

NAME: _____

THE GREEK WORLD



Ancient Greece Vocabulary Foldable

Directions: Cut out this foldable graphic organizer along the dotted lines and then fold and glue into your notebook. **Underneath each term write a definition** in your own words on one side and then **draw a picture** to represent the term on the other side of the flap.



Glue here into Your Notebook

Ancient Greece Vocabulary

Polis

Agora

Acropolis

Direct Democracy

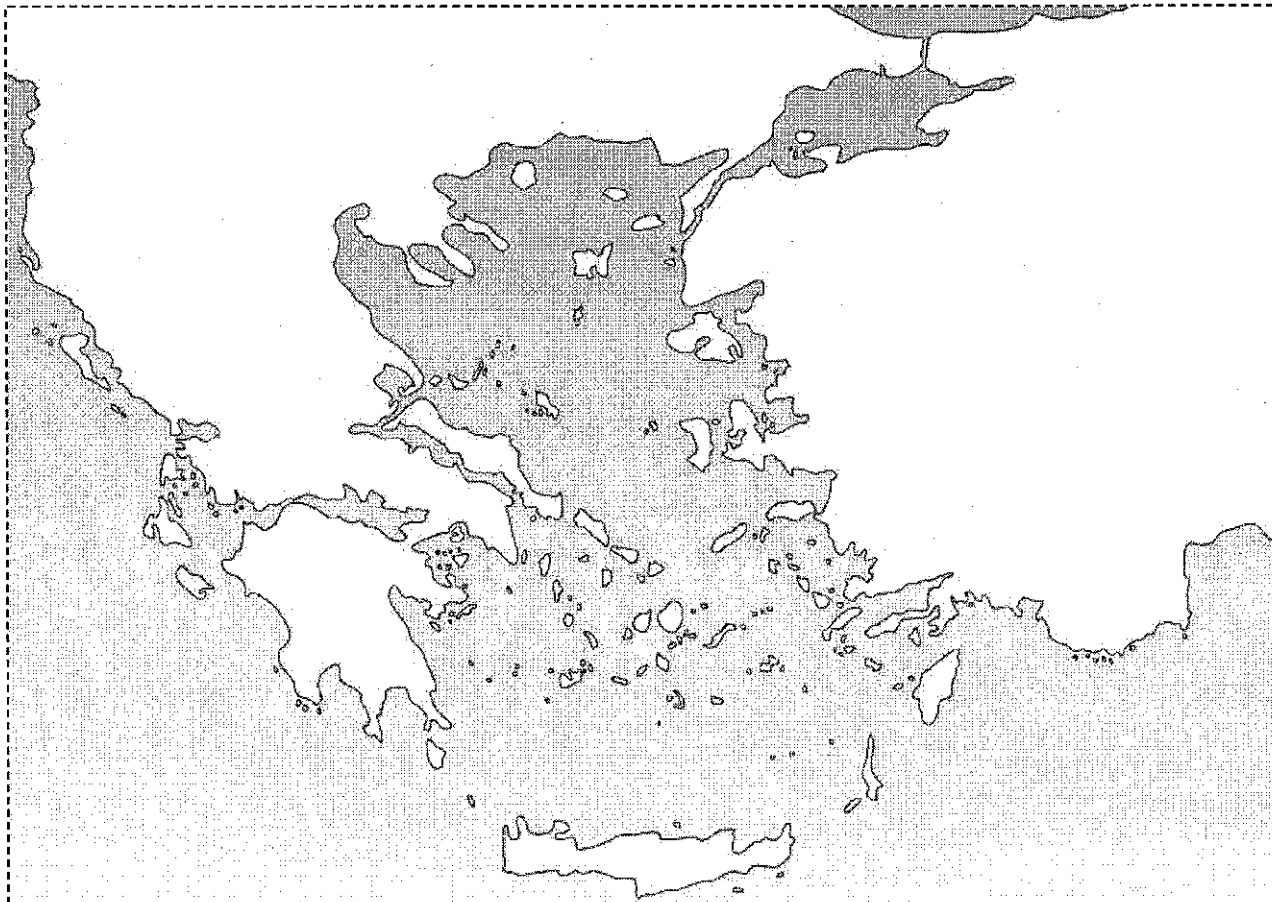
Phalanx

Helot

Parthenon

THE GEOGRAPHY OF GREECE

Directions: The physical geography of the Aegean shaped the economic, social, and political development of Greek civilization. On the map, label the **major Greek city-states and important geographic features**. Then, list 3 important geographic features in the box and table **explain how these affected Ancient Greece** on your notebook paper underneath.



PHYSICAL GEOGRAPHIC FEATURES

Mountains

Islands

Seas

THE ERAS OF ANCIENT GREECE

Directions: Various civilizations occupied Greece and the surrounding islands from the Bronze Age until the era of Roman domination. After gluing down under the title on the left, write the years of each and **draw an image on top** to represent that era. Then on your notebook underneath, **explain the important characteristics of each era in Ancient Greece.**

TIMELINE OF ANCIENT GREECE	The Minoan Era
	The Mycenaean Era
	The Dark Ages
	The Archaic Era



MONARCHY IN ANCIENT GREECE

A monarchy is a form of government in which the ruling power is in the hands of a single person. Most monarchies have been ruled by kings, usually with the help of a council of advisors. The word monarchy comes from the Greek terms, monos (meaning "single") and arkhein (meaning "rule").

The Mycenaeans, who ruled ancient Greece from 2000 to 1100 B.C.E., were warrior peoples who established monarchies to rule their kingdoms. The king of each city-state lived in a lavish fortress• palace in the capital city. Beyond the capital city was an outlying network of villages. The people of these villages paid taxes to the king, obeyed his laws, and depended on him for their defense. The king often relied on heavily armed soldiers to enforce his rule and to ensure that the people paid taxes and obeyed his laws. He usually retained his political power for life. His eldest son-the prince-succeeded him on the throne. When there was no direct male successor, the king's closest military advisors often battled among themselves to become the new monarch.

The Mycenaean monarchies survived until around the 1200s B.C.E. At that time, many of their eastern trade routes began to close because of fighting between kingdoms in Asia Minor. As a result, the Mycenaeans could no longer obtain raw metals, and their ability to make weapons and conquer other lands diminished. Eventually, the Mycenaeans began to fight among themselves for survival, and they slowly destroyed each other. Finally, a people from the northwest called the Dorians invaded Greece and destroyed what remained of the Mycenaean monarchies.

Monarchy as a form of government soon disappeared in Greece. It was replaced by a system in which a small number of individuals shared power and ruled as a group.

OLIGARCHY IN ANCIENT GREECE

An *oligarchy* is a form of government in which the ruling power is in the hands of a few leaders. The word *oligarchy* comes from the Greek terms *oligos* (meaning "few") and *arkhein* (meaning "rule").

Between 1100 and 800 B.C.E., small groups of people began to share the ruling power in several Greek city-states. Political power was often shared among aristocrats, who inherited wealth and power from their families, and a king. Over time, this ruling arrangement changed. Oligarchies developed in which political power rested with a few selected wealthy individuals. Some of these members of the ruling circle were of aristocratic birth, while others were wealthy members of the middle class. Like monarchs, oligarchs usually had luxurious lives and enforced their rule with military support. Citizens in an oligarchy enjoyed certain protections, although they lacked full political rights, such as voting. Therefore, most citizens of an oligarchy had very little say in how the city-state was run.

Over time, oligarchies began to disappear in Greece for various reasons. In Corinth, for example, the people lived well, but the oligarchy ruled harshly and the citizens eventually overthrew it. In Athens, dissatisfaction with the oligarchy arose as the peasant population increased and food shortages became common. The power of oligarchies was also weakened when powerful and wealthy individuals assembled armies of hired, or *mercenary*, warriors, called *hoplites*, and used them to intimidate political leaders. By the 400s B.C.E., a stable oligarchy ruled only one city-state, Sparta.

TYRANNY IN ANCIENT GREECE

A *tyranny* is a form of government in which the ruling power is in the hands of an individual who has seized control, often by illegal means. The word *tyranny* comes from the Greek word *tyrannos*, which means "usurper with supreme power." Over time, a person who ruled by tyranny, or a *tyrant*, became known for holding onto power by cruel and abusive means.

Tyrannies in Greece first arose during the mid 600s B.C.E. In many city-states, a growing wealthy middle class of merchants and manufacturers became angry with their rulers. This middle class demanded political and social privileges to accompany their newfound wealth, but the ruling oligarchies refused to grant them a say in the government. Various individuals--mostly former military leaders--responded to the demands of the middle class population and promised to make the changes they wanted. Backed by the middle class, these individuals seized power from the ruling groups. Once in power, these leaders--or tyrants--often reformed the laws, aided the poor, canceled debts, and gave citizens other than nobles a say in the government. As a reward, citizens often gave gifts to tyrants, who in turn became quite wealthy.

Many tyrants ruled for short periods of time. In some city-states, tyrants became harsh and greedy, and were simply overthrown by the people. The last important tyrant to rule mainland Greece was Hippias of the city-state of Athens. In 510 B.C.E. a combination of Spartan invaders and Athenians, who were opposed to his harsh rule, forced Hippias to resign and leave Greece. A new form of government--one in which all citizens shared in the decision making--eventually replaced him.

DEMOCRACY IN ANCIENT GREECE

A *democracy* is a form of government in which the ruling power is in the hands of all the people. The word *democracy* comes from the Greek terms *demos* (meaning "people") and *kratos* (meaning "power").

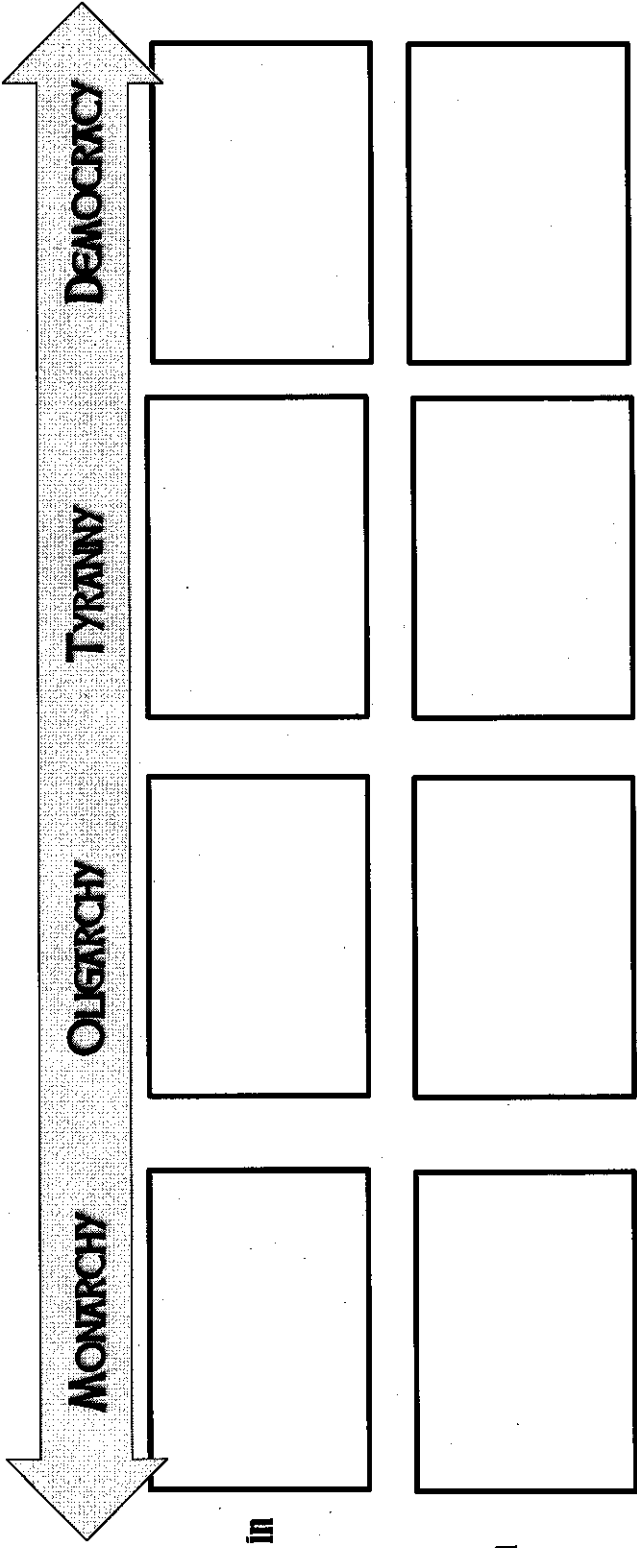
Democracy developed in ancient Greece around 500 B.C.E. in the city-state of Athens, where many people began to oppose the rule of the tyrants. The main governing body of the Athenian democracy was the Citizens Assembly. The Assembly was open to all 30,000 to 40,000 adult male citizens, but usually only 5,000 people attended. Both rich and poor citizens attended the Assembly. This body met about 40 times a year to direct foreign policy, revise laws, and approve or condemn the conduct of public officials. Assembly members reached all their decisions through public debate and vote. A smaller, important executive body, the Council of 500, was responsible for the day-to-day running of the state. This body, whose members were chosen annually in a lottery-proposed new laws and enforced the Assembly's decisions, or *decrees*. The Council also administered the state's finances, received foreign ambassadors, and oversaw the maintenance of the Athenian fleet.

An important aspect of Athenian democracy was the fact that its public officials did not have much individual power. There was no such office as president of Athens. In wartime, a group of 10 generals made decisions about military matters. These generals were elected annually and could be reelected several times. Nearly all government officials- including generals and assembly and council members, as well as citizens who served on juries• were paid for their services. This allowed both poor and rich male citizens to fully participate in the Athenian government.

Name _____

THE DEVELOPMENT OF DEMOCRACY IN ANCIENT GREECE

Definition					
Etymology (where does the term come from?)					
Visual / Picture					

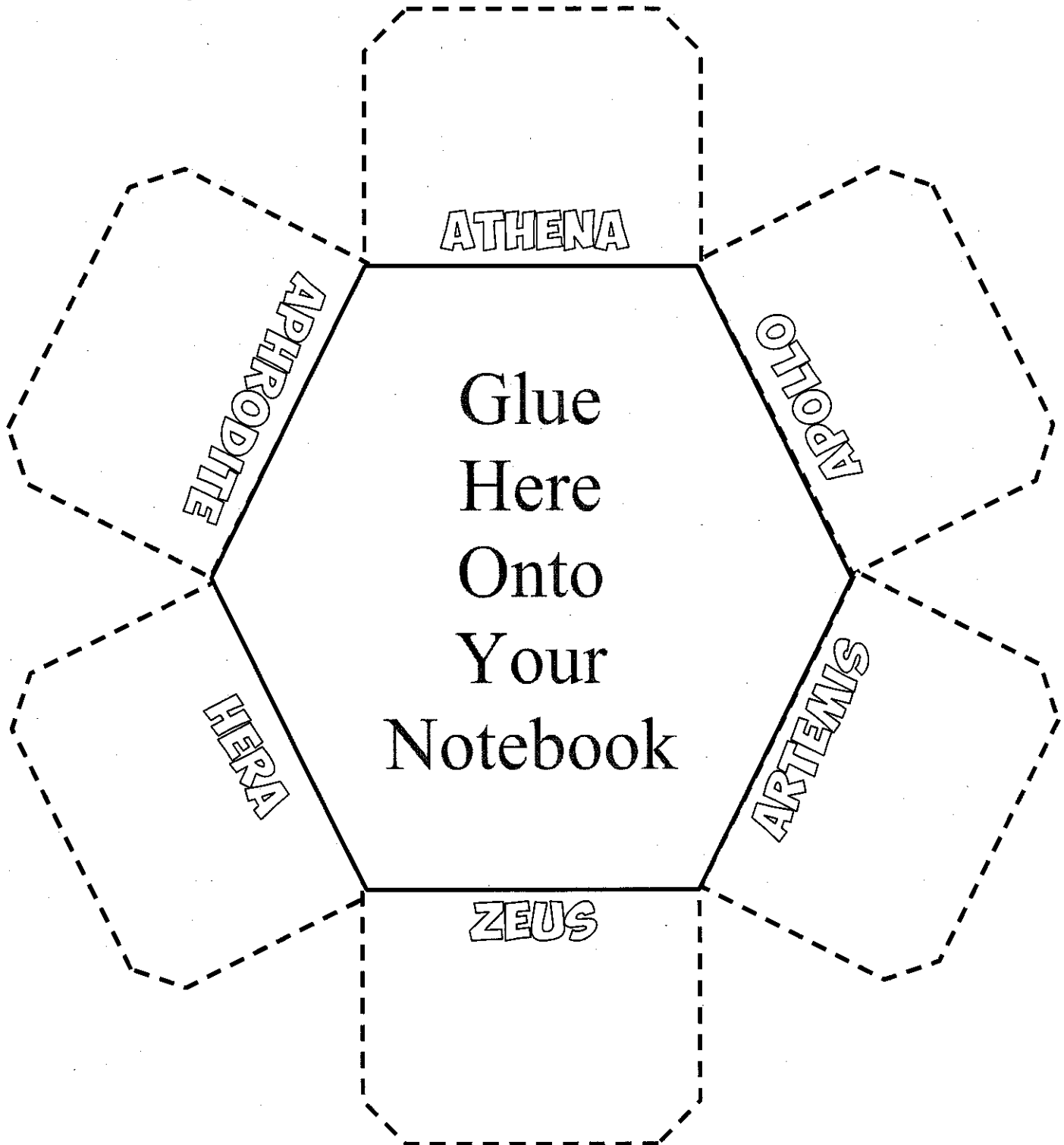


How was this form of government practiced in Ancient Greece?

Why did this form of government decline in Ancient Greece?

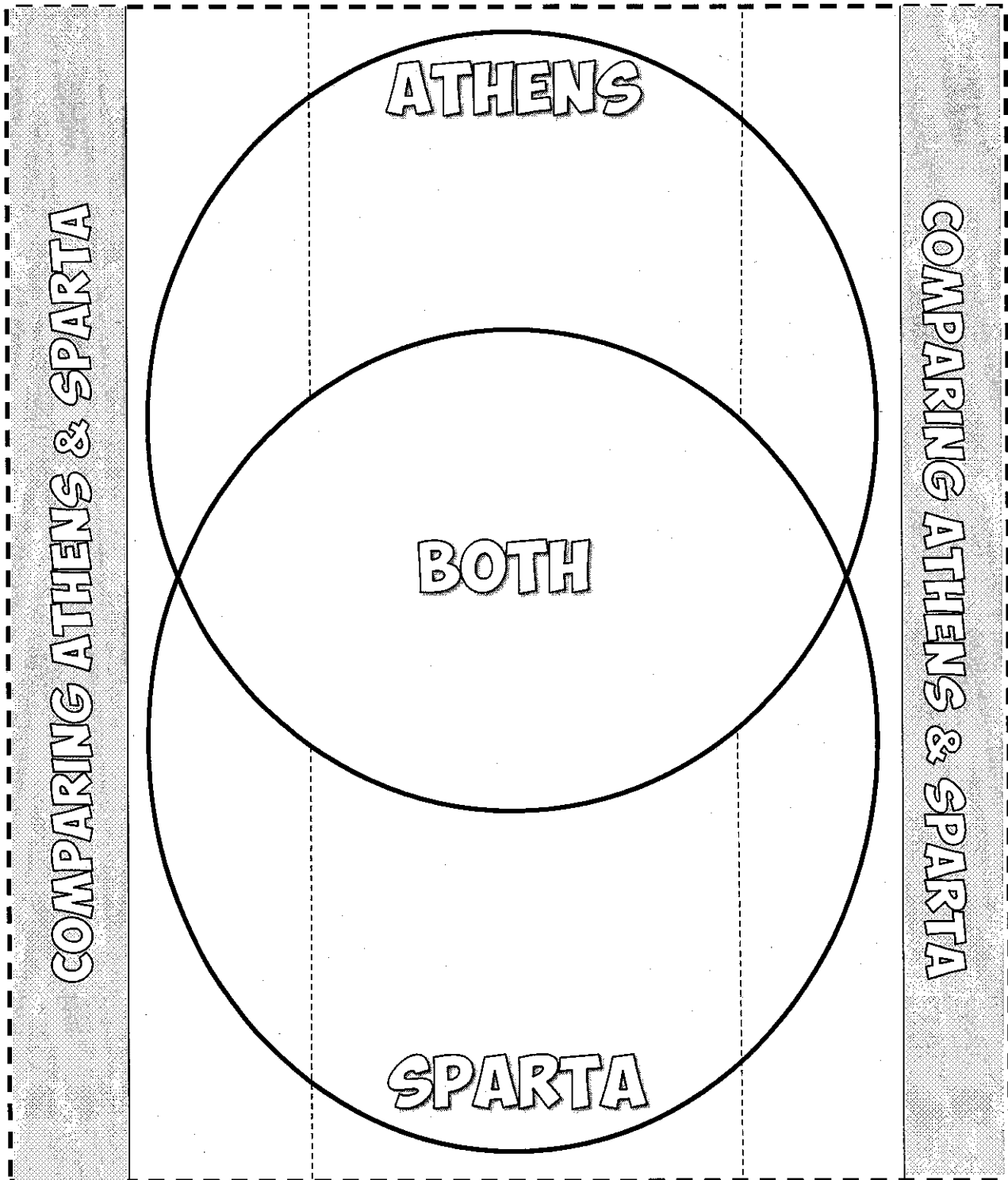
GREEK MYTHOLOGY

Directions: Greek mythology was based on a polytheistic religion that was integral to the culture, politics, and art in ancient Greece. Cut out the complete shape below then fold down the 6 flaps along each side. Glue the shape down into your notebook where indicated then **draw a picture** on top of each flap to represent that God or Goddess. Underneath the flap, write a **brief description** of each. In the center, **explain how Greek mythology affected** their society.



Comparing the City-States of Athens and Sparta

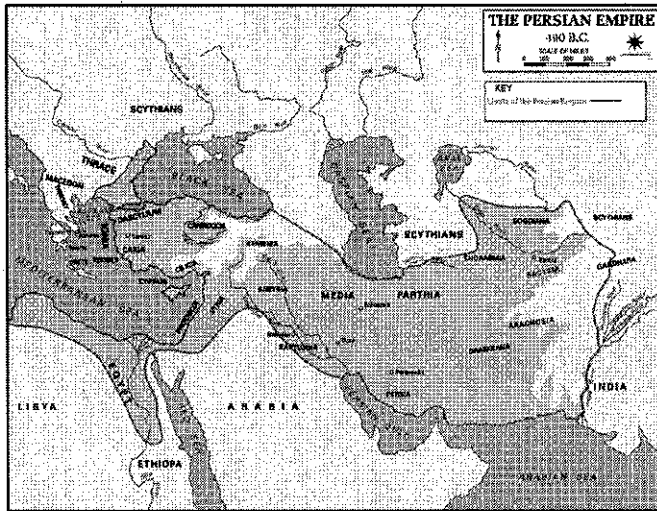
Directions: Contrasting philosophies of government divided the Greek city-states of Athens and Sparta. Cut along the dotted lines and place glue behind the sides so that the top & bottom of the Venn diagram can be folded up and down. Then, **explain the important characteristics** of each city-state and some that apply to both. Finally, **draw a picture** on the top of each to symbolize that Greek polis.



THE PERSIAN EMPIRE

550 BC – 300 BC

GROWTH OF AN EMPIRE



The Persian Empire was one of the largest in history, at its **height** it spread from Egypt to the Indus River. Indo-Europeans began settling in the land east of the Fertile Crescent around 1000 B.C.E. In 550 B.C.E., a Persian king named Cyrus began conquering kingdoms. Over time, his empire had grown from Anatolia (Turkey) in the west to the Indus River in the east. The way that **Cyrus** ruled his empire was very special for that time. He was tolerant of the people he conquered by allowing them to keep their local customs, religion, and language. The Persian Empire was able to control such a

large empire by a well-developed **imperial bureaucracy**. The empire was divided into various **provinces** and each province was ruled by a governor called a **satrap**. In this way the emperor was able to effectively govern such a large empire. This system of bureaucracy has been copied in modern day governments and its influence can be seen in modern American government.

PERSIAN CULTURE

The Persians were also great engineers and built **royal roads** that connected the empire. These roads encouraged trade, communication, and allowed the military to move quickly. As the Persian Empire spread, it came in contact with Central Asian, Mesopotamian, Arabic, and Egyptian cultures. All of these earlier civilizations contributed to the Persian culture and also allowed it to become the largest empire in the world at that time. A Persian prophet named **Zoroaster** lived around 600 B.C.E. and taught that there are two opposite forces in the universe, good and evil. Because of this, humans are involved in an endless battle and are expected to participate. The religion believed in one god, Ahura Mazda. They believed that Ahura Mazda would judge people based on how well they fought for the good. Zoroaster's religious teachings became the basis for **Zoroastrianism**, and it was the main religion of the Persian empire. Zoroastrianism is still practiced today in parts of Iran, India, Pakistan, and other small areas of the world. This religion has also influenced other religions such as Christianity and Islam.



KEY VOCABULARY

Height: the high point of something

Imperial Bureaucracy: a government with many local officials working to run the empire

Satrap: rulers chosen by the emperor to control a local province

Royal Roads: long roads built by the Persian Empire to easily connect the empire

Zoroastrianism: religion started by Zoroaster, and it was the main religion of Persia

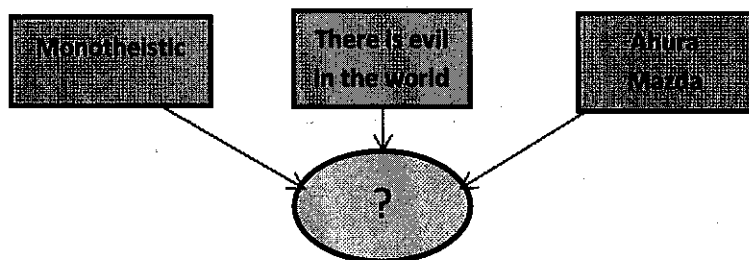
Name _____

REVIEW QUESTIONS

- 1) The Royal Roads allowed the Persians to effectively manage their empire. What tools today help governments function well? Why are they helpful?
- 2) All of the following are examples of the Persian Empire except:
 - a. Tolerance of conquered peoples
 - b. Extensive road system
 - c. Imperial bureaucracy
 - d. Islam

?
<ul style="list-style-type: none">• People could keep their own religion• People could keep their own customs• People could keep their own language• People could keep some of their own laws

- 3) Which is the best title for the table above?
 - a. Activities in the Persian Empire
 - b. Desires of conquered people in the Persian Empire
 - c. Examples of tolerance of conquered peoples in the Persian Empire
 - d. Living in the Persian Empire
- 4) What is being described by the graphic?
 - a. Zoroastrianism
 - b. Christianity
 - c. Islam
 - d. Judaism



- 5) Choose two of Cyrus' ideas about government. Explain how these can be an example for leaders of nations today?

THE PERSIAN WARS



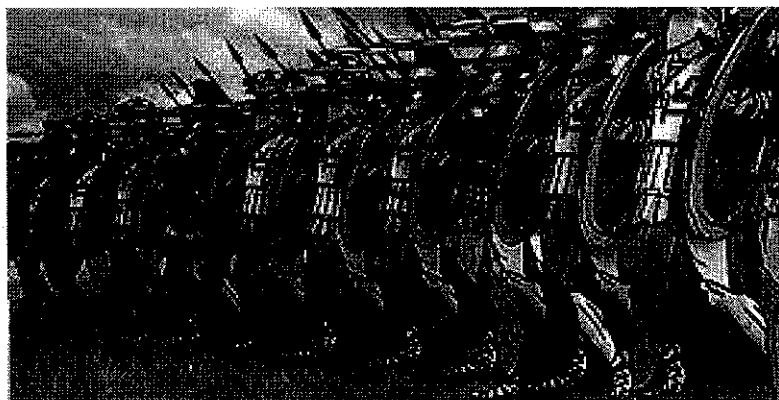
By 500 B.C.E., the Persian Empire had conquered all of the Fertile Crescent and Asia Minor (Anatolia). Several **Ionian** Greek city-states on the west coast of Anatolia decided to revolt against the Persian Empire in 499 B.C.E. The Ionian Greeks asked for help from Greeks on the mainland. Athens was one of the few city-states to send help. The Persian navy fought mostly against the Athenian navy and was defeated. King Darius I of Persia was angry that the Athenians had helped the Ionians rebel against the Persia and declared war on Athens and its allies in 492 B.C.E.

THE FIRST PERSIAN WAR: 491- 490 B. C. E.

In 490 B.C.E., Darius sent a representative to several Greek city-states with the message that all Greeks should send him “earth and water” to show that the Greeks recognized Darius as the ruler of their lands and seas. Characteristic of their city-state’s attitude, the Spartans threw the representative down a well, saying Darius could have both “earth and water” at the same time! This was also their way of showing Darius that the Spartans were not intimidated.

Darius responded by sending his huge navy, carrying the massive Persian army, across the Aegean to have his troops start the land war. His goal was to conquer Athens first, then control the other arrogant city-states. His troops landed at **Marathon**, which is just north of Athens.

The militarily brilliant Spartans refused to help Athens. Even without the Spartans help, the Athenians – against all odds –destroyed the Persian invading force. How? The Greek soldiers, called **hoplites**, had perfected a battle formation called a **Phalanx**. The Persian forces had no fighting experience against this formation, and they were quickly defeated in the Battle of Marathon.



The remaining Persian force attempted to leave Marathon and make their way toward Athens in hopes the city would surrender without its hoplites to protect it. The popular story tells us that, luckily for the Athenians, they had an incredible runner name Pheidippides. Pheidippides sprinted just 26 miles from Marathon to Athens to warn them of the approaching Persian force. Legend says that when he got to Athens, he yelled, “Rejoice, we conquer!” and then dropped dead. Since they had advance notice, the Athenians were able to fight the invaders back rather than surrender. Darius I was forced to return to Persia defeated and embarrassed by the Athenians yet again.

THE SECOND PERSIAN WAR: 480- 479 B. C. E.

After his father Darius I died, the next Persian king, Xerxes, swore to take revenge on all of Greece, especially the Athenians. He spent 10 years raising a massive to destroy Greece. The first major battle of this portion of the war was the **Battle of Thermopylae**.

For one of the few times in Greek history, Athens and Sparta united to defend themselves against the Persians. The Spartan king, Leonidas, led a small army of just 300 Spartans warriors to defend the pass at Thermopylae. Thermopylae was the entrance from Macedonia in the north to Greece. Leonidas and his small group of men stalled the massive Persian force from entering Greece while the other Greek forces retreated to further prepare for the Persian invasion. After a valiant struggle, the Persians slaughtered Leonidas and every one of his men. Not surprisingly, the Spartans willingly sacrificed themselves for the good of Greece.

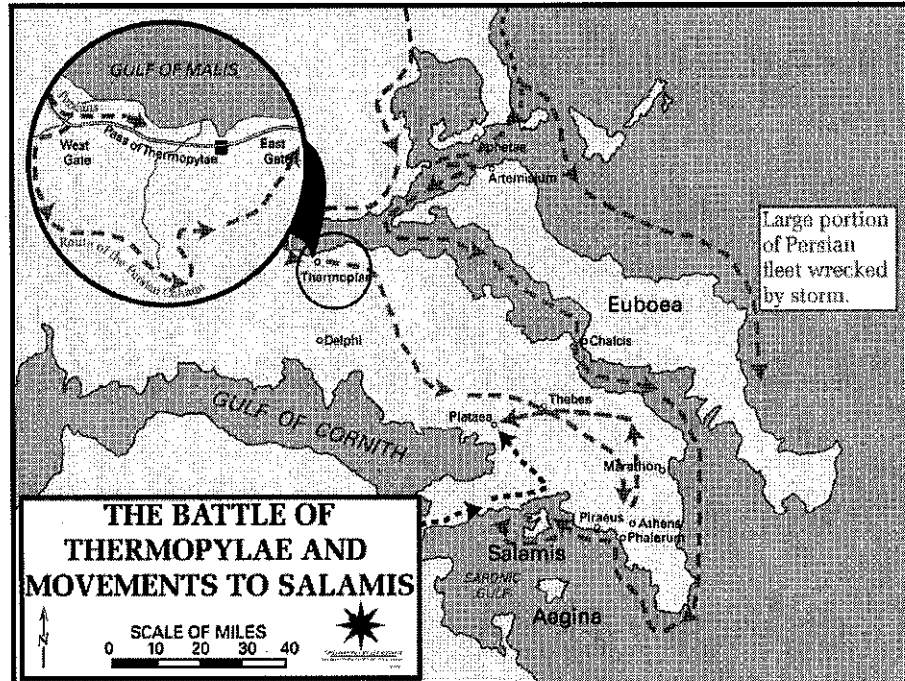
Meanwhile, the Athenian general Themistocles ordered the evacuation of all women and children in Athens while the Athenian men went to their warships. The Athenians decided to stake their survival on their powerful navy. After the Persians defeated Leonidas, Xerxes and his army swept into Greece and headed straight for Athens. When they found the city abandoned, they burned Athens to the ground. Xerxes then set his mind on destroying the Athenian navy and ending the war in victory.

Themistocles tricked Xerxes into believing the Athenian navy was retreating and the massive Persian navy pursued them into a small strip of sea off the island of **Salamis**. The Persian ships were much larger than the Greeks and were not built for confined spaces. The huge Persian navy found it could not maneuver and was trapped. The much smaller ships of the Athenian navy repeatedly smashed into the Persian warships. Xerxes, sitting upon a golden throne placed on a cliff high above the shore overlooking the battle, saw his navy completely destroyed.

Xerxes retreated with his remaining army. The Athenians and their allies defeated Xerxes' army for the last time at the **Battle of Plataea** in 479 B.C.E. Xerxes returned to Persia, defeated, and the Persian Empire never again invaded Greece.

THE AFTERMATH OF THE WAR

Both Athens and Sparta claimed credit for the victory over Persia, which led to problems. Sparta was left very weak after its defeat at Thermopylae, while Athens emerged as the most powerful city-state after rebuilding. Athens created the Delian League: an alliance with other city states to protect themselves if Persia ever again invaded. Athens rebuilt their city-state more splendidous than ever, and experienced its Golden Age of economic and cultural magnificence.



Name: _____

THE PERSIAN WARS

Battles: Use the reading to complete the following chart.

Battle	M _____	T _____	S _____	P _____
Combatants (who fought?)	vs.	vs.	vs.	vs.
Who won?				
Notes specific to this battle				

Vocabulary Terms and People: Use the reading to find the correct term

- _____ 1. King of Persia who declared war on Athens and started the Persian Wars.
- _____ 2. King of Persia who fought Leonidas at the Battle of Thermopylae.
- _____ 3. Greek city-state with the strongest military.
- _____ 4. Greek city-state which created the Delian League.
- _____ 5. Greek citizen-soldiers.
- _____ 6. Fighting formation that helped Greece win the Battle of Marathon.
- _____ 7. Greek runner who yelled "Rejoice, we conquer!" Then, he died.
- _____ 8. Spartan leader of the brave 300.
- _____ 9. Greek general from Athens who commanded the navy at Salamis.
- _____ 10. Group of Greek city-states created to protect themselves from Persia.

THE PERSIAN WARS

Directions: Your assignment is to create a comic strip that tells the story of the Persian Wars visually. Use the reading, your notes, and other sources to create a factual story about the Persian Wars. Your comic must be at least 6 slides long.

Slide 1: Causes of the War- Make sure you talk about the Ionian Greeks.

Slide 2: Battle of Marathon- Make sure you mention Pheidippides.

Slide 3: Battle of Thermopylae – Make sure you include King Leonidas and his loss.

Slide 4: Battle of Salamis- Make sure you include the differences between Athenian and Persian ships.

Slide 5: Battle of Plateau: Make sure you include the winner

Slide 6: Effects of the war- Include the Delian League

Each Slide must:

- Have a title and date (The Cause and Effects slides do NOT need dates)
- Have a story line written either in word bubbles or at the bottom of the slide
- Be colorful, neat and creative

All of your pictures must be drawn by you and not off the internet.

PERSIAN WARS COMIC RUBRIC

Slide	Title (1pt)	Date (1pt)	Content (3)	Colorful/ Neatness (1)
Slide 1: Causes				
Slide 2: Marathon				
Slide 3: Thermopylae				
Slide 4: Salamis				
Slide 5: Plateau				
Slide 6: Effects				

Total: _____/36

Name _____

PERSIAN WARS COMIC TEMPLATE

Greek Philosophers Foldable

Directions: After learning about Socrates, Plato, and Aristotle, create a foldable including their greatest contributions. Make your foldable neat, use color, and include all of the following information:

1. **Who-** on the outside either draw a picture of each philosopher or cut out and paste the picture. On the inside explain the quote below in your own words.
2. **What-** use your textbook, notebook, or online sources to find 4 things this person believed or taught.
3. **When and where-** write when and where he lived and include two important events from the person's life.
4. **Why-** write why we remember the person today. In other words, what is his most important contribution?

Use your notes, textbook, and the Internet for more information on each philosopher.



Our constitution does not copy the laws of neighboring states; we are rather a pattern to others than imitators ourselves. Its administration favors the many instead of the few; this is why it is called a democracy. If we look to the laws, they afford equal justice to all in their private differences - **Pericles' Funeral Oration**

The only good is knowledge and the only evil is ignorance - **Socrates**

All the gold which is under or upon the earth is not enough to give in exchange for virtue. - **Plato**

Education is the best provision for the journey to old age-- **Aristotle**

Ancient Greek Philosophers

Socrates

Plato

Aristotle

use pg. 271 to help you with this.

THE PELOPONNESIAN WAR

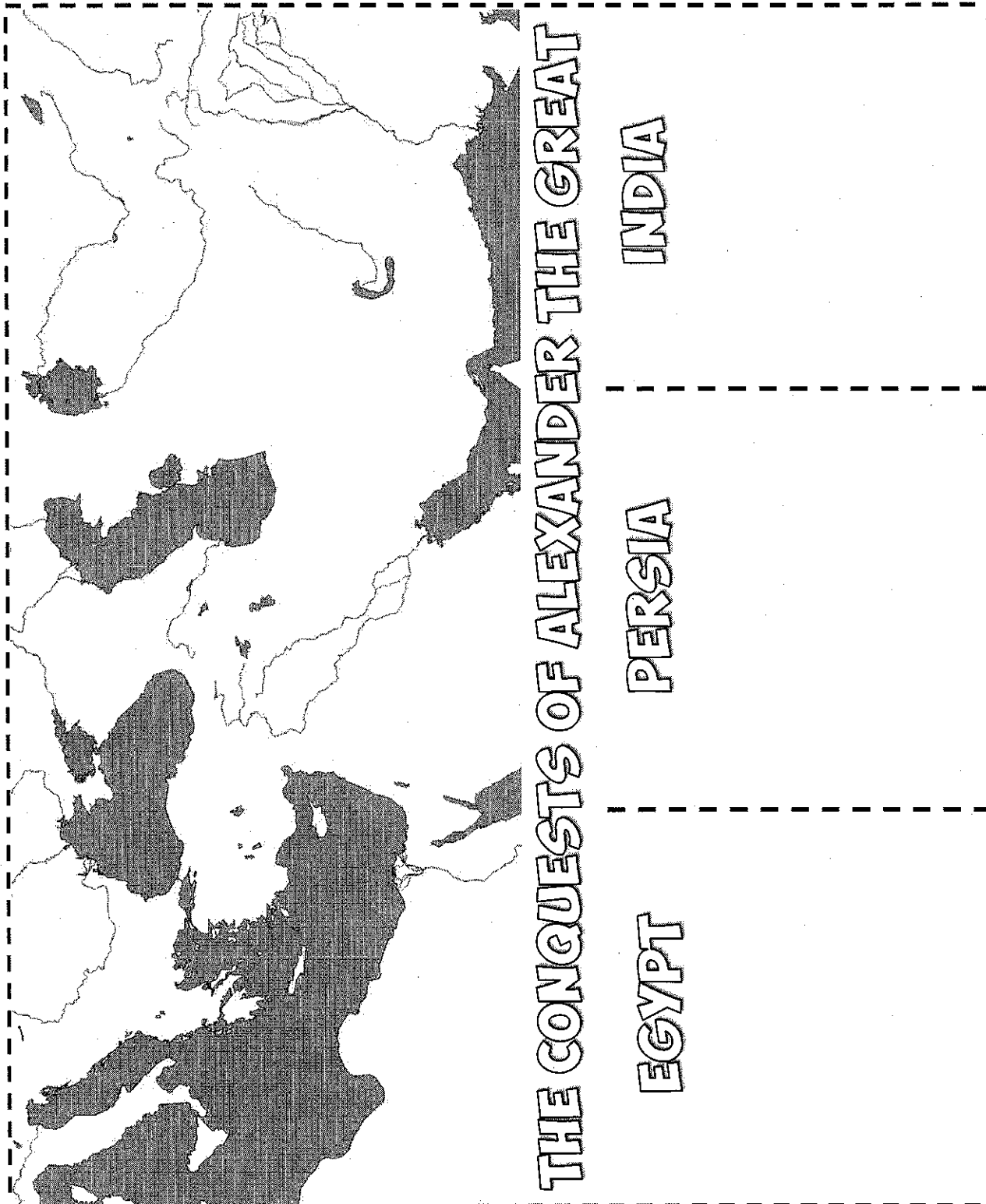
Directions: Competition between Sparta and Athens for control of Greece helped cause the Peloponnesian War. After learning about the conflict, **complete the table** below and paste it into your notebook.

SPARTA		ATHENS
	ADVANTAGES	
	DIS- ADVANTAGES	
	ALLIES	
	KEY VICTORIES	
	EFFECTS OF THE WAR	

Use pgs. 274 - 276 to help with this.

ALEXANDER THE GREAT

Directions: The Macedonian general and ruler Alexander the Great established an empire from Greece to Egypt and the margins of India. Cut out the map and graphic organizer below and paste into your notebook. Then, **color and label the map** of his battles and conquests and **take notes** under each flap at the bottom on Alexander the Great and his conquests and draw a picture to represent each on the top pf the flap.



Analyzing Sources on Alexander the Great

Alexander the Great is a very popular historical figure, yet there is very little reliable source material that historians can use on Alexander. Some historians have written based on legends, thus creating new views about Alexander that may not be accurate. Included are four authors' "histories" of Alexander the Great.

Read through the following excerpts from various authors and determine whether these historians have done a "good job" in depicting Alexander. Use your knowledge of history to guide you through analyzing the following documents. Complete the chart that follows the readings to help you come to a conclusion.

Plutarch

Historian, Ancient Greece

Excerpt from writings, A.D. 90, Translated by John Dryden

... For when any of his friends were sick, he would often prescribe them their course of diet, and medicines proper to their disease... He was naturally a great lover of all kinds of learning and reading;

... While Philip [Alexander's father] went on his expedition against the Byzantines, he left Alexander, then sixteen years old, [in charge] in Macedonia, ... not to sit idle, [he] reduced the rebellious ..., drove out the barbarous inhabitants, and plant[ed] a colony of several nations ..., [He] called the place after his own name, Alexandropolis.

... When he came to Thebes, ... the city ... was sacked and razed. Alexander's hope being that so severe an example might terrify the rest of Greece into obedience, ... thirty thousand, were publicly sold for slaves; and it is computed that upwards of six thousand were put to the sword. Alexander, by founding more than seventy cities among the barbarian tribes, ... suppressed their savage and uncivilized customs ... Those whom Alexander conquered were more fortunate than those who escaped ... [He desired to give] all the races in the world ... one rule and one form of government, making all mankind a single people.

... And that the Grecians might participate in the honor of his victory he sent a portion of the spoils home to them particularly to the Athenians ... , and [with] all the rest he ordered this [message] to be sent: "Alexander the son of Philip, and the Grecians, ... won these from the barbarians who inhabit Asia. All the plate and purple garments, and other things of the same kind that he took from the Persians, except a very small quantity, which he reserved for himself, he sent as a present to his mother.

... For when his affairs called upon him, he would not be detained, ... either by wine, or sleep, spectacles, or any other diversion whatsoever...

... and Alexander, who was now proclaimed King of Asia, returned ... and rewarded his friends and followers with great sums of money, and places, and governments of provinces. Eager to gain honor with the Grecians, he wrote to them that he would have all [cruel governments] abolished, that they might live free according to their own laws... He sent also part of the spoils into Italy, ... to honor the zeal and courage of their citizen[s].

... Meantime, on the smallest occasions that called for a show of kindness to his friends, there was every indication on his part of tenderness and respect.

Diodorus

Greek historian, 1st century BCE

Excerpts from his writings "World History," Translated by M.M. Austen

The Destruction of Persepolis

As for Persepolis, the capital of the Persian kingdom, Alexander described it to the Macedonians as their worst enemy among the cities of Asia, and he gave it over to the soldiers to plunder, with the exception of the royal palace.

It was the wealthiest city under the sun and the private houses had been filled for a long time with riches of every kind. The Macedonians rushed into it, killing all the men and plundering the houses, which were numerous and full of furniture and precious objects of every kind. Here much silver was carried off and no little gold, and many expensive dresses, embroidered with purple or with gold, fell as prizes to the victors.

But the great royal palace, famed throughout the inhabited world, had been condemned to ... total destruction. The Macedonians spent the whole day in pillage but still could not satisfy their inexhaustible greed. [...] As for the women, they dragged them away forcibly with their jewels, treating as slaves the whole group of captives. As Persepolis had surpassed all other cities in prosperity, so she now exceeded them in misfortune.

Alexander went up to the citadel and took possession of the treasures stored there. They were full of gold and silver, with the accumulation of revenue from Cyrus, the first king of the Persians, down to that time... Alexander wanted to take part of the money with him, for the expenses of war and to deposit the rest at Susa under close guard. From Babylon, Mesopotamia and Susa, he sent for a crowd of mules, ... as well as 3,000 pack camels, and with these he had all the treasure conveyed to the chosen places. He was very hostile to the local people and did not trust them, and wished to destroy Persepolis utterly...

The Olympic Games of 324 BCE

Not long before his death Alexander decided to bring back all the exiles in the Greek cities, partly to increase his own glory and partly to have in each city many personal supporters to counteract the risk of revolution and revolt among the Greeks. ... Consequently, as the celebration of the Olympic Games [approached] he [sent] Nicanor of Stagira to Greece with a letter...; his instructions were to have it read out loud to the assembled crowds. Nicanor carried out the order, and ... read out the following letter.

'King Alexander to the exiles from the Greek cities. We were not the cause of your exile, but we shall be responsible for bringing about your return to your native cities, ...'

This proclamation was greeted with loud approval by the crowds; ...those at the [Olympic games] joyfully welcomed the king's favor and repaid his generosity with shouts of praise. All the exiles had gathered together at the [Olympic games], being more than 20,000 in number. The majority of Greeks welcomed the return of the exiles as a good thing.

Arrian

Soldier, governor, and philosopher

Excerpts from "The Anabasis of Alexander," A.D. 171

[Alexander] was ... very [famous] for rousing the courage of his soldiers, filling them with hopes of success and dispelling their fear in the midst of danger by his own freedom from fear ...

For I myself believe that there was at that time no race of mankind, no city, no individual [to whom] the name of Alexander had not reached. And so not I can suppose that a man quite beyond all other men was born without some divine influence.

He was ... very heroic in courage, ... He was very clever in recognizing what was necessary to be done, when others were still in a state of uncertainty; ... In ... ruling an army, he was exceedingly skillful; and very renowned for rousing the courage of his soldiers, filling them with hopes of success, and dispelling their fear in the midst of danger by his own freedom from fear. He was likewise very [dedicated to] keeping the agreements and settlements which he made.

His adoption of the Persian [way] of dressing also seems to me to have been a political device in regard to the foreigners, that the king might not appear altogether alien to them.

...what a height of human success he attained, becoming without any dispute king of both continents," and reaching every place by his fame.

Anonymous Author

From the 4th century A.D.

Excerpts from "Itinerarium Alexandri" Translated by Iolo Davies, 1998

Alexander's campaigns

...Alexander boasted that he had won his victories for himself alone, and became the more cruel to his friends as his success increased...

...Alexander went straight on to found the Macedonian empire, by his kingly skills, bringing the whole Peloponnese under his rule.

...Accordingly Alexander first settled the affairs of the whole kingdom of the Persians, giving it his own laws and appointing its administrators...

[Alexander] founded for himself a city (not unequal in size to the other cities names after him), Alexandria. He did this as a practical precaution in case he ever had to campaign in that region again. [Some} continued to intrigue against Alexander, however, calling him the oppressor of the world...

...Alexander's behavior and extravagant life-style... were causing intense disgust among large numbers of his men... They took offense at his luxuries at table, his expensive attire, his vanity in assuming the royal Persian head-dress... This cast a shadow over all the former glorious achievements of his spirit...

....the fault in him grew worse: he now wanted himself worshipped as a god and would have none of being saluted in the manner of mortals.

Name _____

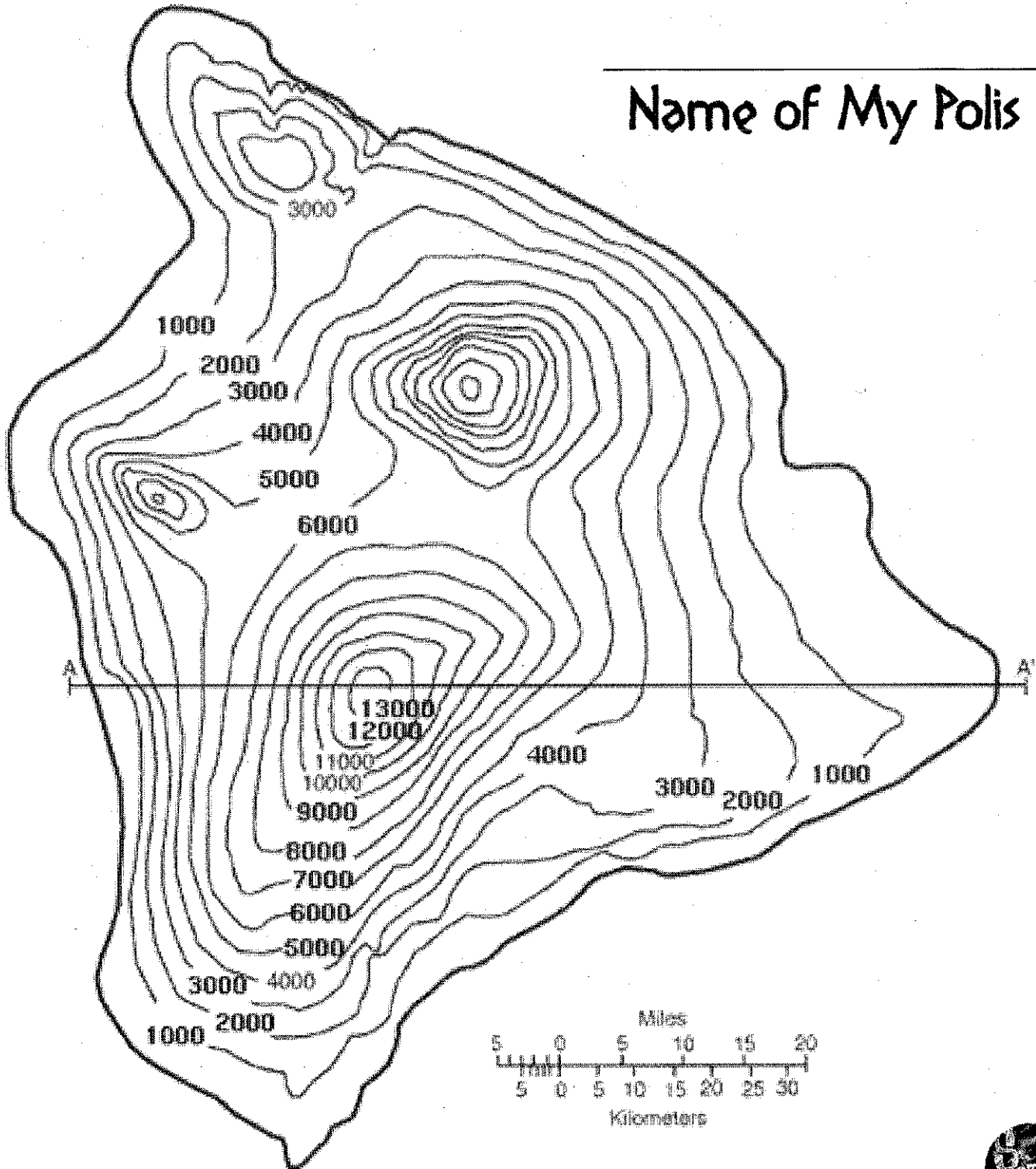
Analyzing Sources on Alexander the Great

Author	How do I know the information is valid?	When was it written? What was its purpose?	What is the point of view of the author on Alexander?
Plutarch			
Diodorus			
Arian			
Anonymous			

DESIGNING A GREEK CITY-STATE

Directions: The map below represents a mountainous Greek island and shows the elevation in feet. Draw in an imaginary Greek polis in the spot you believe is the best spot on the island. Be sure to include the important characteristics of most Greek city-states like an acropolis, agora, city walls, farmland, a harbor, etc. After completing your drawing, answer the questions about your polis.

Name of My Polis _____



DESIGNING A GREEK CITY-STATE

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SOCIAL LIFE INSIDE THE AGORA

You are now back in the times of Ancient Greece, you are a male (since only males were usually in the agora) and enjoying a wonderful day. In the each section, fill out, draw, or answer the questions. Be creative and try to put yourself in this time period to see what it was like for them.

Things You Would Hear

Write down 5 things you may hear in the agora and why you may hear them.

Things You Would Smell

Write down 5 things you may smell in the agora and why you may smell these items.

Things You Might Touch

Write down 5 things you may touch in the agora and why you may touch these items.

Things You Would See

Draw 4 things that you may see in the agora and write underneath each one what it is and why you might see it.

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