

5 Step-by-Step Instruction

SECTION

Objectives

As you teach this section, keep students focused on the following objectives to help them answer the Section Focus Question and master core content.

- Explain how Alexander the Great built an extensive empire.
- Describe the empire's cultural impact.
- Identify individuals who contributed to Hellenistic civilization.

Prepare to Read

Build Background Knowledge L3

Ask students to recall what they know about Alexander the Great and his effort to conquer the known world. Based on their previous reading and knowledge, what do they predict will happen to the empire Alexander conquers?


Set a Purpose L3

- **WITNESS HISTORY** Read the selection aloud or play the audio.

 **WITNESS HISTORY Audio CD,**
Alexander Shares the Rewards

Ask **What is the main idea of Alexander's speech?** (*Just as he has shared in the hardships of his troops, they will share in the rewards.*) **How does the mosaic of Alexander reinforce that idea?** (*It illustrates his participation in battle.*)

- **Focus** Point out the Section Focus Question and write it on the board. Tell students to refer to this question as they read. (*Answer appears with Section 5 Assessment answers.*)
- **Preview** Have students preview the Section Objectives and the list of Terms, People, and Places.
- **Note Taking** Have students read this section using the Structured Read Aloud strategy (TE, p. T21). As they read, have students outline the section's main ideas and supporting details.

 **Reading and Note Taking**
Study Guide, pp. 45–46

WITNESS HISTORY AUDIO

Alexander Shares the Rewards

A young man named Alexander inherited the Macedonian empire from his father, Philip II. Alexander proceeded to extend the empire to epic proportions. However, he did not do it alone. Here, in a speech attributed to him, Alexander rallies his troops to continue the quest of expanding the empire.

“I could not have blamed you for being the first to lose heart if I . . . had not shared in your exhausting marches and your perilous campaigns. . . . You and I . . . have shared the labor and shared the danger, and the rewards are for us all. . . . whoever wishes to return home will be allowed to go. . . . I will make those who stay the envy of those who return.”

Focus Question How did Alexander the Great expand his empire and spread Greek culture throughout the realm?

Alexander the Great at the Battle of Issus



Alexander and the Hellenistic Age

Objectives

- Explain how Alexander the Great built an extensive empire.
- Describe the empire's cultural impact.
- Identify individuals who contributed to Hellenistic civilization.

Terms, People, and Places

Alexander the Great	Pythagoras
Philip II	heliocentric
assassination	Archimedes
assimilate	Hippocrates
Alexandria	

Note Taking

Reading Skill: Identify Supporting Details As you read this section, make an outline to keep track of the important main ideas and supporting details of the empire of Alexander the Great.

- | |
|--|
| <p>I. The Empire of Alexander the Great</p> <p>A. Philip II conquers Greece</p> <ol style="list-style-type: none"> 1. 2. <p>B. Alexander takes Persia</p> <ol style="list-style-type: none"> 1. 2. |
|--|

In 338 B.C., Athens fell to the Macedonian army. Athens and the other Greek city-states lost their independence. Yet the disaster ushered in a new age in which Greek culture spread from the Mediterranean to the borders of India. The architect of this new era was the man who would eventually become known to history as **Alexander the Great**.

The Empire of Alexander the Great


To the Greeks, the rugged, mountainous kingdom of Macedonia was a backward, half-civilized land. The rulers of this frontier land, in fact, were of Greek origin and kept ties to their Greek neighbors. As a youth, **Philip II** had lived in Thebes and had come to admire Greek culture. Later, he hired Aristotle as a tutor to his young son Alexander.

Philip II Conquers Greece When Philip II gained the throne in 359 B.C., he dreamed of conquering the prosperous city-states to the south. He built a superb and powerful army. Through threats, bribery, and diplomacy, he formed alliances with many Greek city-states. Others he conquered. In 338 B.C., when Athens and Thebes joined forces against him, Philip II defeated them at the battle of Chaeronea (kehr uh NEE uh). He then brought all of Greece under his control.

Philip had a still grander dream—to conquer the Persian empire. Before he could achieve that plan, though, he was assassinated at

Vocabulary Builder

Use the information below and the following resources to teach the high-use words from this section.

 **Teaching Resources, Unit 1, p. 67; Teaching Resources, Skills Handbook, p. 3**

High-Use Words

accumulate, p. 140

elaborate, p. 141

Definitions and Sample Sentences

vt. to gather together or collect over a period of time
My grandmother **accumulated** junk in the attic for years.

adj. developed in great detail; highly ornamented
The gown had an **elaborate** design of beadwork and jewels.

Teach

The Empire of Alexander the Great

L3

Instruct

■ **Introduce: Key Term** Ask students to find the term *assassination* (in blue) and define its meaning. What do they predict will be the result of the assassination discussed in this section?

■ **Teach** Display **Color Transparency 24: Empire of Alexander**. Trace the rise and conquests of Alexander the Great. Ask **What part of his empire did Alexander inherit?** (*Macedonia and Greece*) **What might be some of the unmentioned costs of Alexander's conquests?** (*loss of life and limb, destruction of the property and livelihoods of conquered peoples, loss of control of Greek politics*)

 **Color Transparencies, 24**

■ **Quick Activity** Show students *Alexander the Great* from the **Witness History Discovery School™** video program. Ask students to explain why Alexander was able to conquer such an extent of the known world. (*He had a superb army and great abilities as a commander; the Persian Empire had weakened under Darius III; and Greece and the lands he conquered had sufficient wealth and resources to pay for his campaigns.*)

Independent Practice

Have students access **Web Code nap-0451** to take the **Geography Interactive Audio Guided Tour** and then answer the map skills questions in the text.

Monitor Progress

Check that student responses to the map skills questions reflect an understanding of Alexander's empire.

Empire of Alexander the Great

Geography Interactive
For: Audio guided tour
Web Code: nap-0451



Although eventually stopped short from achieving his goal, Alexander once described the limitless size he envisioned his empire would one day reach:

Primary Source

“Our ships will sail round from the Persian Gulf to Libya as far as the Pillars of Hercules, whence all Libya to the eastward will soon be ours, and all Asia too, and to this empire there will be no boundaries but what God Himself has made for the whole world.”



A youthful image of the powerful Alexander the Great (top) and the revered leader's profile on a gold coin minted in Macedonia (bottom)

Map Skills The ambitions of Alexander the Great led him to conquer lands across an expansive area.

- 1. Locate** (a) Mediterranean Sea (b) Arabian Sea (c) Indus River (d) Nile River (e) Euphrates River (f) Babylon
- 2. Region** Locate the map entitled *Assyria, Persia, and the Phoenician Colonies*, which appears in an earlier chapter. (a) Which of the empires was largest? (b) Which parts of Alexander's empire had not been part of the Persian empire?
- 3. Predicting Consequences** Judging from this map, do you think Alexander's empire would be difficult to keep united? Explain your reasoning.

Answers

Map Skills

1. Review locations with students.
2. (a) The Persian empire was largest as it included more of North Africa and Southwest Asia. (b) Greece was not part of the Persian empire.
3. Sample: It would be difficult to keep such a far-flung empire united, especially at a time when travel and communication were so difficult.

Differentiated

Instruction Solutions for All Learners

L1 Special Needs

Because the earliest surviving sources about Alexander the Great were written three centuries after his exploits, modern historians must carefully sift through the evidence to separate the man from the myths that have grown around him. Ask students what they know of more modern men who attempted to conquer much of the world (Napoleon, Hitler, etc.) and

how they compare to Alexander. In the case of Alexander, his utter focus on war and conquest meant terrible bloodshed and violence across hundreds of miles. And his empire collapsed as soon as he died. Ask students to discuss whether the level of destruction waged by Alexander or more recent would-be conquerors fits with the title “the great.”

his daughter's wedding. **Assassination** is the murder of a public figure, usually for political reasons. Philip's queen, Olympias, then outmaneuvered his other wives and children to put her own son, Alexander, on the throne.

Alexander Takes Persia Alexander was only 20 years old. Yet he was already an experienced soldier who shared his father's ambitions. With Greece subdued, he began organizing the forces needed to conquer Persia. By 334 B.C., he had enough ships to cross the Dardanelles, the strait separating Europe from Asia Minor.

Persia was no longer the great power it had once been. The emperor Darius III was weak, and the provinces were often in rebellion against him. Still, the Persian empire stretched more than 2,000 miles from Egypt to India.

Alexander won his first victory against the Persians at the Granicus River. He then moved from victory to victory, marching through Asia Minor into Palestine and south to Egypt before turning east again to take Babylon in 331 B.C. Other cities followed. But before Alexander could capture Darius, the Persian emperor was murdered.

Advance Into India With much of the Persian empire under his control, the restless Alexander headed farther east. He crossed the Hindu Kush into northern India. There, in 326 B.C., his troops for the first time faced soldiers mounted on war elephants. Although Alexander never lost a battle, his soldiers were tired of the long campaign and refused to go farther east. Reluctantly, Alexander agreed to turn back. After a long and difficult march, they reached Babylon, where Alexander began planning a new campaign.

Alexander's Early Death Before he could set out again, the thirty-two-year-old fell victim to a sudden fever. As Alexander lay dying, his commanders asked to whom he left his immense empire. "To the strongest," he is said to have whispered.

In fact, no one leader proved strong enough to succeed Alexander. Instead, after years of disorder, three generals divided up the empire. Macedonia and Greece went to one general, Egypt to another, and most of Persia to a third. For the next 300 years, their descendants competed for power over the lands Alexander had conquered.

✓ **Checkpoint** Why was Alexander the Great able to conquer the Persian empire?

The Legacy of Alexander

Although Alexander's empire soon crumbled following his premature death, he had unleashed changes that would ripple across the Mediterranean world and the Middle East for centuries. His most lasting achievement was the spread of Greek culture.

Cultures Combine Across his far-flung empire, Alexander founded many new cities, most of them named after him. The generals who succeeded him founded still more. Greek soldiers, traders, and artisans settled these new cities. From Egypt to the borders of India, they built Greek temples, filled them with Greek statues, and held athletic contests as they had in Greece. Local people **assimilated**, or absorbed, Greek ideas. In turn, Greek settlers adopted local customs.

WITNESS HISTORY VIDEO

Watch *Alexander the Great* on the **Witness History Discovery School™** video program to learn more about the powerful empire created by Alexander's conquests.



Greek Artistic Influence

Alexander's conquests helped spread Greek culture throughout the empire. The influence of the assimilated culture is frequently found in art such as this sitting Buddha who is portrayed here with flowing robes in the classical Greek style.



The Legacy of Alexander **LB**

Instruct

- **Introduce** Ask students to read the introductory sentence and the three black headings under The Legacy of Alexander. Have students predict what might happen culturally as the armies of Macedonia and Greece poured across and settled in Asia and North Africa.
- **Teach** Trace the blending of eastern and western cultures that occurred in Asia and North Africa as a result of the conquests of Alexander. Ask **What factors shaped Hellenistic civilization?** (*Alexander and his generals founded new cities settled by Greeks; local people assimilated Greek ideas; Greeks adopted local customs. This blending created a new Hellenistic culture.*) **What do you think helped make Alexandria the greatest of Hellenistic capitals?** (*Students may suggest that the city's strategic location and resources, inspired leadership, or cultural mix may have been factors.*)

Independent Practice

Have students fill in the Outline Map *The Empire of Alexander the Great*.

All in One Teaching Resources, Unit 1, p. 75

Monitor Progress

- Circulate to make sure students are filling in their Outline Maps accurately.
- As students fill in their outlines, circulate to make sure they understand how Alexander the Great expanded his empire and spread Greek culture. For a completed version of the outline, see **Note Taking Transparencies, 66**

History Background

The Library at Alexandria Alexander's successor, Ptolemy I, founded the library that made Alexandria so famous. By the time it burned, it was said to hold over half a million scrolls, with another 40,000 in a different building. According to tradition, it also housed Aristotle's library. By law, all ships stopping in Alexandria had to provide their books for copying; once cop-

ied, the originals were (usually) returned to the ships. Even the texts of dramas stored in Athens were borrowed, carefully copied for the library, and returned. The library reflected the respect of the Greeks and other nationalities for the value of the written word. As one poet wrote: "Those who can read see twice as well."

Answer

- ✓ The Persian empire was declining due to weak leadership.

Hellenistic Arts and Sciences

Instruct

- **Introduce: Key Term** Have students find the term *heliocentric* (in blue) in the text and define its meaning. Ask **Why would ancient people be concerned about the relationship of the sun and Earth?** (Sample: *They might want to have an explanation for why things occur as they do, such as the seasons, the movement of the stars, etc.*)
- **Teach** Explain why and how new philosophies developed and advances in the arts and sciences took place. Ask **Who was Archimedes and what did he do?** (Archimedes was a scientist who applied principles of physics to inventions such as levers and pulleys.) **What factors might have encouraged the tremendous growth in the arts and sciences during the Hellenistic period?** (The Hellenistic blending of cultures allowed thinkers to build on the knowledge of a variety of peoples, rather than continue to work based solely on their own more limited intellectual heritage.)
- **Quick Activity** Have students look at the images and read the captions in the Infographic on Scientific Advances in the Hellenistic Age. Use the Idea Wave strategy (TE, p. T22) and ask students to brainstorm scientific and technological advances of today that may have sprung from some of these Greek achievements.

INFOGRAPHIC

Scientific Advances in the Hellenistic Age

The vast size of Alexander's empire and his encouragement of scholarship brought many advances in science and mathematics. Throughout Alexander's empire, ideas and theories were exchanged and improved upon. A great research institute and library were built in the Egyptian city of Alexandria. Scholars from all regions converged on the city to conduct research and discuss their theories with the best minds of the day. The city became the largest center of learning and scholarship during the Hellenistic Age, which lasted from the death of Alexander to about A.D. 100.

An engraver's depiction of the Library of Alexandria (top), which is estimated to have had up to 700,000 scrolls, perhaps including the works of Euclid (bottom right).



Alexander had encouraged a blending of eastern and western cultures when he had married a Persian woman and urged his soldiers to follow his example. He had also adopted many Persian customs, including Persian dress. Gradually, after his death, a vital new culture emerged that blended Greek, Persian, Egyptian, and Indian influences. This Hellenistic civilization would flourish for several centuries.

Alexandria: The Cultural Capital At the very heart of the Hellenistic world stood the city of **Alexandria**, Egypt. Located on the sea lanes between Europe and Asia, its markets boasted a wide range of goods, from Greek marble to Arabian spices to East African ivory. A Greek architect had drawn up plans for the city, which would become home to almost a million people. Among the city's marvelous sights was the Pharos, an enormous lighthouse that soared 440 feet into the air.

Alexander and his successors encouraged the work of scholars. The rulers of Alexandria built the great Museum as a center of learning. The Museum boasted laboratories, lecture halls, and a zoo. Its library had thousands of scrolls representing the **accumulated** knowledge of the ancient world. Unfortunately, the library was later destroyed in a fire.

New Roles for Women Paintings, statues, and legal codes show that women were no longer restricted to their homes during the Hellenistic period. More women learned to read and write. Some became philosophers

Vocabulary Builder

accumulate—(uh KYOOM yoo layt) *vt.* to gather together or collect over a period of time

Differentiated

Instruction

Solutions for All Learners

L1 Special Needs L2 Less Proficient Readers

Students may use the examples of Hellenistic art and artifacts presented in this section to learn about Hellenistic civilization. Ask **What does each image show about the nature and achievements of the**

Hellenistic world? (Sample: *They show the influence and spread of Greek culture, and the importance of science and technology throughout the Hellenistic world.*)



▲ Medicine reached a new level with the innovative theory that illnesses occurred by natural and identifiable causes and were not due to the will of the gods. Patients were observed to help determine the cause and cure for an illness.

The Egyptian astronomer, Ptolemy, developed a model of his theory of the geocentric, or Earth-centered, structure of the universe. The brass sphere at right demonstrates his theory, which remained the accepted model of planetary movement until it was disproved in the sixteenth century.



Thinking Critically

- Determine Relevance** How did the vast expanse of Alexander's empire help promote advances in science and mathematics?
- Draw Conclusions** Why do you think there were so many advances made during the Hellenistic Age?



▲ One of the innovations of the great Greek mathematician and inventor, Archimedes, was the Archimedeian screw. This simple machine transferred water from a low level to a higher level. Powered by a windmill or animal labor, this invention simplified the process of field irrigation.

Independent Practice

Biography To help students better understand the work of scientist and astronomer Eratosthenes, have them read *Eratosthenes* and complete the worksheet.

All in One Teaching Resources, Unit 1, p. 73

Monitor Progress

Check Reading and Note Taking Study Guide entries for student understanding.

or poets. Royal women held considerable power, working alongside husbands and sons who were the actual rulers. In Egypt, the able and clever queen Cleopatra VII came to rule in her own right.

✓ **Checkpoint** How did Alexander encourage the blending of cultures?

Hellenistic Arts and Sciences

The cities of the Hellenistic world employed armies of architects and artists. Temples, palaces, and other public buildings were much larger and grander than the buildings of classical Greece. The elaborate new style reflected the desire of Hellenistic rulers to glorify themselves as godlike.

New Philosophies Political turmoil during the Hellenistic age contributed to the rise of new schools of philosophy. The most influential was Stoicism. Its founder, Zeno, urged people to avoid desires and disappointments by accepting calmly whatever life brought. Stoics preached high moral standards, such as the idea of protecting the rights of fellow humans. They taught that all people, including women and slaves, though unequal in society, were morally equal because all had the power of reason. Stoicism later influenced many Roman and Christian thinkers.

Advances in Math and Astronomy During the Hellenistic age, scholars built on earlier Greek, Babylonian, and Egyptian knowledge. In

Vocabulary Builder

elaborate—(ee LAB uh rit) *adj.* developed in great detail; highly ornamented

Careers

Astronomers Astronomy may be the oldest of the sciences, though the earliest astronomers were priests. Many ancient peoples recognized the regularity of the motions of stars and planets and made attempts to record and predict them. Calendars in all societies are based on astronomical observations. Astronomers today study matter and energy and investigate a variety of phenomena including

the nature and motion of stars, planets, and galaxies. Space exploration and new technologies have led to amazing discoveries of such things as black holes and pulsars. Astronomers may get their start by making their own observations through amateur telescopes and later studying the subject in college or graduate school.

Answers

Thinking Critically

- Scientists and mathematicians could draw on the knowledge of many cultures.
- The blending of cultures and ideas led to a great deal of creativity.


✓ by marrying a Persian woman and encouraging his soldiers to do the same; by adopting Persian customs; by encouraging scholarship

Assess and Reteach

Assess Progress


- Have students complete the Section Assessment.
- Administer the Section Quiz.


All in One Teaching Resources, Unit 1, p. 66


- To further assess student understanding, use  Progress Monitoring Transparencies, 18

Reteach

If students need more instruction, have them read the section summary.

 Reading and Note Taking Study Guide, p. 47

 Adapted Reading and Note Taking Study Guide, p. 47

 Spanish Reading and Note Taking Study Guide, p. 47

Extend

Remind students that advances in the arts, sciences, and medicine remain highly important to any progressive society. In small groups, have them discuss what a society might do to support such advancement. (*Sample: governments could fund research*) Ask students to debate which of these things they believe modern societies *should* do and why.

Answers

PRIMARY SOURCE Sample: The oath represents the principles and ethics of the medical professional, indeed so much so that it has remained unchanged and is still applicable today.

- ✓ philosophy, mathematics, geometry, astronomy, physics, medicine

The methods ancient Greek doctors used to diagnose disease are so unlike those of today that scholars find many ancient Greek medical writings difficult to decipher. However, the ancient Greek code of ethics—the Hippocratic oath—is still used by medical professionals today.

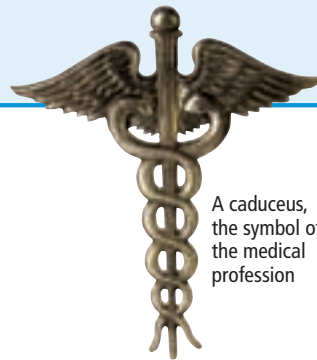
Primary Source

“I will use my power to help the sick to the best of my ability and judgment; I will abstain from harming or wronging any man by it. . . .

Whatever I see or hear, professionally, or privately, which ought not to be divulged, I will keep secret. . . .

If, therefore, I observe this oath and do not violate it, may I prosper both in my life and in my profession, earning good repute among all men for all time.”

Why do you think the Hippocratic oath has continued through the centuries as a guide to doctors?



A caduceus, the symbol of the medical profession

mathematics, **Pythagoras** (pih THAG uh rus) derived a formula to calculate the relationship between the sides of a right triangle. Euclid (YOO klid) wrote *The Elements*, a textbook that became the basis for modern geometry.

Using mathematics and careful observation, the astronomer Aristarchus (a ris TAHR kus) argued that the Earth rotated on its axis and orbited the sun. This theory of a **heliocentric**, or sun-centered, solar system was not accepted by most scientists until almost 2,000 years later. Another Hellenistic astronomer, Eratosthenes, (eh ruh TAHS thuh neez), showed that the Earth was round and accurately calculated its circumference.

The most famous Hellenistic scientist, **Archimedes** (ahr kuh MEE deez), applied principles of physics to make practical inventions. He mastered the use of the lever and pulley and boasted, “Give me a lever long enough and a place to stand on, and I will move the world.” Then, to demonstrate the power of his invention, Archimedes used it to draw a ship over the land before a crowd of awed spectators.

Improving Medical Practice About 400 B.C., the Greek physician **Hippocrates** (hih PAH kruh teez) studied the causes of illnesses and looked for cures. The Hippocratic oath attributed to him set ethical standards for doctors. Greek physicians swore to “help the sick according to my ability and judgment but never with a view to injury and wrong.” Doctors today still take a similar oath.

- ✓ **Checkpoint** In what fields did Hellenistic civilization make advancements?

Looking Ahead

With its conquest of Asia Minor in 133 B.C., Rome replaced Greece as the dominant power in the Mediterranean world. However, the Greek legacy remains. Greek works in the arts and sciences set a standard for later people of Europe. Greek ideas about law, freedom, justice, and government continue to influence political thinking to the present day. These achievements were especially remarkable because they were produced by a scattering of tiny city-states whose rivalries left them too weak to defend themselves from conquest. Later, you will learn how the Greek legacy influenced the civilizations of Rome and of Western Europe.

5 Assessment

Progress Monitoring Online

For: Self-quiz with vocabulary practice
Web Code: naa-0451

Terms, People, and Places

1. For each term, person, or place listed at the beginning of the section, write a sentence explaining its significance.

Note Taking

2. **Reading Skill: Identify Supporting Details** Use your completed outline to answer the Focus Question: How did Alexander the Great expand his empire and spread Greek culture throughout the realm?

Comprehension and Critical Thinking

3. **Summarize** What was the extent of Alexander’s vast empire and how did he acquire it?
4. **Synthesize Information** How did Alexander’s conquests lead to a new civilization?
5. **Recognize Ideologies** What new ideas did the Stoics introduce?
6. **Draw Conclusions** Why do you think the Hippocratic oath is considered a medical advance?

Writing About History

Quick Write: Organize Evidence In organizing a persuasive essay, one should often save the strongest argument for last. For practice, write a concluding paragraph for a persuasive essay from the perspective of a conquered person who either supports or opposes the assimilation of Greek ideas and culture.

Section 5 Assessment

1. Sentences should reflect an understanding of each term, person, or place listed at the beginning of the section.
2. Alexander inherited Greece, conquered parts of Asia and North Africa, and founded numerous cities in which Greeks settled. He encouraged assimilation. In time, the cultures blended, creating a new Hellenistic culture.

3. His empire stretched from Greece to India and North Africa. He inherited Greece and conquered the rest of the empire.
4. Alexander’s conquests brought Greek culture to Asia and North Africa. The Greeks blended their culture with local cultures.
5. The Stoics preached high moral standards, including the moral equality of slaves and women. They taught people to calmly accept life and avoid desires.
6. Setting ethical standards is an important step in the advancement of any field.

Writing About History

Students’ concluding paragraphs should include their strongest argument supporting or opposing assimilation.

For additional assessment, have students access **Progress Monitoring Online** at **Web Code naa-0451**.

Golden Age of Greek Drama

The ancient Greeks loved going to plays. During the golden age of Greek drama—the 400s B.C.—almost every Greek city had an open-air theater. Enthusiastic audiences filled the stone benches to watch comedies and tragedies performed by two or three actors and a chorus. Many of the techniques developed in these Greek theaters have influenced dramatic productions from ancient times through Shakespeare's era to our own day.



◀ The papyrus at left shows the text of Aeschylus's 400s B.C. drama *The Net-Pullers*; the papyrus was probably copied by a scribe about A.D. 200.

▲ In this modern production of Aeschylus's tragedy *The Persians*, the actors wear character masks like the ones Greek actors would have worn.

The actors performed on the stage and on the **skene** (skay NAY), a building directly behind the stage. The roof of the skene could represent the heavens.

The audience sat in the **theatron** (THAY ah tran), or "viewing place." The ruins of this Greek theater are in Sicily.

The **orchestra**, or "dancing place," was a round, level place where the chorus performed. There was often an altar in the center.

Thinking Critically

1. **Draw Inferences** How do you think wearing masks affected the way actors showed their characters' emotions?
2. **Connect to Today** Which Greek theater terms and techniques are still used today?

Golden Age of Greek Drama

Objectives

- Learn about the techniques used in Greek theatrical productions.
- Identify the parts of a Greek theater.

Build Background Knowledge

Ask students if they have ever seen a performance in an outside venue. Have them discuss the problems that arise during productions that are performed outside (*inclement weather, traffic noise, difficulty in hearing and/or seeing the performers, etc.*) Ask **How have we resolved some of these issues today?** (*microphones, speakers, video screens, acoustic materials, etc.*)

Instruct

L3

Have students study the picture of the theatre on this page and visualize the distance between the actors and the audience. Remind students that Greek actors wore masks with exaggerated features to convey to the audience the traits of a character as well as his or her emotions. Ask **How would you describe the character portrayed by each mask?** (*Sample: The lion figure may represent a god because of its regal quality while the bearded mask may represent a foolish king.*)

Monitor Progress

Have students brainstorm characters that they are familiar with that wear masks. Then ask **Do you think these modern masks serve the same purpose as those of ancient Greek actors? Why or why not?** (*Agree: The mask immediately indicates the character the masked person portrays. Disagree: The modern mask is individual to that specific character and does not reflect a specific emotion or character trait.*)

Thinking Critically

1. **Sample:** Wearing a mask would require little of the actor in terms of facial expressions, but the overall presence of the mask would require the actor to emphasize the emotion in his voice or body language.
2. Although the terms are defined slightly differently than they were in ancient Greece, an orchestra, a scene or stage set, and a variation of the theater are still used today.

Link to Humanities

Special F/X Like their modern counterparts, Greek theaters used special effects to make productions more exciting and dramatic. One technique was the use of two-faced masks that had a peaceful expression on one side and an angry or grotesque one on the other. Thus, with a sharp turn of the head, actors could grab the attention of the audience with a sudden,

dramatic mood change. To create a "larger-than-life" look, performers wore boots with 10-inch soles and robes with huge flowing sleeves. Trapdoors were used for dramatic exits, and various sound devices were used to re-create booms of thunder and cracks of lightning. And with the aid of special cranes, actors in the roles of gods were able to soar above the stage.