Name: _____ Date: _____ Due: _____

MEDITERRANEAN WORLD?

The Phoenician civilization lasted from 1200 BC to 500 BC.
A) How many years did this civilization last? _____ years.
B) How many years ago did this civilization BEGIN? _____ years.

The Phoenicians were Middle Eastern peoples who developed an important civilization under the rule of the Assyrian Empire. Use the map on Page 6 to answer the following questions.

1. Locate the Phoenician town of Tyre. The name of the town that is **directly north** of Tyre is _____.

2. What **color** are the areas in the Mediterranean World that are controlled by the **Phoenicians?** _____.

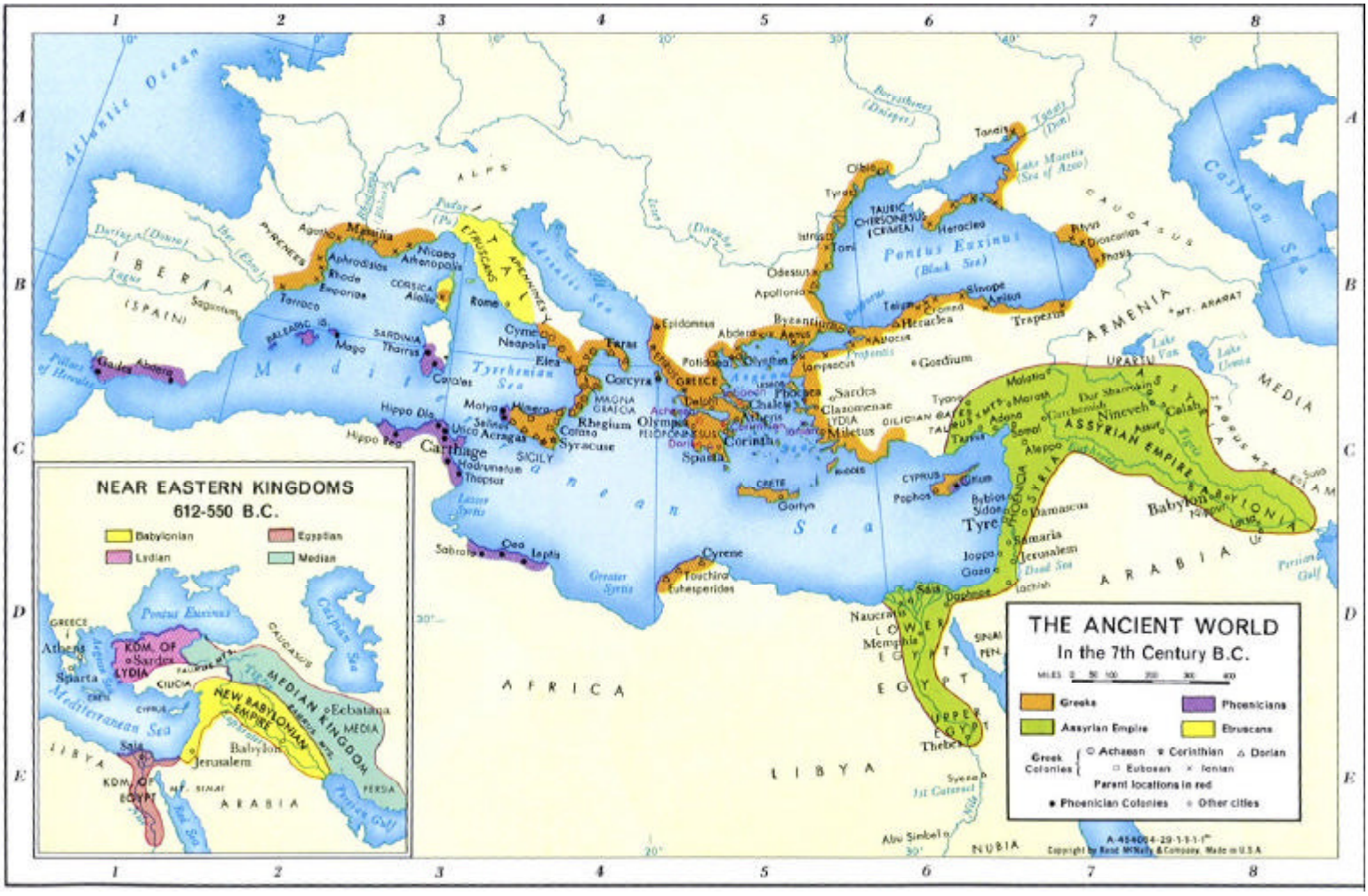
3. Which **two continents** did the Phoenicians have colonies on? _____ and _____.

4. Name two **Phoenician colonies west** of the Iberian town of Saguntum _____ and _____

5. Name two **Phoenician colonies SOUTH** of Italy. _____ and _____.

6. Approximately how many miles from **TYRE** to the town of **GADES?** _____miles.

7. Based on your answers to the previous questions, complete this sentence.
The Phoenicians were probably excellent_____
because_____
_____
_____
_____


THE ANCIENT WORLD
In the 7th Century B.C.
Greeks
Phoenicians
Assyrian Empire
Etruscans
Greek Colonies
Achaean
Corinthian
Dorian
Euboean
Ionian
Parent locations in red
Phoenician Colonies
Other cities
NEAR EASTERN KINGDOMS
612-550 B.C.
Babylonian
Egyptian
Lydian
Median
ASSYRIAN EMPIRE
BABYLONIA
NEW BABYLONIAN EMPIRE
MEDIAN KINGDOM
KDM. OF LYDIA
KDM. OF EGYPT
Mediterranean Sea
Black Sea
Caspian Sea
Red Sea
Persian Gulf
AFRICA
ARABIA
EGYPT
LIBYA
NUBIA
ARMENIA
MEDIA
PERSIA
GREECE
ITALY
IBERIA
SICILY
CRETE
CYPRUS
PHOENICIA
SYRIA
Carthage
Rome
Athens
Sparta
Babylon
Jerusalem
Nineveh
Tyre
Thebes
Memphis
Sardis
Miletus
Corinth
Syracuse
Alexandria
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The Mighty Persians

For a number of years, the Persians shared the Iranian plateau with a people called the Medes. Then, in 553 B.C., the Persian king Cyrus conquered the Medes and extended his control over the entire area. Six years later, in 546 B.C., Cyrus overran the Lydians, who occupied what is now the western part of Turkey. From there the Persians went on to overthrow the Chaldean Empire in 539 B.C. They later added Egypt to their conquests, and, in so doing, created an empire that extended from the Indus River in India west to the Aegean Sea.

The Persians added little to what the peoples of Mesopotamia had already contributed to future civilizations. Their main contribution may have been the efficient organization of their empire, which was run by appointed governors called satraps. In governing conquered peoples, the Persians were much more humane than the Assyrians. The people were expected to pay taxes and furnish troops for the king's army, but, for the most part, they were left alone to govern themselves.

Another Persian contribution was in the field of religion. The Persians were among the first people to believe in the concepts of heaven and hell. Zoroaster, a Persian religious teacher who lived about 600 B.C., preached that there was one supreme god, Ahura-Mazda, the god of light. Ahura-Mazda was in constant conflict with a god of darkness, who resembled the devil of Christianity. Thus, ancient Zoroasterism, as the Persian religion came to be called, resembled Christianity in many respects.

From 492 B.C. to 479 B.C., the Persians tried unsuccessfully to conquer Greece. They eventually fell to Alexander the Great in 331 B.C.

Define or explain the significance of each of the names or terms below.

1. Medes _____
2. Zoroaster _____
3. Ahura-Mazda _____
4. satraps _____
5. Cyrus _____
6. Alexander the Great _____

7. Why do you think the Persians allowed the people they conquered to govern themselves? Why might such freedom be dangerous?

   _____

   _____

   _____

8. Why could the Persians be considered mighty?

   _____

   _____

P W H 3

Zoroaster (c. 628 B.C.–c. 551. B.C.)

Zoroaster, the prophet who founded the religion Zoroastrianism, is an impressive but shadowy figure of ancient history. He saw visions, founded a religion, converted a king, and influenced the spiritual life of people for centuries. Unfortunately, little more is known about his life.



We do know where Zoroaster lived: ancient northwestern Persia, in what is today northeastern Iran. When he lived is less certain. Zoroastrian tradition teaches that he was born about 600 B.C., and his life dates are usually given as c. 628 B.C. to c. 551 B.C. However, some scholars believe that he actually lived much earlier, sometime between 1400 B.C. and 1000 B.C.

Some historians speculate that Zoroaster's name may mean "camel herder," and perhaps that sheds light on his origins. Apparently Zoroaster left his home at an early age in search of spiritual truths. At about the age of 30, he is reported to have had the first in a series of revelations or visions. He is said to have spoken with Vohu Manah, who represented "the Good Mind." Zoroaster's soul was led to see Ahura Mazda, the god who led the forces of good in the universe. Out of this developed Zoroastrianism, a religion that recognizes this force of good in struggle with the god Ahriman and his forces of evil.

Zoroaster's attempts to spread the word near his home failed, so he moved east to the kingdom of Chorasmia, an area east of the Aral Sea. It was there that he converted King Vishtaspa to his beliefs. For the rest of his life Zoroaster enjoyed the friendship and protection of the king. Zoroastrianism didn't spread widely during Zoroaster's own lifetime, but it did so rapidly soon after his death. Principles of Zoroastrian theology may have influenced Judaism, Christianity, and Islam—three of the world's major religions.

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Reviewing the Profile

Answer the following questions on a separate sheet of paper

1. Why is Zoroaster called "a shadowy figure"?
2. What makes Zoroaster an influential figure?

Critical Thinking

3. Do you think Zoroaster could have imagined the impact he and his religion would have? Explain your answer.
4. The name Zoroaster is derived from the Greek form of Zarathushtra, his Persian name. Zarathushtra is sometimes said to mean "He of the Golden Light." Why would this be an appropriate name for the prophet?

Section Focus Transparency Activity 3-2

Early Israelites

1 From where did Abraham begin his voyage?

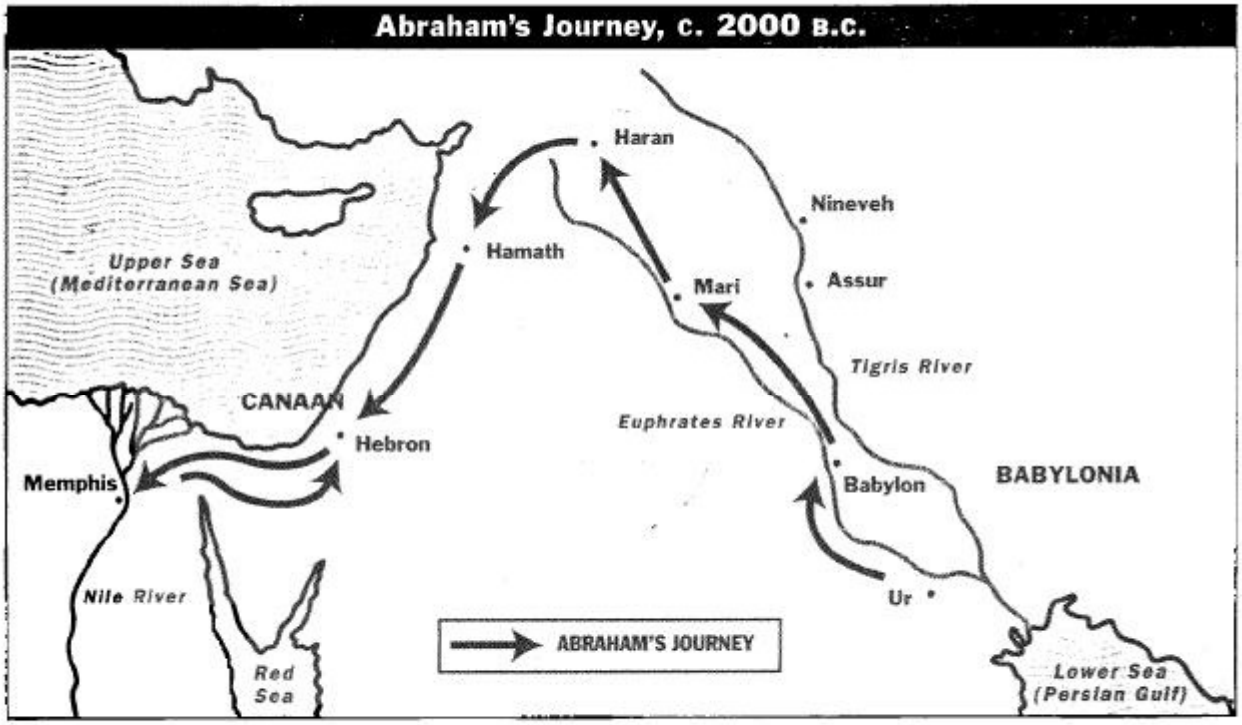
2 What was the first city that he came to?

3 What was his final destination?

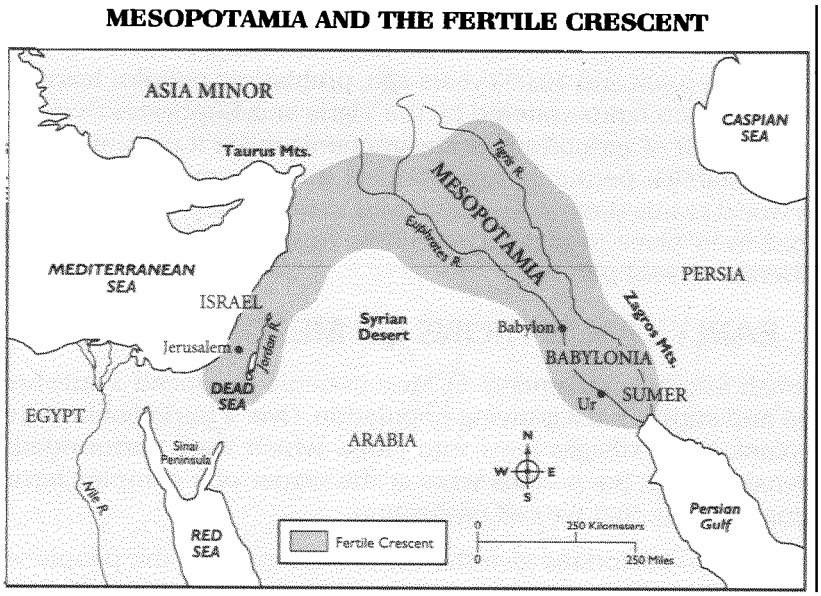
1. _____

2. _____

3. _____



How were Hebrew religious beliefs unique in the ancient world?



The Hebrews were a nomadic people whose origins can be traced back to the city of Ur which lies on the _____River. The entire region that extends from Ur to Jerusalem is known as the _____.

Document #2

"Modern day Jews can thank us Hebrews because we are the founders of the Jewish religion. It wasn't easy being a Hebrew back then. The Sumerians worshipped many gods, so did the Babylonians, so did the Egyptians and the Hindus. We were the first people to believe that there was only ONE, almighty GOD to worship. Let the people of the Nile worship Amon-Re and dozens of other gods. We will worship only Yahweh (Jehovah) from now on."

Ima Pickedon, Hebrew farmer 150OBC

According to this document, how did the religion of the Hebrews differ from other ancient religions?

_____

_____

Document #3

"Those other Fertile Crescent religions are so difficult to follow. In one- part of the Nile there are certain holy practices to follow, in other places priests tell us to follow the exact opposite holy practices. It seems as if there are no organized rules for their religion. We Hebrews are blessed that Yahweh has revealed his message to us in the holy writings of the Torah. The Torah tells us exactly what Yahweh wants and expects from us."

According to this document, what was unique about the religion of the Hebrews?

_____

_____

Document #4

"The LORD spoke to Moses, saying: Speak to the whole Hebrew Community and say to them, You shall be holy, for I , the LORD your God, am Holy." - The Torah

Based on this document, why were the Hebrews called the "Chosen Ones"? _____

_____

The Hebrews

About 1800 B.C., a people called the Hebrews moved from Mesopotamia to a land that lay between the eastern Mediterranean Sea and the Jordan River. They were led by Abraham, who is often referred to as the "father of the Israelites." The land in which they settled lay south of Phoenicia and was called Canaan. Later it became known as Palestine, named after the Philistines who controlled it for a short time. Today the area is the modern state of Israel.

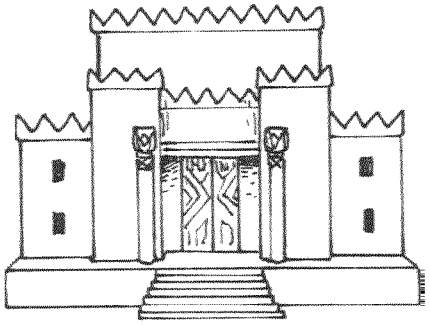
The Hebrews lived in Canaan for several hundred years until a famine drove them west into Egypt sometime after 1600 B.C. There, they were eventually forced into slavery and stayed for 300 years. In 1300 B.C., the prophet Moses led them out of captivity and back to Canaan.

Sometime around 1025 B.C., the Hebrews united and chose Saul as their king. Several great kings followed. King David built a magnificent capital city at Jerusalem, and King Solomon dedicated a great temple to Jehovah, the Hebrew god. However, after Solomon died, the nation split into the kingdoms of Israel to the north and Judah to the south. (It is from Judah that the word *Jews* is derived.) Israel was conquered by Assyria in 722 B.C., and its people were taken away and lost forever. Judah met the same fate in 586 B.C. at the hands of the Chaldeans. When the Chaldeans in turn fell to the Persians in 538 B.C., the Hebrews that were left were allowed to return to their homeland, Judah. Later, they were conquered by the Romans and once again dispersed.

The ancient Hebrews contributed greatly in the field of religion. They were the first people to practice monotheism, the belief in one god. They also gave the world the Ten Commandments and the Old Testament.

Put the following events in chronological order by numbering them from 1 to 7.

1. The Assyrians conquer Israel.
2. Moses leads the Hebrews out of Egypt.
3. Saul becomes the first Hebrew king.
4. The Hebrews split into two kingdoms.
5. The Chaldeans overrun Judah.
6. Abraham guides the Hebrews to Canaan.
7. The Romans conquer the Hebrews.



8. List three religious contributions of the Hebrews.

_____

_____

_____

9. What were the misfortunes that the Hebrews experienced?

_____

_____

Beginnings

1 Who was the king of all of the gods?

2 Who do you think might have been a special goddess to the people of Athens?

3 If you were making a trip across the Mediterranean Sea, which god might you pray to?

4 If you were in a hurry to deliver a message, which god might you ask for help?

1. _____

2. _____

3. _____

4. _____

GREEK GODS AND GODDESSES

NAME	GOD/GODDESS OF
Aphrodite	Love & Beauty
Apollo	Sun & Music
Ares	War
Athena	Wisdom & Art
Demeter	Agriculture
Hermes	Speed
Poseidon	The Sea
Zeus	King of the Gods

Rivals

1 What happened to boys at age seven in Sparta?

2 What happened to boys at age seven in Athens?

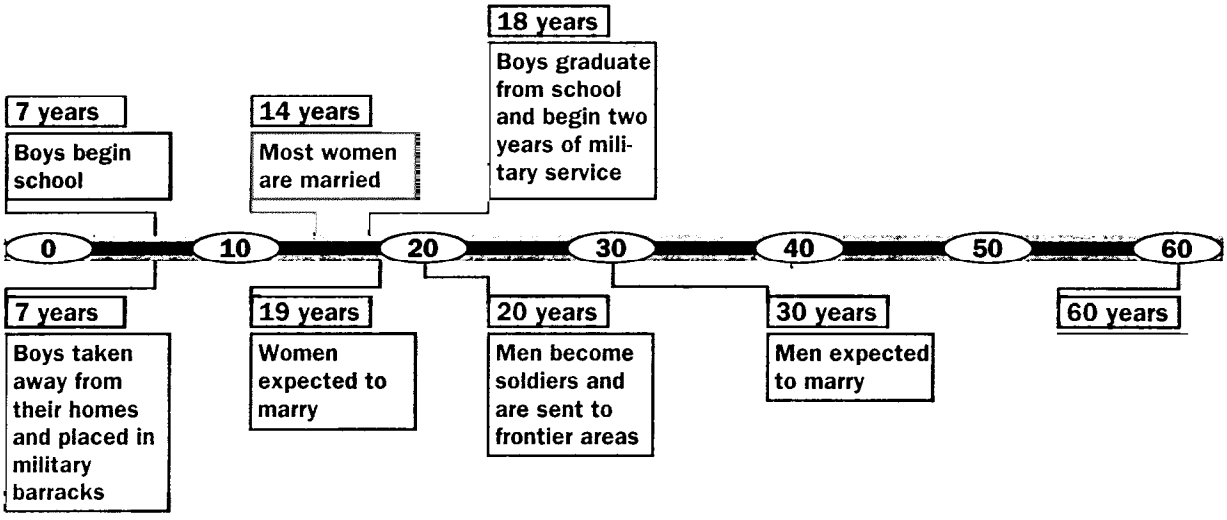
3 At what age did Athenian boys begin military service?

1. _____

2. _____

3. _____

Athenian Life



Spartan Life

Life in Sparta

While Athens and other Greek city-states made great strides in such areas as art, literature, and philosophy, Sparta, another Greek city-state, developed into a military camp. Because of their emphasis on the military and their rejection of luxuries, the Spartans made no major cultural contributions.

The Spartans ruled over a huge slave population known as helots. Partly because there were twenty times as many helots as citizens, the Spartans maintained a powerful army to reduce any chance of rebellion. In time, their army became the most powerful one in Greece.

All aspects of Spartan life centered around physical conditioning. Weak or deformed babies were taken from their parents and left on a mountainside to die of exposure. Boys were removed from the home at age seven and underwent "basic training" in the army until they were twenty. From age twenty to sixty, men were on active duty in the military. They were allowed to marry when they were thirty, but they were required to spend the better part of their time in army barracks.

Girls likewise received vigorous physical training. They did not serve in the military, but Spartan authorities believed that rigorous exercise aided girls in producing healthy children for the state.

Spartan government was controlled by two kings and five elders with total power. A government such as this one, whose leaders are all powerful and are backed by the military, is described as totalitarian.



Circle the letter of each correct answer.

1. Helots were Spartan
   a. citizens b. soldiers c. slaves
2. Spartan men served on active duty in the army until the age of
   a. thirty b. sixty c. twenty
3. Which of the following is an example of a totalitarian government?
   a. dictatorship b. limited monarchy c. republic
4. With regard to civilization, the Spartans contributed
   a. much b. almost nothing c. mostly in the field of literature
5. How did the helots influence the Spartan development of a strong military?

   _____

   _____
6. The adjective *spartan* can mean "marked by great self-discipline or self-denial." Why is this an appropriate meaning for this word derived from *Sparta*?

   _____

   _____

   _____

Life in Athens

Athens was one of the most important Greek city-states. It developed a democratic society and became the cultural leader of Greece.

The kind of democracy practiced in Athens was a pure, or direct, democracy. This meant that all citizens assembled and made the laws themselves. However, Athens was not a complete democracy. Citizenship was limited to males who owned land. This excluded those men who were not landowners, as well as women, slaves, and outsiders. In spite of the shortcomings of Athenian democracy, many of our modern democratic ideas originated there.

Women in Athens were treated well but had few rights. They were expected to stay home and concern themselves with domestic chores and raising children. Even the task of going to the market was reserved for the husband of the family. When the man of the house entertained male friends at home, his wife stayed out of sight.

Only boys in Athens received an education. Girls stayed home and were taught household duties and domestic skills by their mothers. Boys were trained to become good citizens, and their schooling stressed development of both the mind and the body. When boys turned eighteen, they were required to participate in two years of military training. Emphasis on education and good citizenship helped make Athens a leader among the Greek city-states for many years.

1. In today's world, a direct democracy is only workable at the smallest local level. Why is such a government not possible at the state and national levels?

   _____

   _____

   _____

2. Our form of democracy is an indirect, or representative, democracy. How does it differ from the kind of democracy practiced in Athens?

   _____

   _____

   _____

3. In what ways was Athens not a true democracy?

   _____

   _____

   _____

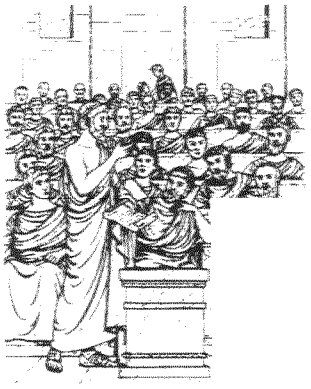
4. Is the United States a true democracy? Why or why not?

   _____

   _____

   _____

Democracy



Perhaps the most important ancient Greek concept still used is the concept of democracy. The word *democracy* is actually two words from Greek: *demos*, which means "of the people," and *kratein*, "to rule." After the rule of the tyrants, ancient Athens became the first democracy. Read the information below and answer the questions that follow.

In Athens, every citizen was allowed full, direct participation in the government. Remember that every citizen was considered capable of holding a government position and was expected to serve at some point in his life. In fact, the members of the Council of 500, which controlled the basic functions of the government, were elected by lottery.

There are several major differences between democracy as it is practiced today in the United States and as it was practiced in ancient Athens. The many slaves in Athens were not citizens and therefore could not vote. Also, since the passage of the Nineteenth Amendment in 1920, American women as well as men are considered full citizens with the right to vote in local, state, and national elections. Athenian women had no such rights.

Many other modern nations also practice forms of democracy based on the Athenian model. Nations such as Great Britain and Norway have constitutional monarchies, in which a body of lawmakers known as the legislature shares power with a monarch—the king or queen. In contrast to the United States, only the legislature of these countries is elected by the people. The elected officials themselves choose who will be the political head, or prime minister, of the country.

1. Besides those mentioned above, what differences exist between Athenian and U.S. democracy?

2. What could be done to make democracy in the United States more like the democracy practiced in ancient Athens?

3. Do you think the way democracy was practiced in Athens is closer to the democracy currently practiced in the United States or in Great Britain? Explain your answer.

The Polis

1 What name was given to a Greek soldier?

2 How long was the spear carried by this soldier?

3 What name was given to the armor used to protect the leg from the knees down?

4 What part of a Greek soldier's armor protected his shoulders?

1. _____

2. _____

3. _____

4. _____



A Hoplite

ATHENS AND SPARTA

The people of Greece controlled the area around the eastern Mediterranean Sea from about 600 B.C. until 350 B.C.. Ancient Greece was not a single country. It was made up of small countries called city-states. The most important ones were Athens and Sparta.

The ideas of **DEMOCRACY** were developed. Athenian citizens would meet whenever a major decision had to be made. After talking about it, they would vote. This is known as Direct Democracy because the people made the decisions themselves. Non-citizens (including slaves and women) had no say in the government. Athenians also began the **JURY** system and had trials to see if someone was guilty of a crime. They also codified their laws (wrote them down in an organized way). Athenians loved their city-state and fought hard to protect it. Each citizen was required to serve two years in the army. In Athens art, literature, the theater and philosophy were important.

The city state of Sparta was quite different from Athens. Sparta did not follow democratic ideas and instead had a **TOTALITARIAN** government. Because they had so many slaves, known as helots, Spartans were always afraid there would be a slave revolt. To prevent one, life in Sparta was designed to give the city-state a powerful army. At the age of seven healthy boys were taken to training centers where they lived without their parents. They were trained to be soldiers. Young boys were taught that it was better to die in battle rather than lose. The Spartans were the greatest soldiers in ancient Greece. However, because they spent so much time as soldiers, they had little time for art, literature and science.

QUESTIONS:

1. Explain two differences between Athens and Sparta.

2. Which city-state would you rather live in? Why?

3. List three ideas we follow in the United States today that can be traced back to Athens.

4. Which country in the 20th century followed the ideas of Sparta? Explain your answer.

   Look at the map of ancient Greece on the next page. In which direction would you be traveling if you went from Sparta to Athens? From Athens to the island of Crete? From Troy to Mt. Olympus?

6. Look at the picture of the Parthenon (a Temple to the Goddess Athena). Which buildings in the U.S. look like the Parthenon?

5 The Growth of Greece

Athens and Sparta were two of the most important city-states in ancient Greece. However, they had very different views of how people should organize their lives in communities. The chart below shows some of these differences. Study the chart and then answer the questions that follow.

Athens and Sparta: A Comparison

WAY OF LIFE	ATHENS	SPARTA
Political Unit	City-State	City-State
Type of Government	Direct Democracy	Militaristic Totalitarian State
Military Power	Strong Navy	Strong Army
Trade	Extensive	Limited
Colonization	Encouraged	Limited
Sports	Gymnastics and Wrestling; Participated in Olympic Games	Gymnastics and Military Exercises; Participated in Olympic Games
Role of Individual	Individual Freedom Encouraged	Individual Subordinate to State
Cultural Life	Drama, Art, Political Thought, and Philosophy Encouraged	Individual and Creative Thinking Suppressed

1. In which two areas were Athens and Sparta the most similar? _____

2. In which city-state would you expect literature to develop and grow? Why? _____

_____

3. Which city-state had a government most like that of the United States, and what is that system of government called? _____

4. The people of which city-state probably traveled farthest from home? Why? _____

_____

5. Which of the two city-states was probably better prepared for a land war? Why?

_____

6. In which city-state would a person be more likely to conform to set rules and standards? Why? _____

_____

7 In which city-state would a visitor probably see a greater variety of utensils and tools? Why? _____

_____

WHAT CONTRIBUTIONS DID GREEK PHILOSPOHERS MAKE TO THE WORLD?

The Greek philosopher, Socrates, was born in 470 BC in Athens. Although he was a sculptor by trade, he spent most of the time teaching.

Document #1

Socrates: Is lying a bad thing?
Student: Certainly. The gods tell us lying is always a terrible sin.
Socrates: So lying is always a terrible sin?
Student: Absolutely.
Socrates: Well then…Let us suppose that a father's son is terribly sick but refuses to take his medicine. The father puts the medicine in his son's drink and tells his son there is only water in his drink. Is the father's lie a terrible sin?

1. How would you respond to Socrates question? Why? _____
_____
_____

Document #2

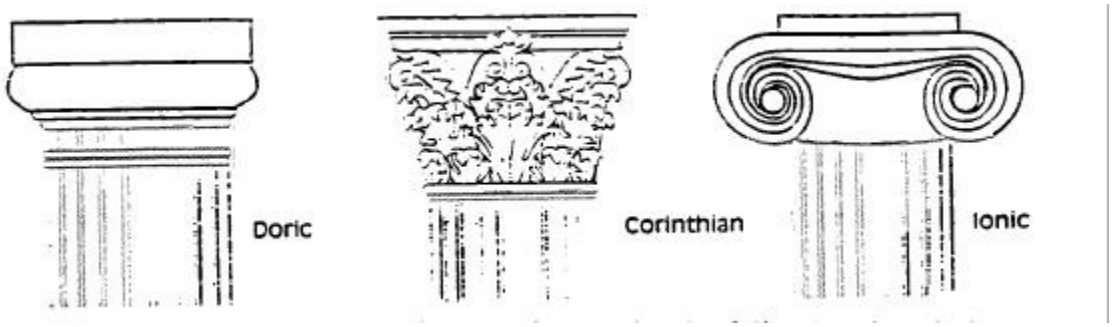
Socrates: Where are you going Alex?
Alex: It is time for me to return home for lunch.
Socrates: Are you still hungry after having eaten that big breakfast?
Alex: No, I am still quite full.
Socrates: Then why are you going to eat even more food?
Alex: Because in Athens this is the time when all people eat lunch.
Socrates: If all citizens in Athens decided to jump off the temple roof, would you do that as well?

2. What do you think Alex's answer will be? Why? _____
_____
_____
3. What is Alex's reason for going home to eat lunch? _____
4. According to documents #1 and #2, what is Socrates REALLY teaching his students?
_____
_____
5. Some of the most important politicians viewed Socrates as a threat to the government of Athens. He was tried and sentenced to death by a jury. Why do you think those politicians felt threatened by Socrates? _____
_____
_____

Document #3

"Socrates knew that after being sentenced to death, he had the right to ask for a lesser sentence, such as exile, which would have saved his life. He refused and calmly drank the hemlock poison and died quietly while his followers and students' looked on."

6. According to document #3, how could Socrates have avoided the death sentence?
_____
7. Why didn't Socrates save his own life? _____
_____



Match the correct letter of each column with the following descriptions.

1. This type of column is generally regarded as the fanciest of all the Greek styles. _____

2. This type of column can be described as the simplest of all the Greek styles. _____

3. With rounded edges, this column is widely copied throughout the world. _____

4. Name two locations in America where these types of columns can be seen. _____ & _____.

Document #2

"No one could have stood up against him
And stopped him
Except the gods
When he burst in the gates
And his eyes flashed fire"- *The Illiad by Homer*

5. What do you think will happen next in this scene? _____

6. How does this character compare with Rambo, Terminator II, Superman? _____
_____
_____

Document #3

“And when the Greeks came to the banks of the Scamander River those thousands died
And why?
No man had attacked their high-walled cities
But those whom war took never saw their children
No wife with gentle hand shrouded them for their grave.
They lie in a strange land. And in their homes are sorrows, too
Lonely women who died, old men who waited for sons that never came
That was the glorious victory they won. - *Euripides, Greek writer 415 BC*

7. Why is this selection described as a TRAGEDY? _____
_____

8. How does Euripides view the Greek's military victory? _____
_____

Our Heritage from Ancient Greece

Almost one hundred years of civil war brought an end to Greek independence in 338 B.C. Weak and no longer unified, the Greeks were conquered by King Philip of Macedonia. (Macedonia lay north of Greece, and many years later, it would be incorporated into parts of Greece, Bulgaria, and today's Macedonia.)

Philip admired Greek culture and wanted to spread it throughout the civilized world. He died in 336 B.C. before realizing his dream, and it was left to his son, Alexander the Great, to carry out Philip's plan. By 326 B.C., Alexander had conquered the Persian Empire. This brought Greek ideas to the far-reaching borders of India.

Before the empire established by Alexander fell to the Romans some two hundred years later, the Greeks had made lasting contributions to civilization. In the field of government, they gave us the idea of democracy. In philosophy, Socrates, Plato, and Aristotle sought ways for humans to obtain truth and a real understanding of the universe. In drama, talented writers such as Aeschylus, Sophocles, Euripides, and Aristophanes contributed tragedies and comedies that are still performed on stage today.

Other Greek scholars developed ideas that were passed on for thousands of years. Hippocrates is called the "Father of Medicine" because he believed that diseases had natural causes. Eratosthenes was one of the first to believe that the earth was round, and even estimated its circumference with only a slight error. Archimedes explained the principles of levers and pulleys, as well as the law of specific gravity. Euclid wrote a book on geometry that was used in some classrooms until 1903.

The Greeks were outstanding in the area of architecture. The Parthenon, a temple in Athens dedicated to the goddess Athena, stands as one of the Greeks' greatest architectural achievements. Many of our public buildings today are modeled after those of ancient Greece.

Write the letter that matches the name on the right with the description on the left.

1. ____ the "Father of Medicine"
2. ____ wrote a book about geometry
3. ____ estimated the earth's circumference
4. ____ wrote tragedies
5. ____ a philosopher
6. ____ explained levers and pulleys

A. Eratosthenes
B. Socrates
C. Hippocrates
D. Euclid
E. Aeschylus
F. Archimedes

7. In which area do you think the Greeks made their greatest contributions? Explain.

_____

_____

_____

_____

_____