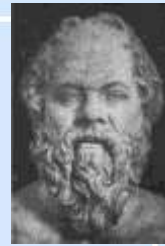
- During the last half of the fifth century B.C., professional teachers, called **Sophists** ("intellectuals"), taught a variety of subjects, including arts and sciences, which they claimed would lead to material success.
- The most popular subject was **rhetoric**, the art of persuasion, or how to take either side of an argument.
- The Sophists submitted all conventional beliefs to the test of rational criticism. Concluding that truth was relative, they denied the existence of universal standards to guide human actions.

Socrates: A Martyr to the Truth



- Unlike the Sophists, **Socrates** believed that by asking questions and subjecting the answers to logical analysis, agreement could be reached about ethical standards and rules of conduct.
- Hence, the **Socratic method**--searching for the truth through ongoing questioning and analysis.

The Death of Socrates



Socrates' quest for truth led to his undoing.

The Athenians, unnerved by their defeat in the Peloponnesian War, arrested him on the charge of impiety and corrupting the youth.

By a slim majority a jury of citizens condemned Socrates to die, a fate he accepted without rancor and with a last request: That he die by poison!



Jacques-Louis David [*The Death of Socrates*], 1787 Metropolitan Museum of Art, New York



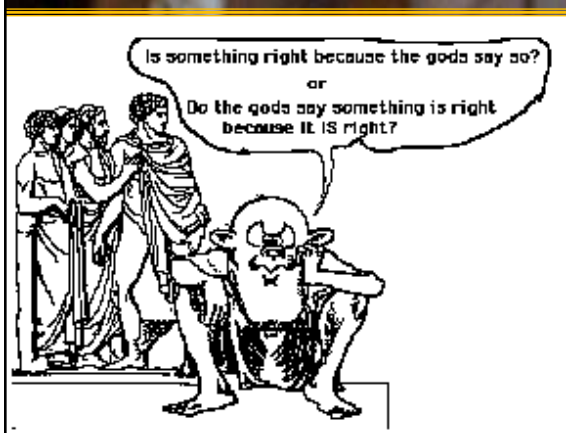
Daniel Nicholas Chodowiecki [*The death of Socrates?*], 18th - 19th century



Antoine Louis Romanet
Aglae, 18th - 19th century

AGLAE.
*Mon bienfaiteur, mon père, homme au dessus des hommes,
 j'embrasse vos genoux.*
 Socrate, Act. II. Sc. 17.
 Moreau del. Romanet Sculp.

Let's Place Socrates On Trial!

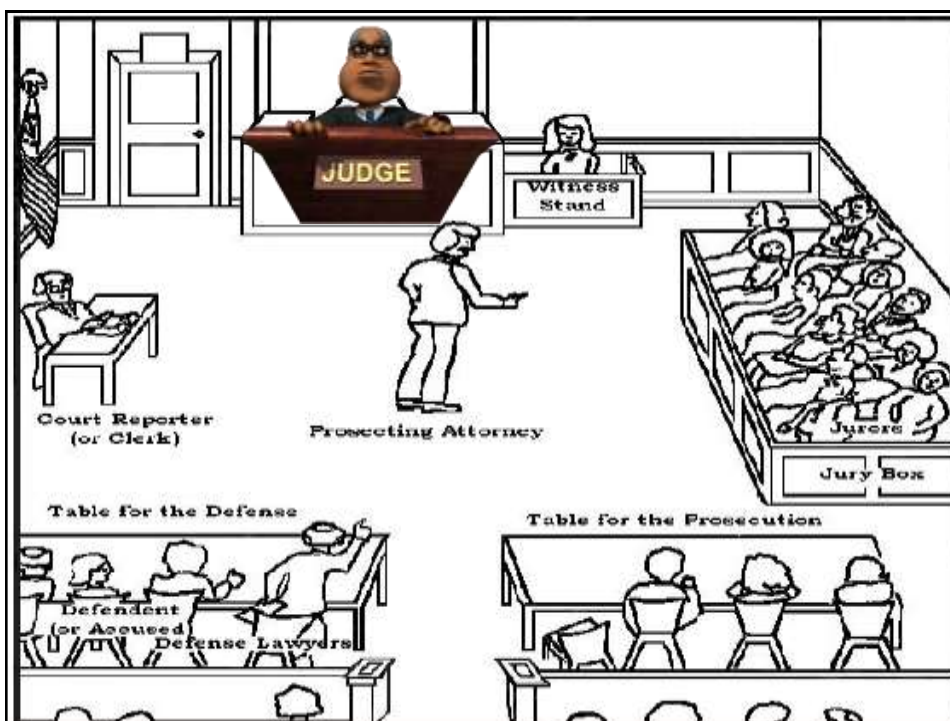


Socrates Mock Trial Procedures--See the requirements for your group, below:

- **Everyone:** Read the article "The Trial of Socrates" and highlight important facts about Socrates life, his teachings, the trial, and his death.
- **Judges:** You must master court trial procedure and direct every step of the trial! You are in charge! In addition, if an attorney cries "objection!" you must decide to "sustained" (agree with the objection) or "overruled" (disagree with the objection). Prepare a two-column chart, one column with 10 facts favoring the defense, the other column with 10 facts favoring the prosecution.
- **Prosecution Team:** Prepare opening statement, 10 good arguments with evidence, fact-based questions for witnesses, closing statement.
- **Defense Team:** Prepare opening statement, 10 good arguments with evidence, fact-based questions for witnesses, closing statement.
- **Witnesses:** Become a master of your role in the trial. If you are Socrates, you must KNOW him and how he would respond to questions. You must provide factual answers! Develop 10 facts about Socrates, especially concerning his teachings.
- **Jury:** Review the grading rubric for the court trial. Prepare a two-column chart, one column with 10 fact-based arguments for the defense, the other column with 10 fact-based arguments for the prosecution. You should expect to see some of these arguments presented during the trial. You will unanimously reach a verdict towards the end of the trial.

Simplified Steps in a Trial:

1. Calling of Case by Bailiff: "All rise. The Court of _____ is now in session. Honorable Judge _____ presiding.
2. Opening Statement: First the prosecutor (criminal case) or plaintiff's attorney (civil case), then the defendant's attorney, explain what their evidence will be and what they will try to prove.
3. Prosecution's or Plaintiff's Case: Witnesses are called to testify (direct examination) and other physical evidence is introduced. Each witness called is cross-examined '(questioned so as to break down the story or be discredited) by the defense.
4. Defendant's Case: Same as the third step except that defense calls witnesses for direct examination; cross-examination by prosecution/plaintiff.
5. Closing Statement: An attorney for each side reviews the evidence presented and asks for a decision in his/her favor.
6. Jury Instructions (Jury Trials Only): The Judge explains to the jury appropriate rules of law that it is to consider in weighing the evidence. As a general rule, the prosecution (or the plaintiff in a civil case) must meet the burden of proof in order to prevail. In a criminal case this burden is very high. In order for the accused? Are some parts of the trial more important than others? Would you trust a jury of your peers to determine your guilt or innocence? Students should also explore their reactions to playing attorneys, witnesses, jurors, and the judge. What roles do each play in the trial process?



Hand-Out

Mock Trial Judging Form

For mock trial competitions, the performance winner is the side scoring the highest number of points. A sample rating sheet is provided that can be used to determine the winner in mock trial competitions.

Instructions
This rating sheet is to be used score mock trial teams. For each of the 13 standards listed below, indicate a score from the following scale.

1. poor
2. below average
3. average
4. above average
5. superior

Scoring of the presentation should be independent of your decision on the merits of the case. In case of a tie, the team with the highest overall performance score will be declared the winner. Circle the winning team below.

Prosecution: _____ (team name) Defense: _____ (team name)

Standards	Prosecution	Defense
ATTORNEYS		
THE OPENING STATEMENT provides a clear and concise description of the anticipated presentation.		
ON DIRECT EXAMINATION, attorneys asked questions that brought out key information for their side of the case and kept the witnesses from discussing irrelevant issues.		
ON CROSS-EXAMINATION, attorneys exposed contradictions in testimony and weakened the other's side case without becoming antagonistic.		
IN QUESTIONING OF WITNESS, attorneys properly phrased questions and demonstrated a clear understanding of trial procedures.		
IN THE CLOSING STATEMENT, the attorney made an organized and well-reasoned presentation emphasizing the strengths of his or her side of the case and addressing the flaws exposed by the opposing attorneys.		
UNDERSTANDING OF THE ISSUES AND LAW in the case was demonstrated by the attorneys.		
SPONTANEITY was demonstrated by attorneys in their ability to respond to witnesses and in the overall presentation of the case.		

Standards	Prosecution	Defense
WITNESSES		
CHARACTERIZATIONS were believable and witness testimony was convincing.		
PREPARATION was evident in the manner witnesses handled questions posed.		
FAVORABLE TESTIMONY for their side was given by witnesses based upon the record or what could be reasonably implied from the fact situation and Witness Sheets. (Deduct points for deviation and embellishment.)		
SPONTANEITY was demonstrated by witnesses in their responses to questions.		

Standards	Prosecution	Defense
TEAM		
COURTROOM DECORUM and courtesy were observed by team members, and voices were clear and distinct.		
ALL TEAM MEMBERS were actively involved in the presentation of the case.		
TOTAL SCORE FOR TEAMS: overall team performance (Maximum 50 points)		

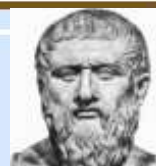
Plato and His Ideas





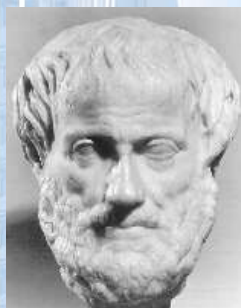
- After Socrates' death, philosophical leadership passed to his most famous disciple, **Plato** (427-347 B.C.).
- Like Socrates, Plato believed that truth exists, but only in the realm of thought, the spiritual world of Ideas or Forms.
- The task for humans is to come to know the True Reality - the eternal Ideas behind these imperfect reflections.

Plato's Republic



- Disillusioned by Athenian democracy, Plato proposed a new type of government in his work **The Republic**, based on the following principles:
 - (1) The state's basic function, founded on the Idea of Justice, was the satisfaction of the common good.
 - (2) The state regulated every aspect of life, including thought.
 - (3) Private property was abolished because it bred selfishness.
 - (4) Since there is no difference between men and women, women should receive the same education and hold the same occupations as men.
 - (5) Individuals belonged to one of three classes: workers who produced the necessities of life, warriors who guarded the state, and philosophers who ruled in the best interests of all the people.
- Plato founded the Academy in Athens, where he taught his students, whom he expected to become the intellectual elite who would reform society.

Aristotle



- Plato's greatest pupil was **Aristotle** (384-322 B.C.), who set up his own school, the Lyceum, at Athens.
- Reacting against Plato's thought, Aristotle insisted that Ideas have no separate existence apart from the material world; knowledge of universal Ideas is the result of the painstaking collection and organization of particular facts.
- Aristotle's **Lyceum** became a center for the analysis of data and laid the foundations for many branches of learning, including history, biology, mathematics, astronomy, physics, literary criticism, rhetoric, logic, politics, ethics, and metaphysics.

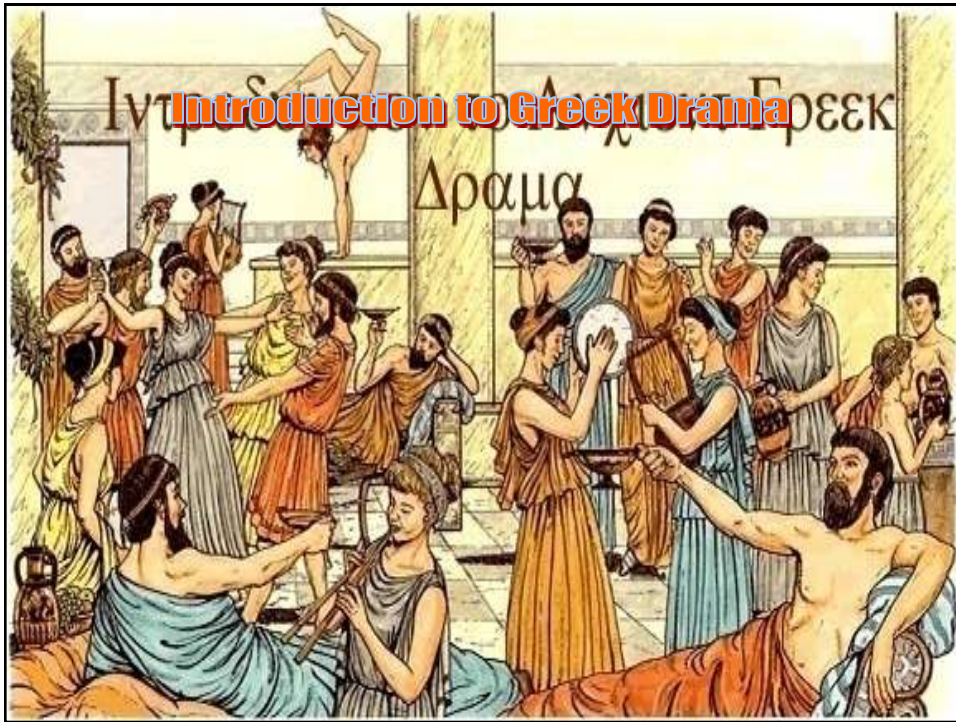
More of Aristotle's Contributions

- Aristotle's the Ethics and the Politics deal with the "philosophy of human affairs," whose object is the acquisition and maintenance of human happiness.
- In the Politics Aristotle viewed the state as necessary "for the sake of the good life," because its laws and educational system provide the most effective training needed for the attainment of moral virtue and hence happiness.
- He also strongly supported the combined use of inductive and deductive reasoning.

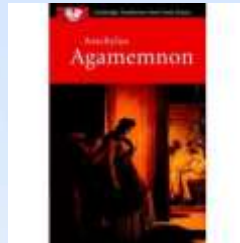
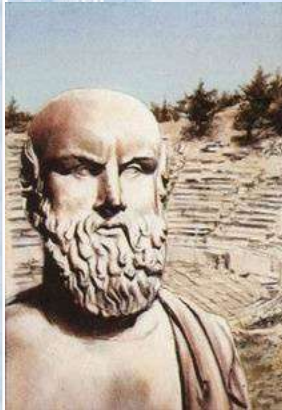
SOCRATIC SEMINAR ON GREEK PHILOSOPHERS: "WHAT IS KNOWLEDGE?"

- Read "Socrates," "Plato" and "Aristotle" as well as explore the website <http://www.historyguide.org/ancient/lecture8b.html> which features links to the works of these philosophers.
- We will host a Socratic Seminar based on the question "Which philosopher best answers the question: 'What is knowledge?'" Come prepared with your personal notes for the Seminar, highlighted text, and three critical thinking questions you can ask your classmates during the discussion.





Aeschylus Father of Greek Tragedy



- **Aeschylus (525-456 B.C.)** was the first Greek writer of tragedy.
- In a tragedy, the lead character struggles against fate only to be doomed to an unhappy, or tragic, ending.
- His most famous is *Oresteia*, which focuses on King Agamemnon's family and how the consequences of one's deeds are carried down from generation to generation.

Sophocles



- As a former Athenian general of the Peloponnesian War, **Sophocles**--another writer of Greek tragedy--concluded that human suffering is an unavoidable part of life.
- His most famous play is **Oedipus Rex**, which deals with the plight of Oedipus who is doomed by the deities to kill his father and marry his mother.

Euripides

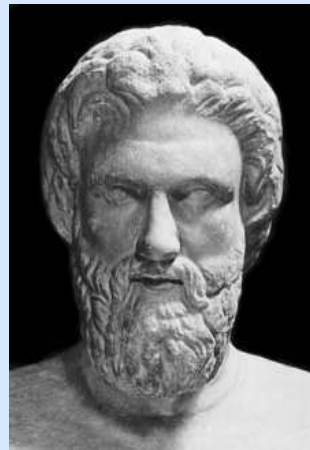


- Instead of dealing with the influence of the gods on human actions, **Euripides** focused on the qualities human beings possess that bring disaster on themselves.
- Euripides also criticized the Trojan War and warfare in general.

Aristophanes



- **Aristophanes** was the most famous writer of Greek comedies due to his imaginative social satire.
- He often made witty comments about leading figures, such as Euripides, and about issues of his day.



Revival of Ancient Greek Drama

- Masked Chorus of Old Men of Argos in the opening scene of *Agamemnon*, the Peter Hall/Tony Harrison production, National Theatre, London, 1981. Courtesy of Photostage/Donald Cooper
- As in an ancient production, the cast was entirely male and both the translation and direction reflected the view that Aeschylus' trilogy mapped the emergence and civic acceptance of male supremacy, not only in war but in law. Hall's staging was highly stylized in an attempt to convey ancient theatrical experience.



*Exploring European Identities,
'Ancient Greek drama on the
modern European stage: identities
and performance'*

Sophocles', *Antigone*

Sophocles, in his play *Antigone* (441 BCE), discusses the question of whether individual conscience is more important than the law of the land. In the play, based on a legend, *Antigone* defies the king's order and buries her brother who was killed while leading a rebellion.

CREON: You there, whose head is drooping to the ground, do you admit this, or deny you did it?

ANTIGONE: I say I did it and I don't deny it.

CREON: You tell me not at length but in a word. You knew the order not to do this thing?

ANTIGONE: I knew, of course I knew. The word was plain.

CREON: And still you dared to overstep these laws?

ANTIGONE: For me it was not Zeus [king of the gods] who made that order, nor did that Justice who lives with the gods below mark out such laws to hold among mankind. Nor did I think your orders were so strong that you, a mortal man, could over-run the gods' unwritten and unfailing laws... I knew that I must die; how could I not? Even without your warning. But if I left that corpse, my mother's son, dead and unburied I'd have cause to grieve as now I grieve not.

CHORUS: A stubborn daughter of a stubborn sire, this ill-starred maiden kicks against the thorns.

CREON: Well, let her know the most stubborn of wills are soonest bended, as the hardest iron, O'er-heated in the fire to brittleness, Flies soonest into fragments. But this proud girl, in insolence well-schooled, First overstepped the established law, and then-- A second and worse act of insolence-- She boasts and is proud of her wickedness. Now if she defy authority unpunished, I am woman, she the man... The utmost penalty, for her I hold. One of the more hateful still is the miscreant (criminal) who seeks when caught, to make a virtue of a crime.

ANTIGONE: Would you do more than slay your prisoner?

CREON: Not I, your life is mine, and that's enough.

ANTIGONE: Why dally then? To me no word of mine is pleasant: God forbid it ever should please; Nor am I more acceptable to thee. And yet how otherwise had I achieved a name so glorious as by burying A brother? So my townsmen all would say, if they were not gagged by terror of their king and the notion That all his acts and all his words are law.

CREON: Of all these Thebans (Greeks from the State of Thebes) none thinks so but you.

ANTIGONE: They think as I, but are too frightened to say.

CREON: Have you no shame to say these lies?

ANTIGONE: To be loyal to one's family can bring no shame.

SOURCE: Sophocles, *Antigone*, translated by Elizabeth Wyckoff, in David Greene and Richard Lattimore, eds., *Complete Greek Tragedies*, University of Chicago, 1954. Modern American Library edition, 201-03.

It's Greek to Me!

Creating a Script

Guidelines:

1. Read your myth aloud as a group taking turns.
2. After reading the myth determine the characters, setting, and plot. (Teacher will discuss in more detail).
3. Decide which group members will have which roles. Remember that their needs to be a narrator and in most cases more than one.
4. Once you have your role, highlight all of your speaking parts (words in italics).
5. As a group, decide which information is unnecessary and does not affect the story and cross it out.
6. Divide the remaining sentences between the narrator(s).
7. Begin typing your script using the following format.

Your Script MUST be formatted as follows:

1. Character designations: clearly indicated and standing out from the body of the text.
2. Include a brief introduction to be read by the narrator. This might say something about the story or the performance but does NOT give away the plot!
3. Begin each line with the characters name in bold.
4. Single line spacing for each character line and double spacing between lines.
5. Do not continue a characters line onto another page.
8. When your script is finalized and formatted accordingly you will need to print a copy for each group member as well as a copy for your teacher.
9. Your group now needs to create at least two open-ended questions for the discussion following your performance.
10. You are now ready to rehearse your script.

Reader's Theatre Script Rubric

Category	20 Points	15 Points	10 Points
Characters	The main characters are clearly designated and standing out from the text.	The main characters are named but not clearly designed or standing out from the text.	The characters are not designated.
Introduction	There is an introduction that gives the audience a brief preview of what is to come.	The introduction is too lengthy or gives away too much information, such as the plot.	There is not introduction.
Dialogue	There is an appropriate amount of dialogue to bring the characters to life and establish the setting and plot.	There is not quite enough dialogue to clearly establish the characters, setting, and/or plot.	The dialogue does not establish a character, setting, or plot.
Accuracy of Facts	All facts presented in the story are accurate.	Almost all facts presented in the story are accurate.	There are several factual errors in the story.
C.A.P.S. (Capitalization and Punctuation, Spelling) Errors	There are no C.A.P.S. errors	There are 1-2 C.A.P.S. errors.	There are more than 2 C.A.P.S. errors.

Total Points: _____

It's Greek to Me!

Performance Evaluation Rubric

Category	20 Points	15 Points	10 Points
Expression	Student read or recited his or her lines with emotion, meaning and strong volume and on cue. His actions and facial expressions strongly enhanced his characterization.	Student read or recited lines, but sometimes missed cues. May have been difficult to hear. Seemed unsure of the flow of the scene.	Student was difficult to hear and missed many cues. Seemed unrehearsed.
Fluency	Student was able to read with automatic word recognition, at a good pace, and accurately read the text.	Student was able to read but lacking in one of the following areas: automatic word recognition, at a good pace, or accurately read the text.	Student was unable to do any of the following: read with automatic word recognition, at a good pace, and accurately read the text.
Intonation	Pitch was often used and it conveyed emotions appropriately.	Pitch was rarely used OR the emotion it conveyed often did not fit the content.	Pitch was not used to convey emotion.
Preparedness	Student was completely prepared and had obviously rehearsed.	Student was somewhat prepared, but it is clear that rehearsal was lacking.	Student did not seem at all prepared to present.
Listen to Other Presentations	Always listened intently. Did not make distracting noises or movements.	Did not appear to be listening at times or made some distracting noises or movements. (1-2)	Did not appear to be listening and made some distracting noises or movements.

Total Points: _____



Architecture

- Since much of ancient Greek life was dominated by religion, the temples of ancient Greece were the biggest and most beautiful.
- They served a political purpose as well, and were often built to celebrate civic power and pride.
- The Greeks developed three architectural systems, called orders, each with their own distinctive proportions and detailing.
- The Greek orders include
 - Doric
 - Ionic
 - Corinthian

[Let's take a look at each...](#)



Doric



- The **Parthenon**, built in the 5th century BC, is an example of the Doric order. It is a temple of Athena Parthenos ("Virgin"), Greek goddess of wisdom, and is located on the Acropolis in Athens.



Ionic

- **The Temple of Athena Nike** is an example of the Ionic order. This temple is part of the Acropolis in the city of Athens.



Corinthian

- The Corinthian style is seldom used in the Greek world, but often seen on Roman temples.
- The temple of Zeus at Athens, completed by Emperor Hadrian in the 2d cent. A.D., was perhaps the most notable of the Corinthian temples.



Ancient Greek Art!

Greek Art: Vases



- The pottery had different shapes for different functions.
- Examples: The krater had a wide mouth for ease of mixing wine with water. The **amphora**—a large vase for storing oil—was usually decorated with mythological scenes.



Krater



Oinochos
(wine)



Pelike



Kakpis



Lebes



Amphora



Hydria



Stamos

Vase Art & Mythology



- *This ancient vase painting shows Odysseus stabbing the eye of Polyphemus, the most famous of the younger cyclops.*

Greek Sculpture

- Reached its height during Pericles' time.
- **Myron**, a great Greek sculptor, portrayed idealized views of what people should look like.
--Example: The Discus Thrower — the intricate lines of the body display the athlete's excellent physical conditioning.
- **Phidias**, who was in charge of the Parthenon's sculptures, emphasized mythological themes.
--Example: The towering statue of Athena, made of gold and ivory plates, showed the goddess in her warlike aspect, carrying a shield, spear, and helmet.

Greek Sculpture



- (left) The Charioteer of Delphi, Delphi Archaeological Museum.
- One of the greatest surviving works of Greek sculpture, it dates from about 470 BC, and is part of a larger group of statuary which was given to the Sanctuary of Apollo at Delphi by Polyklos, brother of the tyrant of Syracuse. A bronze in the Early Classical style, it is one of the few Greek statues to retain its inlaid glass eyes.

Greek Sculpture



- South Metope IV, A Centaur about to strike a fallen Lapith.

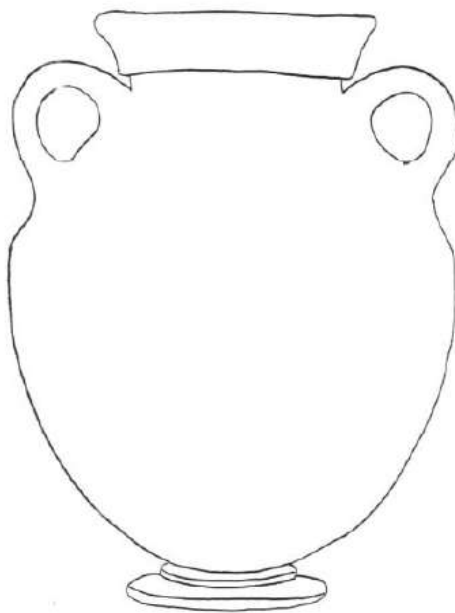
The Lasting Impact of Greek Art

- In the West, the art of the Roman Empire was largely derived from Greek models.
- In the East, Alexander the Great's conquests initiated several centuries of exchange between Greek, Central Asian and Indian cultures, resulting in Greco-Buddhist art, with ramifications as far as Japan.
- Following the Renaissance in Europe, the humanist aesthetic and the high technical standards of Greek art inspired generations of European artists.
- Well into the 19th century, the classical tradition derived from Greece dominated the art of the western world.

Name:

Ancient Greek Art Activity:

- Directions: Read "Greek Art." Then, read a Myth of your own choice from <http://www.online-mythology.com/>
- Using the basic elements of Greek art and the main characters and events of your chosen myth, draw your own representation of the myth on this vase!



The Ancient Olympics



- The ancient Olympic Games were primarily a part of a religious festival in honor of Zeus, the father of the Greek gods and goddesses.
- The festival and the games were held in Olympia, a rural sanctuary site in the western Peloponnesos.
- Pottery dating from around 550 BC shows men taking part in the games naked or wearing only a thong.
- Women were not allowed to watch or participate in the games due to the attire (or lack thereof) worn by male competitors.
- However, there was a separate festival in honor of Hera (the wife of Zeus). This festival included foot races for unmarried girls.

What about now...

Olympic Events

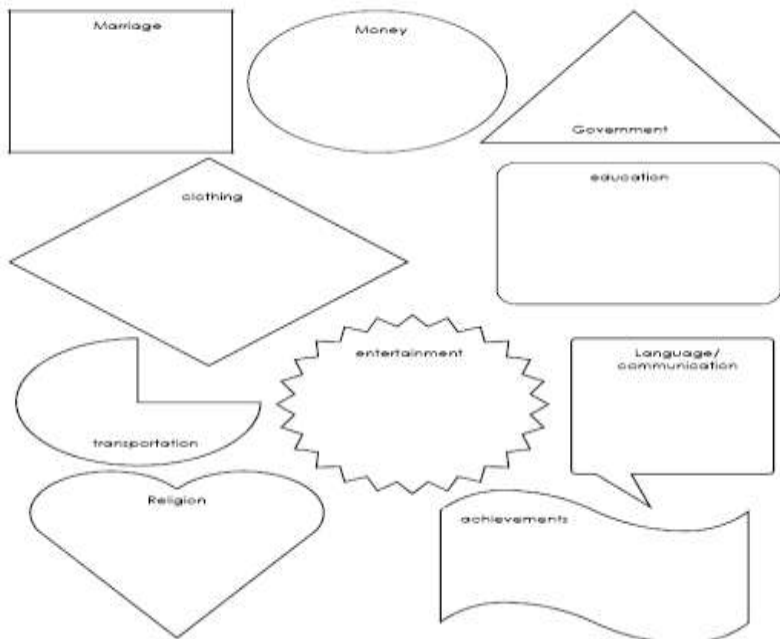
- The first Olympic Games were held in 776 B.C. to honor Zeus.
- Many sports originated as fitness training for war: running, chariot racing, long jump, javelin, discus, and fighting. Winners were greatly honored and presented with a laurel-leaf crown from a sacred tree.
- The Games were held every four years.
- Even during wars, a truce would be declared so that the Games could take place.
- Women had their own games, honoring Hera, Zeus's wife.

Modern Olympics Facts

- The first modern Olympics was held in Athens, Greece, in 1896.
- The Modern Olympic flag of five linked rings, each with a primary color used in the flags of the nations competing in the games, was introduced in 1908.
- The idea of the Olympic torch or Olympic Flame was first inaugurated in the 1932 Olympic Games in Los Angeles.
- Currently, more than forty sporting events are held for both men and women talented enough to qualify.



Name: _____ Date: _____



If you were to plan a Greek Heritage Day, what might it look like?

Create an
advertisement brochure!



When planning this event, think about:

- Purpose—Your motive or reason for hosting the event.
- Themes—What aspects of Ancient Greek culture do you want to focus on?
- Events—What types of activities will you plan?
- Schedule—Begin the event at 8:00 am and plan it until 3:00 pm. Plan at least one event for every hour.
- Promotion—Think about slogans, pictures, and graphics that will attract faculty and students to the event.
- Benefit--How will the proceeds (profits) from this event benefit the school?
- **Your Final Product:** A brochure advertising Greek Heritage Day, featuring: 1) an ad on the cover, 2) purpose and themes, 3) a schedule of events with detailed descriptions, 4) an explanation about how the proceeds will be used to improve the school.

DISCOVERING ANCIENT GREECE (1500-100 B.C.)

Crossword Puzzle

REVIEW

Student's Name: _____

ACROSS

1. Great conqueror from Macedonia, son of Philip II.
2. A powerful city-state that founded the colony of Syracuse in Sicily and that was located near important land and sea routes south of Athens.
3. This city, one of the oldest in Greece, was the center of a powerful culture in 1500 B.C.
4. Athens in 450 B.C. reached a high point in its culture called the _____ Age of Athens.
5. Athens main rival: a powerful militaristic city-state.
6. Messenger to the gods from Zeus.
7. The greek word for "high city"; location of the Parthenon.
8. Location of the Olympian Games in ancient Greece.
9. Ruler of all gods and men in ancient Greece.
10. The ancient king that sacrificed his daughter to the gods so that his fleet would safely reach Troy.

DOWN

1. Asclepius was the ancient Greek god of _____.
2. A prophetess and human voice of Apollo was called an _____.
3. Hephaestus was the god of _____ metal and metalworking.
4. God of wine and pleasure in ancient Greece.
5. The wife of Zeus and Goddess of the family.
6. The Greek goddess of wisdom and victory in war.
7. Rule by a small group of noble men.
8. Ancient Greek god of the sea and of storms.