

Introduction



Ancient Western history is largely defined by three civilizations: Egypt, Greece, and Rome. The Egyptians endured for thousands of years, while the Romans established a reputation for ruthless conquest and impeccable organization, but the Greeks, bookended by the Egyptians before them and the Romans who followed, did not make their name through long legacies nor, with the brief exception of Alexander the Great, worldwide conquest. The true reputation of the Greeks was one of fierce independence and a great thirst for knowledge. Though the Greek civilization began and ended with kings, its golden years were forged in the time of the city-state, when common men from cities like Athens, Sparta, Corinth, and Thebes set their minds to learn everything they could about the world around them, to colonize and spread their culture all across the ancient world, and to create governments that would be models to the world for centuries to come. While they lacked the unity of other great kingdoms, in many ways that was the very thing that allowed this tiny country filled with individualistic people to be listed among the greatest civilizations the world has ever seen.

Each lesson in this Project Passport includes fact-filled, engaging text, created to be all you need for a compact assignment. Should you or your child wish to expound on a subject, a variety of books, videos, and further avenues of research are available in the **“Additional Resources”** section. This study can also act as an excellent accompaniment to any world history program.

You will want to print out the **“Travel Tips”** teacher helps beforehand and brief yourself on the lessons and supplies needed. A three-page **“Travel Planner”** is offered for ease of seeing at a glance what’s coming in each lesson, aiding in your planning and preparations ahead of time. You will want to preview the **“Travel Itinerary”** pages in advance to help you with gathering the materials for the projects you choose to do. Many of the supplies are household items you will have around the house. There will be some projects that require items that you will need to track down before the lesson. The Travel Tips have a list of general materials to have on hand. We have provided you with many attractive masters to create the majority of the projects. Detailed instructions, illustrations, and photos are furnished for the projects. Some projects require the child to exercise research skills to provide information, while others have text provided. When using the provided text, encourage the child regularly to read it aloud, or at least follow along with you if you read it aloud. Also included is lesson text for your **“Guide Book.”**

You will find each lesson is called a **“Stop.”** Although each stop is numbered, **it does not mean that you have to stick to one day per stop.** Feel free to stretch them out as needed! Like any stop on a tour, your time will vary according to what you need to complete your goal, driven by your project choices. The schedule is there to help you, however you should not feel constrained to meet it. Make it fit your needs!

Several stops have more than one project listed. This allows you or your child to choose what you would prefer to do. It is advisable that if you begin with a project that has a series of steps to it, you will want to follow through to the end (e.g., lap book or the newspaper). These particular ongoing projects take a bit longer to complete, however they result in pieces that your child will be very proud of. If your child is a quick student and gets the projects completed in a day, feel free to choose another project that he or she passed up from earlier lessons. Try to keep a balance in your choice of projects so that different areas are utilized, such as 3-D projects, illustration-related activities, or a form of creative writing.

If you have a camera available, remember to take pictures of the children working on the projects as you go! You may wish to create a notebook page of photos, helping create a portfolio of your study together. Remember, history has too many aspects and interests — it can not be fully taught in twelve years, or even a lifetime! Our goal is to engage a child to love learning history, so that it will become a lifelong passion. If you find your child lingering on a topic he or she is interested in, follow it a little longer! In turn, if he has little interest in a topic and wants to move on, go ahead. The key is to provide exposure to your child. With that he will discover new thoughts and ideas that will spark an interest and feed the desire to know more. By taking cues from your child’s interests, it will allow you to spend more time delving into areas that intrigue him, bringing more delight to the subject. Ultimately, *have fun with the study!*

Acknowledgements

Home School in the Woods would like to acknowledge the following sources for some art and reference images:
© 2016 www.arttoday.com and Dover Publications

Permission to reproduce our materials is granted only for individual immediate family use. Reproduction for commercial use, an entire class, a school, or school system is strictly prohibited. All Rights Reserved. No part of this publication may be reproduced or transmitted in any form or by any means - graphic, electronic or mechanical, including duplicating, photocopying, information or retrieval systems, the World Wide Web, or e-mail - without written permission from the author. Not for redistribution.

For permission to reproduce this material or use for any other purpose, or school/co-op licensing fees, please contact Home School in the Woods.

All design and several illustrations by Amy Pak
Text for lessons, audio scripts, and various projects researched and written by Jaron Pak
Audio editing and some sound effects by Jaron Pak, Jonah Pak, and Ian Slentz

© 2016 Amy Pak • Home School in the Woods Publishing, Amy Pak Publishing, Inc.
Printed in the United States of America

Home School in the Woods
3997 Roosevelt Highway • Holley, NY 14470

<http://homeschoolinthewoods.com> • info@homeschoolinthewoods.com

Audio Cast:

Ian Slentz	Kara Fink	Jaron Pak	Samuel Pak
Jonah Pak	Daniel Bogdan	Eduardo Pak	Jenessa Pak
Amy Pak	Sullivan Slentz	Emma Ricker	

Bibliography:

Herodotus, *The History*, David Grene translation, The University of Chicago Press, 1987
Plutarch, *Plutarch's Lives: Volumes I & 2*, Dryden Translation, The Modern Library Classics, 2001
Thucydides, *The Landmark Thucydides: A Comprehensive Guide to the Peloponnesian War*, Edited by Robert B. Strassler, Richard Crawley Translation, Simon and Shuster, 1998 ed.
Xenophon, *The Landmark Xenophon's Hellenika*, Edited by Robert B. Strassler, John Marincola translation, Pantheon Books, 2009
Hippocrates, *Hippocratic Writings*, J Chandwick and W. N. Mann translation, Penguin Books, 1987 ed.
Josephus, *Josephus: The Complete Works*, William Whiston, A.M. translation, Thomas Nelson Publishers, 1998
Plato, *The Republic*, R. E. Allen translation, Yale University Press, 2006
Ussher, James, *The Annals of the World*, 2003
Durant, Will, *The Story of Civilization: Part II: The Life of Greece*, Simon and Schuster, 1939
Hyma, Albert & Stanton, Mary, *Streams of Civilization: Volume One*, Christian Liberty Press, 1976, 1978
Combee, Jerry H., Ph.D., *The History of the World in Christian Perspective*, A Beka Book Publications, 1979
Guerber, H. A., *The Story of the Greeks*, American Book Company, 1896
Morkot, Robert, *The Penguin Historical Atlas of Ancient Greece*, 1996
Pearson, Anne, *Eyewitness Books: Ancient Greece*, Alfred A. Knopf, Inc., 1992
D'aulaire, Ingri and Edgar Parin, *Ingri and Edgar Parin D'aulaire's Book of Greek Mythology*, Doubleday & Company, Inc., 1962
Powell, Anton, *Cultural Atlas for Young People: Ancient Greece*, Facts On File, Inc., 1989
Prepared by the Social Science Staff of the Educational Research Council of America, *The Human Adventure: Greek and Roman Civilization*, Allyn and Bacon, Inc. 1971, 1975
Reuben, Gabriel H., Ed.D & Schwartz, Sheila, Ed.D, *How People Lived in Ancient Greece and Rome*, Benefic Press, 1967
Robinson, Charles Alexander, Jr., *The First Book of Ancient Greece*, The Garrison Corp., 1960
Jones, John Ellis, *The Young Archaeologist: The Greeks*, Rupert Hart-Davis Educational Publications and G. P. Putnam's Sons, 1971
Kubie, Nora Benjamin, *The First Book of Archaeology*, Polygraphic Co. of America, Inc., 1957

<http://www.britannica.com>
<http://www.ancient.eu>

We, the publishers, have made every effort to locate and credit the copyright holders of material researched for this history study. We regret any errors or omissions.

Travel Tips



Welcome! We hope your travels with Project Passport will transport you to a time in history full of interesting people to meet and amazing locations to visit! Like any international travel plan, you will be provided with the means to make your own passport and luggage folder and a tour book of history, itineraries describing what is at each stop, and much more. In order to make your travels more comfortable and easy to manage, please review these tips before boarding:

****IMPORTANT!**** When printing these PDF pages, make sure that your printer dialog box does NOT have chosen or selected an option that could shrink the pages. Depending on your version of Adobe Reader®, this can appear in different terms. For example, “scale to fit paper” and “shrink oversized pages to paper size” will automatically shrink the whole page slightly, throwing off the measurements of several of the projects that have been designed at a specific size. Some dialog boxes will offer a choice of “none” (i.e., “no shrinking”) which is what you would want to use.

■ Keep a pencil sharpener handy (preferably electric) when using colored pencils for coloring in the maps, figures, etc. When children have their tools in good form they are more apt to do better work. Stubby pencils lead to less control of detail and coloring out of lines, often resulting in the child’s discouragement. This will help avoid it altogether!

■ When folding card stock or paper, scoring the paper first helps make a clean fold! You don’t need fancy tools to score paper—a ruler and a large paper clip will do! Anything with a firm, smooth, blunt edge will work. The key is not to have it so sharp that it rips the paper, nor so weak that it bends easily. Just line the ruler up with the fold line and firmly run the rounded end of the paper clip along the ruler. This will create a natural point that the paper will want to bend at.

■ Keep a cutting surface on hand for using your exacto knife. A self-healing mat is a great choice and can be found at most art and craft stores. When that is not available, a thick piece of cardboard will work just fine! You may also want to wear some type of safety goggles or glasses and use a strait edge to cut lines. PARENTAL GUIDANCE is strongly suggested when using an exacto knife.

■ Don’t throw away potential scrap paper! When using glue sticks, you will want to keep lots of it handy. When preparing to glue, place your image face down on the scrap paper and run the glue stick from the center out over the edges. DO NOT use the same place on the scrap paper for more than one image as it can get glue on the front of the next image. Carefully place the image where you want it and set a CLEAN sheet of scrap paper over the top of it before rubbing it down. This will prevent the oils of your hands from creating unwanted smears.

■ Take a good look at the lists of materials needed on the project pages ahead of time so you can gather any odd items before they are needed. Many of these projects will use what you have around the house or will consistently use the same items (listed in our “Often Used Items” list below). However, projects, such as those included in the **“Souvenir Craft Cards,”** will often require more unique items you may not have on hand.

OFTEN USED ITEMS TO HAVE ON HAND AHEAD OF TIME:

(Many of these items are offered in bulk for a more affordable price at discount warehouses)

- white printer paper
- colored printer paper
- white card stock
- colored card stock
- glue sticks and liquid glue
- double-sided sticky tape
- corrugated cardboard *(a discarded shipping box will do! Cut it up as needed)*
- colored file folders
- acetate, or acetate alternative, such as Dura-lar™
- lamination sheets *(optional—for protection of projects/game boards)*
- a 1-1/2” or 2” 3-ring binder *(per child)*
- a larger 3-ring binder for the teacher
- colored pencils
- short paper fasteners

Travel Tips Continued ...

Should you help in project preparation ahead of time? We found a few different options worth noting with our test families. Some children preferred to have projects ready to go with each lesson, which meant a little more “mom-time” in preparing them.

There are several projects in Stops #1 and #2 that we have you print entirely and prepare first. We do this as these projects will be added to at many stops, and all you have to do is pull it out and it’s ready to go. We have you prepare your passport and luggage folder, which, once those are made, will be utilized in all Project Passport studies. You will also prepare the basic components for a few other projects, saving you time in the future. Examples of this are the **“Snapshot Moments in History”** (timeline) and the newspaper in Stop #2. By assembling these at the beginning, you can add figures or articles throughout various stops. We also have you print out all the postcards at Stop #2. You will only hand them out periodically, but by grouping them to print, it saves on card stock.

Age, maturity, and each child’s ability to focus will most likely play a part in how much authority you give them over each project. You know your child’s burn-out point, and may want to gauge how much you prepare according to how much your child can handle. You may find that some projects, such as the snapshot timeline, are just plain easier for you to have put together ahead of time, as the child can focus on the figures and filling it instead.

Also, bear in mind that some projects utilize dangerous components, such as an exacto knife, hot glue gun, or cooking with a stove or oven. Again, you are the best judge of your children’s maturity and what they can handle to use. Some of these areas may need more parent participation.

Key of codes for pages:

- 1) You are given lesson text to include in your **“Guide Book.”** Stops are numbered 1-25. Page numbers with a number after them have more than one page. (e.g. 3-1, 3-2, 3-3. etc.)
- 2) Project directions are found on the **“Travel Itinerary”** pages and are labeled with the same stop number. Those with a letter after them have more than one page. (e.g. 3-A, 3-B, 3-C. etc.)
- 3) Master pages are labeled with an “M,” the stop number, and the page number. M-1-5 (Stop #1, master 5)
- 4) Teacher keys are labeled with a “TK,” the stop number, and the page number. TK-1-5 (Stop #1, teacher key 5)
- 5) There are icons on the Travel Itinerary pages that will tell you what kind of project it is. Some may include more than one, such as an edible project in 3-D, or one to be stored in your Scrapbook of Sights:

SS = “Scrapbook of Sights” **LB** = Lap Book  = Snapshot Moments  = Postcard  = Audio Tour
 = Active Participation  = Newspaper  = Game  = Edible Project **3-D** = 3-Dimensional Project

How should the materials be organized? Right below “Acknowledgements/Bibliography/Usage” on the menu are PDFs for use with 3-ring binder covers that offer a clear vinyl pocket to slide a cover into. The Guide Book cover is provided in both color or black and white for the teacher, as well as a spine choice to fit different size binders. Having a 3-ring binder available will help to keep your Guide Book text, Travel Itinerary pages, and any additional pages in an orderly fashion. The size of the binder is entirely up to you, and should be based on the number of pages you choose to keep in it. You may want to keep a copy of the **“Travel Planner”** schedule at the front of the binder for quick glances.

For the children, Stop #1 has you prepare the **“Scrapbook of Sights,”** the student 3-ring binder that will house many of his or her projects. There is a black and white cover and a spine available to color in, as well as a spot for the name and date. A 1-1/2” to 2” binder should suffice to hold their projects. If your binder contains pockets, you may wish to include the newspaper or other loose paper projects within them.

Additional Resources

Should you wish to include more resources to enrich your studies, here is a helpful list of books and videos that your local library may carry. You do not need to read them all—choose what you would like or your child shows interest in!

* **CAVEAT:** Although these resources are helpful, we do not necessarily agree with everything that is contained within them, especially anything referring to evolutionary thinking. However, this can lead to wonderful opportunities for discussion with your children! Also bear in mind that, as with all published works, each book or video is biased according to the beliefs and research of the author or publisher. It is wise to compare more than one source. Whenever possible, try to read from an autobiography or first-hand account for an accurate view. Also, some of these books may contain views or biases that we at Home School in the Woods do not agree with, but other aspects of the book make it worth reading.



BOOKS:

When it comes to books on ancient Greece, your library may have a section dedicated to the topic. Below are several choices in various reading levels. Choose what is appropriate for your child. You can assign reading to the student in addition to this study, or choose a good story to use as a read-aloud with the whole family!

Non-Fiction:

Ancient Greece (DK Eyewitness), Anne Pearson

Science in Ancient Greece, Kathlyn Gay

Horrible Histories: The Groovy Greeks, Terry Deary

Famous Men of Greece, John H. Haaren and A. B. Poland

The Penguin Historical Atlas of Ancient Greece, Robert Morkot

The Parthenon: The Height of Greek Civilization, Elizabeth Mann

The Trojan Horse: How the Greeks Won the War (Step into Reading), Emily Little

The Complete Illustrated Encyclopedia of Ancient Greece, Nigel Rodgers

The Story of the Greeks, H. A. Guerber

Golden Days of Greece, Olivia Coolidge

A Child's History of the World, V. M. Hillyer

The Stars: A New Way to See Them, H.A. Rey

Growing Up In Ancient Greece, Chris Chelepi

Historical Fiction, Literature, and Biographies:

Marathon Looks on the Sea, Olivia Coolidge

Aesop's Fables, Aesop

Archimedes and the Door of Science, Jeanne Bendick

Discoveries: Golden Treasures of Troy, Herve Duchene

Our Little Athenian Cousin of Long Ago, Julia Darrow Cowles

Our Little Macedonian Cousin of Long Ago, Julia Darrow Cowles

Our Little Spartan Cousin of Long Ago, Julia Darrow Cowles

Alexander the Great: The Greatest Ruler of the Ancient World, Andrew Langley

The Children's Homer: The Adventures of Odysseus and the Tale of Troy, Padraic Colum

Hour of the Olympics (Magic Tree House #16), Mary Pope Osborne

The Lion in the Gateway: The Heroic Battles of the Greeks and Persians at Marathon, Salamis, and Thermopylae, Mary Renault

D'Aulaires' Book of Greek Myths, Ingri d'Aulaire and Edgar Parin d'Aulaire

Black Ships Before Troy: A Retelling of the Iliad, Rosemary Sutcliff

The Iliad for Children, Alfred Church

The Greek News, Anton Powell and Philip Steele

Plutarch's Lives for Boys and Girls, W. H. Weston

Theras and His Town, Caroline Dale Snedeker

Herodotus and the Road to History, Jeanne Bendick



AUDIO/AUDIO BOOKS:

Adventures of Odysseus (Classic Literature with Classical Music), Flynn and Soames

Tales From the Greek Legends (Junior Classics), Ferrie and Soames



VIDEOS/DVD: Attention parents: Although some of these movies are unrated or "G" rated, you will want to consider that these movies may still contain violence and/or possible inappropriate scenes for young viewers. Movies that are geared toward more mature audiences with ratings of PG and PG-13 are left to your discretion for viewing. Please preview to determine if suitable for your audience.

Hercules (Animated Version)

The Odyssey (Animated Version)

Drive Thru History with Dave Stotts #2: Greece and the Word



MUSIC: You may be asking, why is there no music listed? Unfortunately, the ancient Greeks, as was the case with many ancient cultures, did not leave a record of what their music was like! All we have are the images of the instruments they used. However, if you search on YouTube, you may find modern interpretations to listen to!

Travel Planner: Quick Stop Itinerary - 1

Destination: **Ancient Greece**

Date to Begin Travel: _____ Length of Stay: **6-12 weeks**

Passengers: _____

Preparations and Stops We Will Be Making:

Stop 1 - Laying the Foundation (Packing for the Trip)

SS 

- Have each passenger do the following: create a passport, prepare the "luggage" folder, prepare the "Scrapbook of Sights," and prepare the "Snapshot Moments" timeline
- This stop will also include creating the following maps you will be adding to along your journey: "Mapping Ancient Greece: Map of the Aegean Civilizations" (SS) and "Mapping Ancient Greece: Map of the Greek World" (SS)
- Familiarize yourself with the Travel Tips, individual itineraries, and materials you will need for chosen activities along the journey

Stop 2 - Laying the Foundation — Part II

SS    LB

- Add to Snapshot Moments (SS)
- Prepare the newspaper "Greek Weekly"
- Prepare the "Wish You were Here" Postcard Greetings (SS)
- Add to "Map of the Aegean Civilizations" (SS)
- The Family Tree of Hellen & His Sons (LB)

Stop 3 - The Archaic Period

SS   

- Add to Snapshot Moments (SS)
- "Wish You were Here" Postcard Greetings (SS)
- Prepare the map: "Map of Greece" (SS)
- Add to Newspaper "Greek Weekly"
- Add to "Map of the Greek World" (SS)
- Greek Columns (SS)

Stop 4 - Greek Government

SS  

- Add to Snapshot Moments (SS)
- Greek Government (SS)
- "Wish You were Here" Postcard Greetings (SS)

Stop 5 - Athens

SS   

- Add to Snapshot Moments (SS)
- "Wish You were Here" Postcard Greetings (SS)
- The Grandeur of Athens (SS)
- Add to Newspaper "Greek Weekly"
- Add to "Map of Greece" (SS)

Stop 6 - Sparta

SS   LB 

- Add to Snapshot Moments (SS)
- Add to "Map of Greece" (SS)
- Compare and Contrast Athens and Sparta (LB)
- Add to Newspaper "Greek Weekly"
- The Might of Sparta (SS)
- Audio Tour: "A Visit to Sparta"

Stop 7 - Everyday Life — Part I

SS   LB  3-D

- Add to Snapshot Moments (SS)
- Add to "Map of Greece" (SS)
- Greek Clothing & Accessories: The "Pyxis" (LB)
- Souvenir Craft Card: "Dress Like an Ancient Greek!" (SS)
- Add to Newspaper "Greek Weekly"
- Dining Out Guide (LB)
- Greek Clothing & Access.: Men & Women's Clothing (SS)
- The Greek House (SS)


Stop 8 - Everyday Life — Part II


SS     3-D 

- Add to Snapshot Moments (SS)
- "Wish You were Here" Postcard Greetings (SS)
- Souvenir Craft Card: "Make an Olive Wreath" (SS)
- Audio Tour: "The Olympic Games"
- Add to Newspaper "Greek Weekly"
- Host an Olympics!
- Fan Deck of People of Interest: "Great Greeks of..."

SS = "Scrapbook of Sights"


LB = Lap Book

 = Snapshot Moments

 = Postcard

 = Audio Tour

 = Newspaper

 = Game

 = Edible Project

3-D = 3-Dimensional Project

 = Active Participation

Travel Planner: Quick Stop Itinerary - 2

Stop 9 - Farming, Business, and Transportation

SS  LB 3-D

- Add to Newspaper "Greek Weekly"
- Souvenir Craft Card: "The Agora" (SS)
- Jobs in Ancient Greece (LB)

Stop 10 - Education, Oration, and Literature

SS    3-D

- Add to Snapshot Moments (SS)
- "Wish You were Here" Postcard Greetings (SS)
- Add to "Fan Deck of People of Interest"
- Write a Fable! (SS)
- Add to Newspaper "Greek Weekly"
- Add to "Map of the Greek World" (SS)
- Byblos: Letters, Words, & Literature of Ancient Greece (SS)

Stop 11 - Science

SS    LB 3-D  

- Add to Snapshot Moments (SS)
- "Wish You were Here" Postcard Greetings (SS)
- Add to "Fan Deck of People of Interest"
- What is "Displacement"? An Experiment...
- Audio Tour: "Running into Archimedes"
- Add to Newspaper "Greek Weekly"
- Add to "Map of the Greek World" (SS)
- Archimedes (LB)
- Souvenir Craft Card: "Platonic Solids" (SS)

Stop 12 - Medicine and Disease

SS    LB 3-D

- Add to Snapshot Moments (SS)
- "Wish You were Here" Postcard Greetings (SS)
- Add to "Fan Deck of People of Interest"
- Souvenir Craft Card: "Make a Clepsydra" (SS)
- Add to Newspaper "Greek Weekly"
- Add to "Map of the Greek World" (SS)
- Greek Medicine (LB)

Stop 13 - The Arts

SS    LB 3-D 

- Add to Snapshot Moments (SS)
- "Wish You were Here" Postcard Greetings (SS)
- Add to "Fan Deck of People of Interest"
- Greek Ancient Wonders (LB)
- Audio Tour: "Golden Age of Athens"
- Add to Newspaper "Greek Weekly"
- Add to "Map of the Greek World" (SS)
- The Influence of the Ancient Greek Poets (SS)
- Souvenir Craft Card: "Paint a Fresco" (SS)

Stop 14 - Philosophy

SS    3-D 

- Add to Snapshot Moments (SS)
- "Wish You were Here" Postcard Greetings (SS)
- Add to "Fan Deck of People of Interest"
- Host a Symposium!
- Add to Newspaper "Greek Weekly"
- Add to "Map of the Greek World" (SS)
- Souvenir Craft Card: "Make a Drama Mask" (SS)

Stop 15 - Religion — Part I: Titans, Gods, and Monsters

SS   LB

- Add to Snapshot Moments (SS)
- Add to "Map of Greece" (SS)
- The Constellations (SS)
- Add to Newspaper "Greek Weekly"
- Myths: Stories of Greek Immortals (LB)

Stop 16 - Religion — Part II: The Heroes & the People

SS   LB 

- Add to Snapshot Moments (SS)
- Add to "Map of Greece" and "Map of the Greek World" (SS)
- The Trojan Horse (SS)
- Add to Newspaper "Greek Weekly"
- Myths: Stories of Greek Heroes (LB)
- Audio Tour: "Visiting Troy"

Stop 17 - Warfare


SS  3-D

- Add to Newspaper "Greek Weekly"
- Souvenir Craft Card: "Be a Greek Hoplite!" (SS)
- Souvenir Craft Card: "Design a Shield" (SS)
- Armor, Weapons, and Warfare (SS)
- Souvenir Craft Card: "The Hoplite Helmet" (SS)
- Hoplite Shield Designs (SS)

SS = "Scrapbook of Sights"


LB = Lap Book


 = Snapshot Moments

 = Postcard


 = Audio Tour

 = Newspaper

 = Game

 = Edible Project

3-D = 3-Dimensional Project

 = Active Participation

Travel Planner: Quick Stop Itinerary - 3

Stop 18 - The Greco-Persian Wars

SS    LB 3-D 

- Add to Snapshot Moments (SS)
- "Wish You were Here" Postcard Greetings (SS)
- Add to "Fan Deck of People of Interest"
- Audio Tour: "Detour at Thermopylae"
- Add to Newspaper "Greek Weekly"
- Add to "Map of Greece" and "Map of the Greek World" (SS)
- The Greco-Persian War (LB)

Stop 19 - The Golden Age and the Peloponnesian War

SS    LB 3-D

- Add to Snapshot Moments (SS)
- "Wish You were Here" Postcard Greetings (SS)
- Add to "Fan Deck of People of Interest"
- Souvenir Craft Card: "The Parthenon" (SS)
- Add to Newspaper "Greek Weekly"
- Add to "Map of Greece" (SS)
- The Peloponnesian War (LB)

Stop 20 - Sparta, Thebes, and the Coming of the Macedonians

SS    3-D  

- Add to Snapshot Moments (SS)
- "Wish You were Here" Postcard Greetings (SS)
- Add to "Fan Deck of People of Interest"
- Audio Tour: "Xenophon and the Ten Thousand"
- Add to Newspaper "Greek Weekly"
- Add to "Map of Greece" and "Map of the Greek World" (SS)
- Prepare for an Oration like Demosthenes!

Stop 21 - Alexander the Great

SS   LB

- Add to Snapshot Moments (SS)
- Add to "Map of the Greek World" (SS)
- Journal of Alexander III (LB)
- Add to Newspaper "Greek Weekly"
- Mapping Alexander's Conquests (SS)

Stop 22 - The Hellenistic Age

SS    

- Add to Snapshot Moments (SS)
- "Wish You were Here" Postcard Greetings (SS)
- Mapping the Division of Alexander's Empires in 301 BC (SS)
- Add to Newspaper "Greek Weekly"
- Add to "Fan Deck of People of Interest"
- File Folder Game: "Greek Life!"

Stop 23 - The Greeks and the Jews

SS    LB 

- Add to Snapshot Moments (SS)
- "Wish You were Here" Postcard Greetings (SS)
- The Maccabean Revolt (LB)
- Add to Newspaper "Greek Weekly"
- Add to "Map of the Greek World" (SS)
- Audio Tour: "The Maccabees"

Stop 24 - Rediscovering Ancient Greece

SS    3-D

- Add to Snapshot Moments (SS)
- "Wish You were Here" Postcard Greetings (SS)
- Souvenir Craft Card: "Greek Pottery" (SS)
- Add to Newspaper "Greek Weekly"
- Putting the Puzzle Pieces Together (SS)


Stop 25 - Final Stop — Packing Up!


— ALL —

- Finish Outstanding Projects
- Create Travel Brochure
- Add to Passport and Luggage
- Assemble Lap Book

SS = "Scrapbook of Sights"


LB = Lap Book


 = Snapshot Moments

 = Postcard

 = Audio Tour

 = Newspaper

 = Game

 = Edible Project

3-D = 3-Dimensional Project

 = Active Participation

As we saw in the first two Stops, the earliest days of Greek history focus around two kingdoms: the Minoans, ruling from their island of Crete, followed by the Mycenaeans whose warlike kings sacked the city of Troy. The Mycenaean culture collapsed suddenly around 1100 B.C. when the barbaric Greek tribe known to history as the Dorians suddenly appeared and conquered most of the country. They settled in the rich area of land in southern Greece known as the Peloponnese, setting themselves up in cities like Sparta and Argos. The Mycenaean survivors became slaves or, if they were lucky, fled east into Attica where the Ionian Greeks were unconquered and living prosperously, especially around their main city of Athens. Remember, most of the Mycenaean fugitives, and their Ionian hosts, traced their ancestry back to Hellen's son Xuthus, while the Dorian invaders traced their family history back to Hellen's other son, Dorus. Clearly a family feud was already forming, and it wasn't about to blow over either. It would be a defining factor for centuries to come.

The Dark Age brings us to the end of early Greek history, and as it ends we start to see a more detailed picture appear. The next era that followed is called the *Archaic Period*. It is thought to have started some time between 800 and 700 B.C. and to have lasted until 500 B.C. At this point the *Classical Period* begins, eventually followed by Alexander the Great and the *Hellenistic Age*, but each of those eras will get plenty of attention at later Stops. While we are talking about ages, eras, and time periods, however, it is good to remember that the ancient Greeks did not know they were living in a specific time period at all. They were simply living their lives, just as their parents had before and their children would after them. A "period" of history is really just a way for us to understand all of the information in a more orderly manner.

For now let's focus our attention on the Archaic Period. The first *certain* date that we get in Greek history is from the records of the Olympic Games in 776 B.C., the date that many historians use as the beginning of the Archaic Period. This date would form the historical bedrock from which many other ancient Greek and even Roman dates would be deciphered.

The Rise of the Poleis

In addition to dependable dates beginning to appear, there is another major factor that defined this period: the forming of *city-states*. Without the power of a unified kingdom to protect and rule them, the people of Greece began to group themselves together into smaller communities. This gathering together is called *synoikismos* in Greek. Sometimes the people would abandon their country homes and come to one place, usually with an acropolis built on a high spot for protection and an *agora* or marketplace nearby, where they would build the main city. This was the case for Athens where legend has it that the hero Theseus gathered the local people to the city, where they began a new life.

At other times the synoikismos was simply a group of local towns that banded together for protection but still stayed in their villages, as was the case in Sparta where five separate towns joined together to become the new city. These new city-states were fiercely independent, and they didn't get chummy with each other very often. Sometimes this was because the hilly land meant that it was too difficult to contact other city-states regularly. At other times, though, the separation came from rivalries and competitions formed between towns.

Polis (plural *poleis*) is the Greek word for both a city and a state. The two were the same thing to an ancient Greek. For example, Athens was a city with buildings, walls, and a surrounding countryside. But it also was a state all on its own. It was responsible to no one but itself, and its people decided what was best for them. There were hundreds of cities, small and large, being formed at this time, each ruled by its own citizens. Imagine if in the United States there was no

federal government in charge of the whole country, and instead the individual state governments were the highest laws in the land. We could take it even further; imagine if each city in America was its own nation! Therefore, whether you came from a large city like Houston or a small country town twenty miles up the road, you would each belong to your own town, and your own town only.

This is how the ancient Greeks looked at themselves. They were not Greeks. They were Athenians from Athens, Spartans from Sparta, Corinthians from Corinth, Thebans from Thebes, and so on. It gave them a sense of liberty and independence that was very unique in the ancient world. Only slowly, over time, did they start to see themselves as Greeks as well.

With that said, when we study ancient Greece as a whole, there are several major themes in Greek life that helped tie all of these city-states together as the country of “Greece.” For one thing, all ancient Greeks were immensely fond of athletics. Health and beauty were highly regarded by all, and an athletic victory was as good or better than one on the battlefield.

Language was another important factor to their unity. While it varied from place to place, all of the city-states in Greece spoke some form of the Greek language, and they could generally get along with each other in conversation. In fact, in ancient Greece the main thing that made foreigners “barbarians” was whether or not they spoke Greek.

In addition, the Greek culture had many similarities. Most Greeks had a respect and love for philosophy; their art styles were often the same from one city-state to the next; and they all shared the same religion. We will cover all of these characteristics of Greek life more closely at later Stops, but keep them in mind at all times as we go along, because these are some of the main things that kept the Greeks tied together as a people: athletics, language, philosophy, art, and religion.

Corinth and Thebes

Corinth

While there were hundreds of city-states in ancient Greece, there were only a handful that were large enough to make a lasting impact on history on their own. Athens and Sparta are by far the two most famous city-states of all, but since we will be covering them in detail over the next few Stops, let's take a little bit of time now to look at two other city-states that were very important: Corinth and Thebes.

The city-state of Corinth was built around the Acrocorinth, a very high acropolis with strong defenses and a natural spring that made it nearly impregnable. The city itself was located on the thin isthmus of land that was the only connection that the Peloponnese had to the mainland. This was a crossroads of trade both by land and by sea, and the Corinthians knew it. They were savvy traders, and over time they made so much money that their city became famous for its wealth and luxury. The Corinthians built the first warships, called *triremes*, and their soldiers played an important part in many different Greek wars. But Corinth's chief claim to fame was its money, and it never reached the same levels of glory as its warlike or philosophical neighbors.

Thebes

The city of Thebes was also built around its own acropolis, called the Cadmea. The city was built north of Athens, in the middle of a country known as Boeotia. There were many cities in this region but Thebes was the largest of them all. While they were not as rich as the Corinthians, the Thebans were a hardy people who would achieve their greatest fame later in Greek history when they became the only Greeks capable of defeating the invincible Spartan army.

The tale of the city's founding has become legendary. The Phoenician prince Cadmus came to Greece searching for his sister, who had been kidnapped by Zeus. Once he had arrived, the gods

told the hero that his sister was safe, and he could abandon the search. Instead, he was to follow a cow that would cross his path and then build a city on the first spot where it lay down.

This all came to pass, but shortly after the cow lay down, all of Cadmus' men were slain by a nearby dragon. The hero was able to kill the dragon, but he could not build an entire city on his own. However, a solution came when he was then told to sow the dragon's teeth into a field. Following these intriguing instructions, he was amazed to see an army of men pop up out of the ground! They began fighting each other until only five remained. These Cadmus nursed back to health and then, with their help, he founded Thebes.

While the Cadmus story is quite exciting, it is actually not the most well-known story that came out of Thebes. The epic tragedy of the Theban king, Oedipus, and his encounter with a riddle-telling sphinx have long captivated audiences. But that story is too long to tell here.

Greek Colonization

One final thing that we should take a look at during this Stop is the large quantity of Greek colonies that were sent out during this period. Many different Greek *metropolises* or "mother cities" sent out colonies all over the Mediterranean Sea for a number of reasons. These included anything from food shortages, to a desire for new trade, to the natural inclination for adventure and exploration. Athens is traditionally remembered for sending many colonies to Asia Minor, especially to an area known as *Ionia* where twelve separate and incredibly successful city-states were founded, including famous cities like Ephesus and Miletus. If you look on a map, these cities were important because they connected the world of ancient Greece with the older world of ancient Mesopotamia, exposing the Greeks to many long-established customs and ideas from the east.

Ionia was not the only place where colonies were set up, though. Others Greeks, like the Dorians and Corinthians, set up colonies throughout the Black and Aegean seas — including a small town called Byzantium, which would eventually become the famous city of Constantinople. Even far-off regions like France, Africa, and Spain were reached and settled in. These far-flung colonies brought the Greek world into contact with many new people and places. Not all of these colonies became city-states; in fact a good number of them were simple trading posts, but some of them became cities that were so massive they even rivaled their metropolises.

Italy and Sicily were two of the greatest areas of colonization. Eventually Italy had so many Greek colonies that the area where most of the Greeks lived was given the name *Magna Graecia* or "Great Greece." In Sicily the Greeks, Phoenicians, and Carthaginians all set up colonies, each attempting to conquer the rich island for themselves. It was here in the eighth century B.C. that the Corinthians founded the most successful Greek colony of all, Syracuse. Syracuse was so successful that for the rest of Greek history it would remain a powerful city. It defeated the Athenian army and navy when they attacked the city during the Peloponnesian War, defended itself against the Carthaginians for centuries, and was even the home of the inventor and mathematician Archimedes!

I hope you're starting to get a feel for how important colonies were. They intensified the impact that the Greeks had on history by creating a network of Greek cities throughout the ancient world. Each of these was a pocket or "extension" of Greek culture that blended with many different native peoples, spreading Greek thoughts, philosophies, and lifestyles wherever the colonists went.

To recap, the Archaic Period was an incredible time of gathering together, founding city-states, and sending out colonies. At our next Stop we are going to look at how many of these new city-states were led. With so many of them, it's only natural that they created a variety of different governments, each of which had its benefits as well as its flaws.

Stop 3 - The Archaic Period**1. Snapshot Moments:**

Color, cut, and place the following figures:

The Archaic Period ; The Olympic Games ; Ionian Colonies are Settled ; Syracuse is Founded ; “Greek Colonies Real Estate Team Business Card” (timeline extras M-1-29)

2. Add to the Newspaper: “Greek Weekly”

Add an article for “*Greeks Get Antsy*” on page 1 of the newspaper. Complete the advertisement for “*Greek Colonies Real Estate*” on page 1 of the newspaper.

3. “Wish You Were Here...” Postcard Greetings from Famous Folks:

You’ve got mail! Today’s postcard comes from... “*Cadmus*”!

SUPPLIES: - the postcard of Cadmus (M-2-3, printed at Stop #2)
 - scissors - colored pencils

DIRECTIONS:

1. Cut out the postcard and read the text.
2. Draw a picture on the reverse side of the postcard.

When completed, add to the postcard rack in your Scrapbook of Sights.

4. Mapping Ancient Greece: Map of Greece / Map of the Greek World

Our 3rd map of ancient Greece is a close up of the country of Greece itself! This will give you a clearer idea of regions, cities, and battles that took place on Greek soil... or sea! As with the other maps in this study, you’ll be adding to this map periodically at various stops.

SUPPLIES: - one copy of M-3-1 and M-3-2 printed on white paper
 - scissors - colored pencils - glue stick
 - OPTIONAL: one copy of TK-3-1 on white paper

DIRECTIONS:

For Stop #3, color the map lightly with colored pencils if desired. Be sure you can still see the lines to write on or glue titles on. Cut and place or write in the following titles on your “*Map of Greece*”: (Refer to TK-3-1):



Corinth ; Thebes ; Olympia ; Aegean Sea ; Ionian Sea ; Mediterranean Sea ; Mirotoan Sea ; Sea of Crete

— ALSO for Stop #3, cut and place or write in the following titles on your “*Map of the Greek World*”:

lonia ; Sicily ; Ephesus ; Miletus ; Byzantium ; Syracuse

5. Greek Columns:

The Greeks created a beautiful, long-standing legacy of architecture among their temples, public buildings, and even their homes. Many buildings were adorned and supported by columns of three ancient orders: Doric, Ionic, and Corinthian. Greek architecture is still evident in buildings around the world today. If you were to travel to Washington, D.C., you’d see buildings such as the Capitol Building and the Supreme Court Building containing not just one or two, but all three orders of Greek columns throughout their interiors and exteriors.

(continued)

Greek Columns (continued):

SUPPLIES:

- 1 copy of M-3-3 and M-3-4 on white, tan, or gray card stock
- 3 pieces of colored card stock (8.5" x 11", full size)
- 3 pieces of dark-colored card stock (6.5" x 8", for behind columns)
- thin cardboard (not corrugated)
- scissors
- liquid glue
- double-sided sticky tape
- OPTIONAL: colored pencils

DIRECTIONS:

1. Begin by coloring all shafts, bases, and capitals, if desired. Cut out the shafts of the columns (M-3-3).

2. Cut out the Doric capital and its template on M-3-4. Using the template, cut out TWO pieces of cardboard. Adhere both pieces of cardboard together (A). This will create a thickness that will allow the capital to protrude in front of the shaft on the column. Adhere the cardboard support to the BACK side of the capital (B).

3. Take a piece of the 6.5" x 8" card stock and arrange the shaft and capital in the center. Adhere the shaft in place and the capital directly at the top of the shaft (C).

4. Do the same with the Ionic column. The Ionic and Corinthian columns also include bases. Cut out the base template and use it to cut out TWO cardboard pieces, adhering the two together. Cut out the base and adhere the cardboard support behind it, as you have done with the capital. Arrange and adhere pieces centered on a 6.5" x 8" piece of card stock, with the capital at the top of the shaft and the base at the bottom of the shaft (D).

5. Cut out the shaft, capital, base, and templates for the Corinthian column. Arrange and adhere pieces on a 6.5" x 8" piece of card stock (E). Cut out the leaves for the Corinthian capital and fold on dashed lines (F). Adhere them closed. Using a pencil, wrap the upper tips of the leaves over the pencil, giving a slight curl (G). Using liquid glue, adhere the three larger leaves to the capital (H). Once it has set a bit, adhere the smaller row of leaves as shown (I).

6. Cut out the scrolls of column descriptions (M-3-4). Place each column page on a larger 8.5" x 11" card stock page. Arrange the column toward the top of the page to allow space for its scroll description (J). You may want to bias the art and scroll to the right to allow room for hole-punching the pages for your binder. Adhere each column and scroll into place.

Three-hole punch each page and store in your binder.

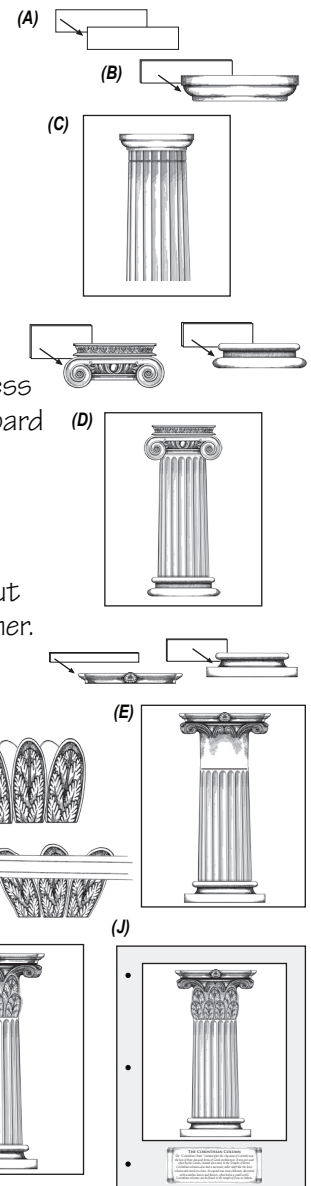
Here's a little gimmick to remember which columns are which:

- When you think of Doric, think "**Boring Doric**"! Doric columns have the least amount of decor or embellishment and just a simple capital.

- When you think of Ionic, think of the column making a "Capital I" by using its scroll-like capital at the bottom as well as the top. "I" for "Ionic"!

- Finally, when you think of Corinthian and all its extravagant details, think "Classy Corinthian"!

" ionic"



1000 BC

800 BC

Greek Dark Age

Ionian Colonies are Settled

Homer

The Olympic Games

King Codrus

Greek Language Gains an Alphabet

Hesiod

Lycurgus

Ticket for Olympic Games

600 BC

Syracuse is
Founded

The Archaic Period

Draco

Alcmaeon

Aesop

Periander of
Corinth

Temple of
Artemis

"Bacchus House of
Books" Bookmark

Solon

Pisistratus



1 AD

1800s AD

Cleopatra

Paul



Heinrich Schliemann

Greek Colonies Real Estate
Business Card

Sir Arthur Evans

Snapshot Photos-1:



Hellen

c. Shortly after the Flood BC
Legendary founder of Greece, or "Hellas," the father of Aeolus, Dorus, and Xuthus, the last of whom fathered Ion and Achaeus, all patriarchs of the ancient Greek peoples.



Minoan Civilization

c. 3000-1450 BC

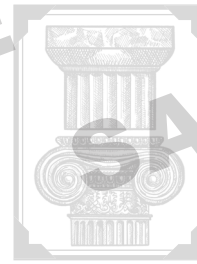
An early culture established in Crete, named for its legendary King Minos. The Minoan culture is known for its art as well as its pictographic scripts (called Linear A and B).



Mycenaean Civilization

c. 1900-1100 BC

A Greek culture that was centered in Mycenae and surrounding cities in the Peloponnese. Known for its legendary King Agamemnon, the influence of this civilization spread across the Mediterranean region.



Greek Dark Age

Began c. 1100 BC
The Dorian invasion of Greece from the northwest sparked a Dark Age, during which most of Greece seems to have suffered, with the main exception of the Ionians in Attica, who thrived and grew in power.



The Archaic Period

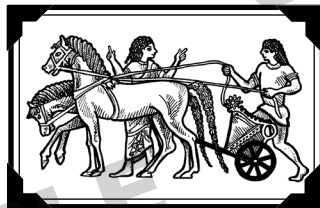
c. 800-500 BC

The era following the Greek Dark Age. It was marked by a splintered culture of independent but developed city-states.



The Olympic Games

776 BC - 4th century AD
A Panhellenic athletic festival in honor of Zeus that began in 776 BC and was held every four years in the region of Olympia, near the Greek city-state of Elis.



Ionian Colonies are Settled

c. 1000-900 BC

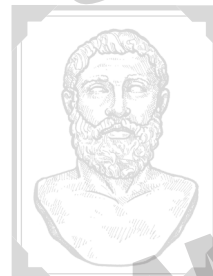
A region on the western coast of Asia Minor where twelve separate and incredibly successful city-states were founded, traditionally by the Ionians of Athens, including famous cities like Ephesus and Miletus.



Syracuse is Founded

c. 734 BC

A prosperous Corinthian colony on the island of Sicily that grew into one of the most powerful Greek city-states in the ancient world.



Pericles of Corinth

died c. 597 BC
Tyrant of Corinth and one of the Seven Wise Men of Greece who replaced the aristocratic Bacchiadae family, turning Corinth into a thriving city-state.



King Codrus

c. 1100 BC

The last king of Athens, he sacrificed himself while fighting the Dorians. The Athenians honored him by never having another king.



Draco

c. 600 BC

The first Athenian to codify the severe laws of Athens. The death penalty was prescribed for even the smallest offense, giving rise to the term "draconian" as an indication of ruthlessness.



Solon

c. 638-559 BC

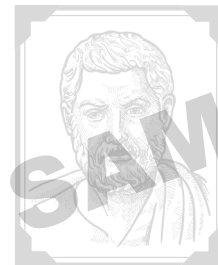
Known as one of the Seven Wise Men of Greece, Solon was tasked with re-writing Draco's harsh laws.



Pisistratus

c. 605-527 BC

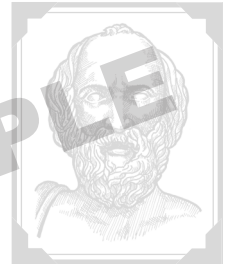
Athenian tyrant whose forceful takeover of the city was followed by a peaceful reign, which saw civic and religious improvements, development of industry and trade, and literary efforts including the recording of Homer's works.



Cleisthenes

c. 570-508 BC

Statesman and reformer who helped set up Athenian democracy.



Lycurgus

c. 825 BC

Spartan lawmaker and traditional originator of the Spartan constitution, created to produce able soldiers.



Demosthenes

384-322 BC

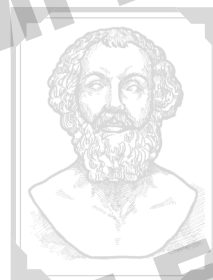
Athenian statesman and orator who is greatly known for his Philippics, a series of orations that attacked Philip II of Macedon, encouraging the Athenian citizens to rebel.



Greek Language Gains an Alphabet

c. 9th century BC

Derived from the script of the Phoenicians, traditionally brought to Greece by the hero Cadmus, the Greek alphabet included improvements, such as the inclusion of vowels and new letters.



Homer

c. 800 BC

Greek poet who is best known for composing epics such as *The Iliad* and *The Odyssey*.



Aesop

c. 600 BC

Legendary Greek writer and author of *Aesop's Fables*.



Herodotus

c. 484-425 BC

Known as the "father of history," he was one of the first men to record the events of history, as well as what was happening during his lifetime.

Timeline Extras-1:

Greek Colonies Real Estate Business Card:

Greek Colonies
REAL ESTATE



Ask for Antipatris
Offices Located in:
Athens • Sparta
Thebes • Corinth

We'll help find the Polis right for you!

Admission Ticket for Bull Leaping Event:

No. 265
GEN. ADMISSION

Minoan Acrobatics at its best!
LIVE BULL LEAPING



Location: At the Palace of Knossos, Crete
Time: Next Crescent Moon

Greek Grub Receipt:

Greek Grub

We're not your average Greece-y spoon!

- Spiced Wine
- Spartan Black Broth
- Barley Cake
- Gastrin

4 obols

It was my pleasure to serve you!
- Damae

Thank you for your patronage!

Ticket for Olympic Games:

STAIR	ROW	SEAT
2	14	9

THE 776 B.C. OLYMPIC GAMES




Day Pass - All Arenas

"Bacchus House of Books" Bookmark:

HOMER • PLATO • SAPPHO
PINDAR • AESOP • ... & more!

The Fox and the Grapes

ONE hot summer's day a Fox was strolling through an orchard till he came to a bunch of Grapes just ripening on a vine which had been trained over a lofty branch...





Put a fable on your table!

...from your friends at
BACCHUS HOUSE OF BOOKS
Look for us in the Agora!

LIBRARY OF ALEXANDRIA
Alexandria, Egypt

Name: _____
Address: _____

Library Card (Fill in your name and address, and insert a photo or draw your face in the box)

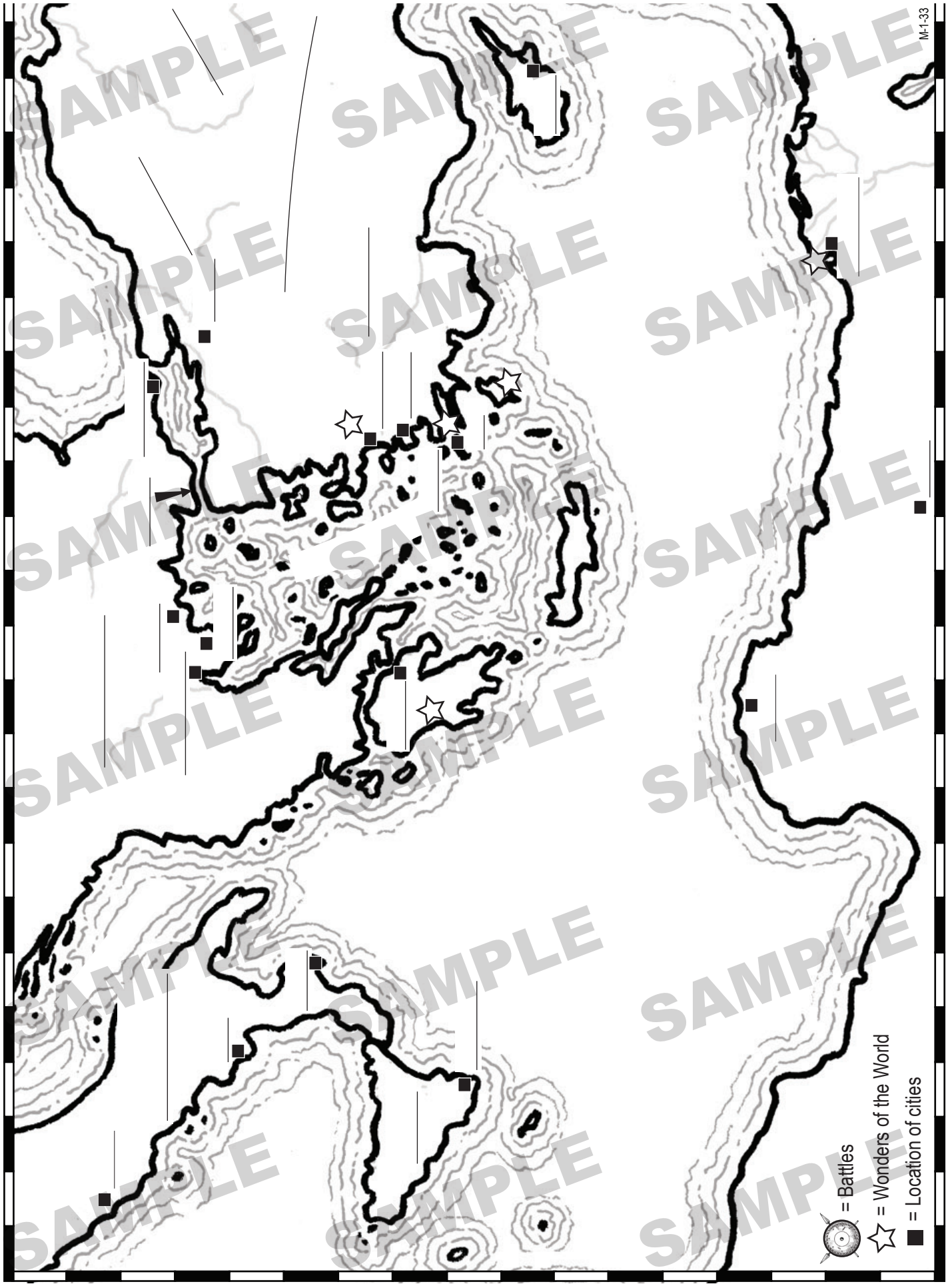
WE LOOK FORWARD TO SEEING YOU
Wednesday morning
DAY TIME

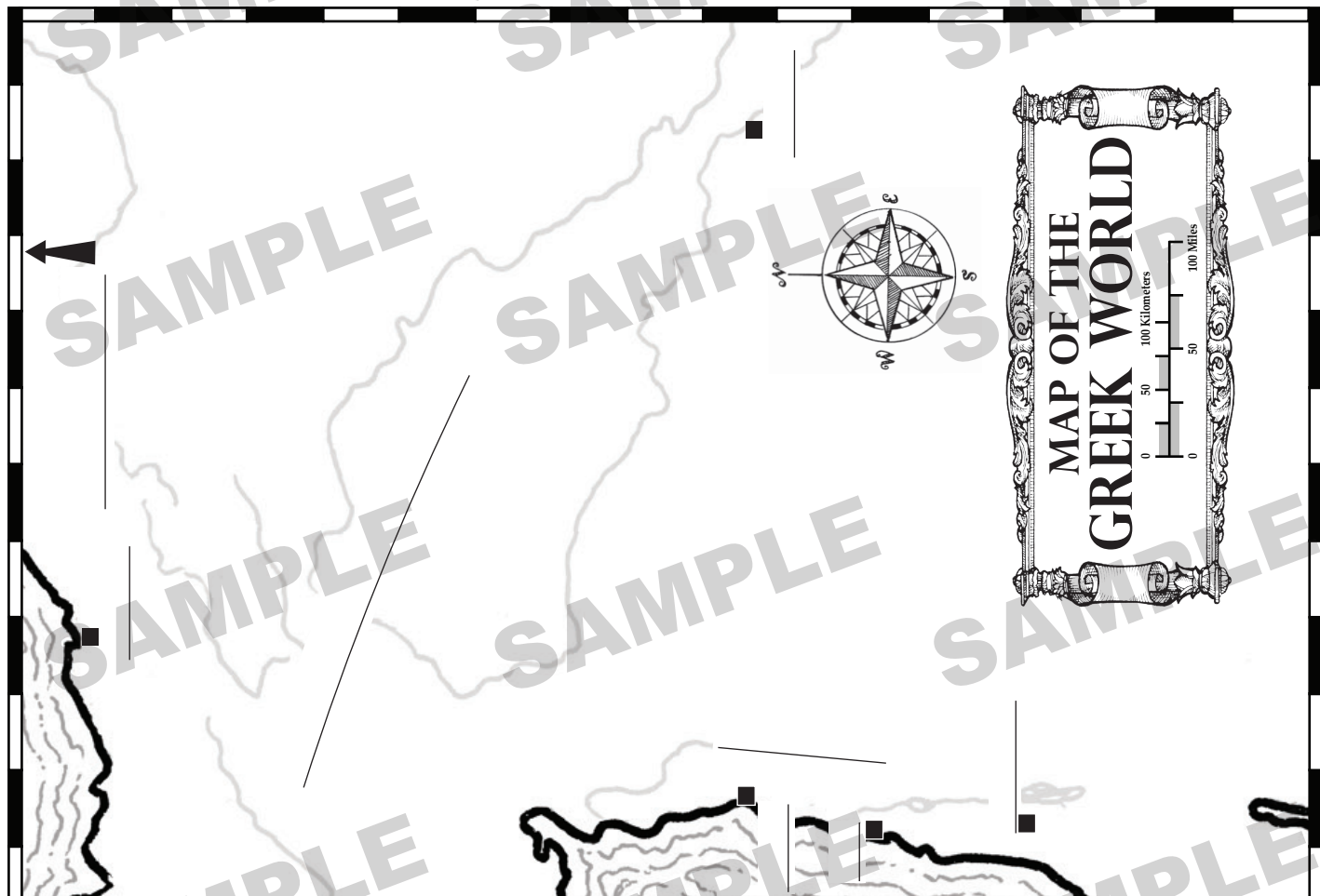
FOR YOUR APPOINTMENT WITH:
HIPPOCRATES

OFFICE LOCATED IN COS, GREECE



Doctor appointment reminder:





Text & Images for "Map of the Greek World"

Regions:

ITALIAN
PENINSULA

BALKAN
PENINSULA

ASIA MINOR

IONIA

SICILY

PHOENICIA

LYDIA

COLCHIS

PERSIAN EMPIRE

GALATIA

Cities:

Ephesus

Miletus

Byzantium

Syracuse

Byblos

Croton

Cyrene

Nicaea

Cos

Elea

Stagira

Citium

Rome

Babylon

Trapezus

Tyre

Siwah

Alexandria

Jerusalem

Philippi

Corinth

Thessalonica

Battles:

(Cut out names and
shields separately)



Mycale

Other:

Ionian
Sea

Adriatic Sea

Aegean Sea

Black Sea

Mediterranean Sea



Temple of Artemis



Mausoleum of
Halicarnassus



Lighthouse of
Alexandria

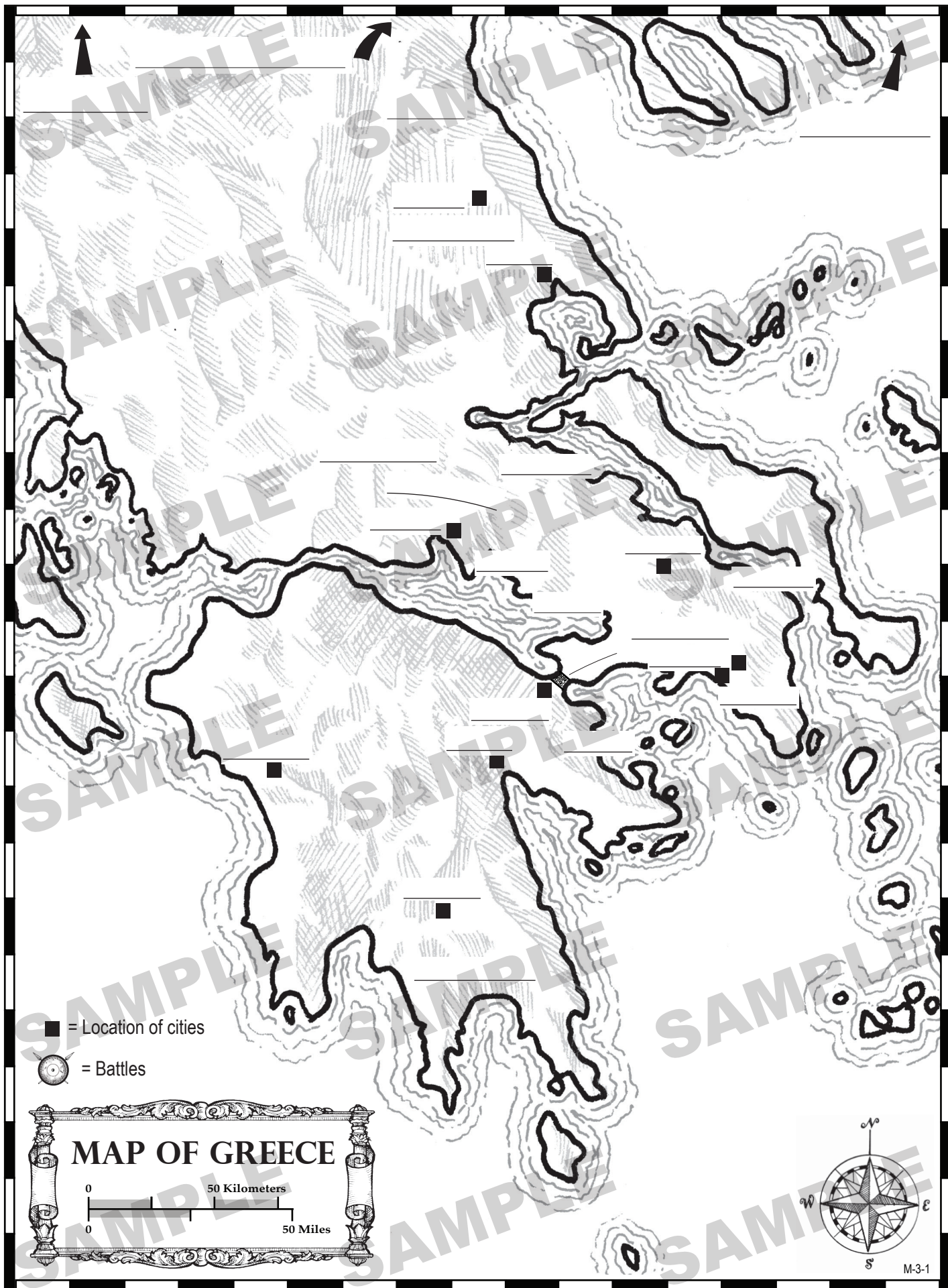


Colossus of
Rhodes



Statue of Zeus

The
Hellespont



Text & Images for "Map of Greece"

Regions:

ATTICA

LACONIA

BOEOTIA

MACEDONIA

THRACE

ILLYRIA

THESSALY

Cities:

Corinth

Thebes

Olympia

Athens

Sparta

Ioleus

Delphi

Piraeus

Argos

Larissa

Battles:

(Cut out names and
shields separately)

Marathon

Thermopylae

Salamis

Plataea

Leuctra

Chaeronea

Other:

Aegean Sea

Ionian
Sea

Mediterranean Sea

Mirtoan
Sea

Sea of Crete

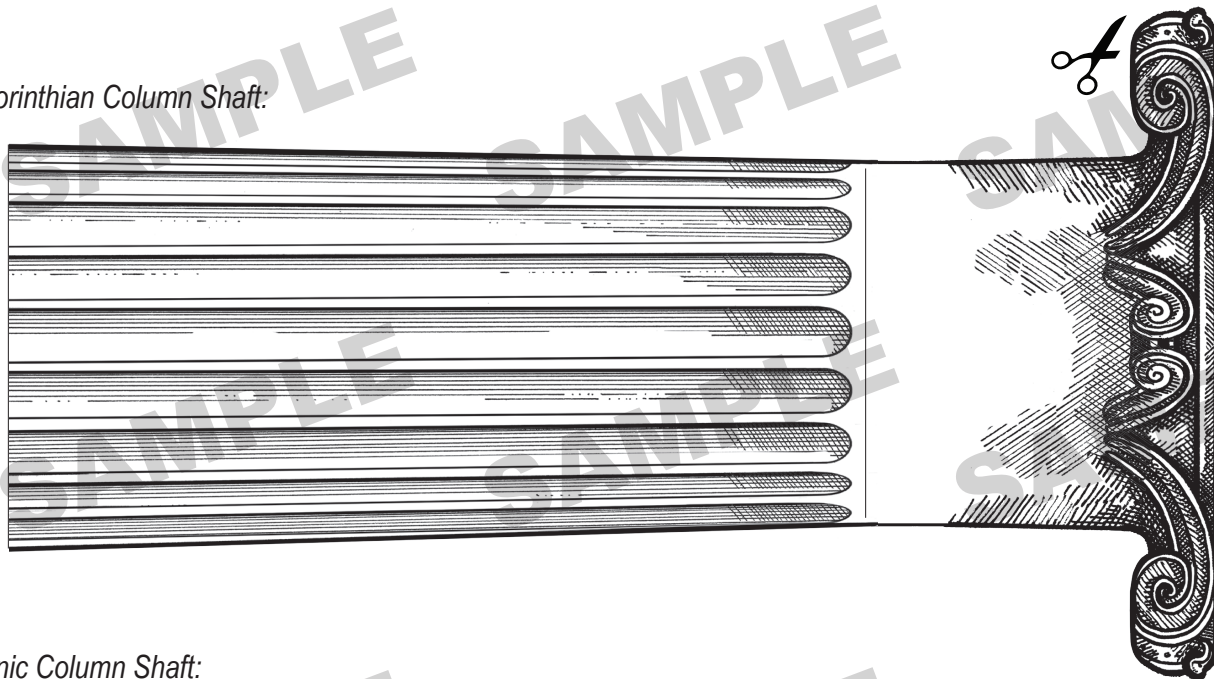
Diolkos



Mount
Olympus



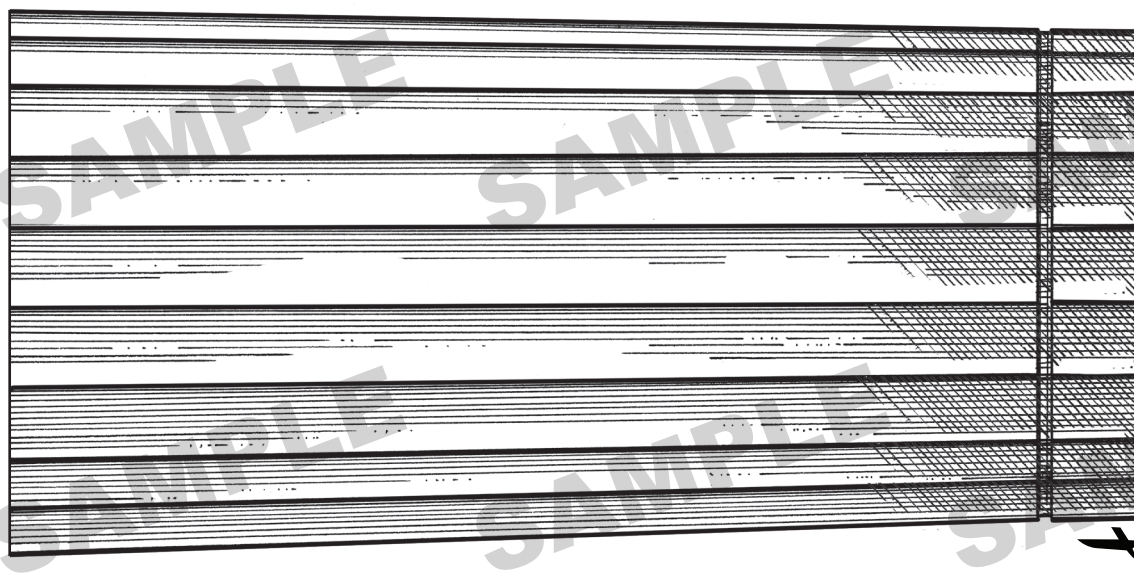
Corinthian Column Shaft:



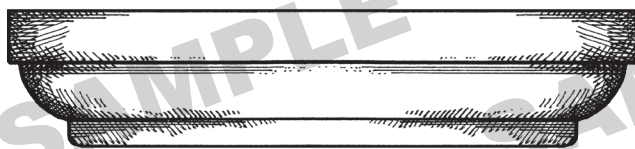
Ionic Column Shaft:



Doric Column Shaft:



Doric Capital:



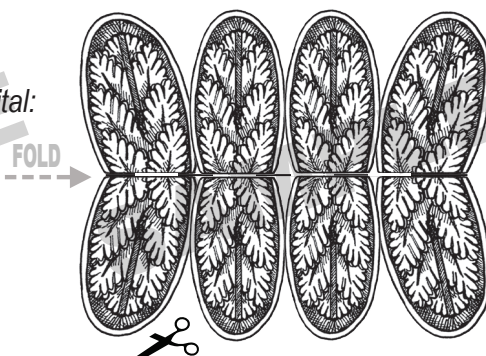
TEMPLATE:
DORIC CAPITAL

Corinthian Capital:

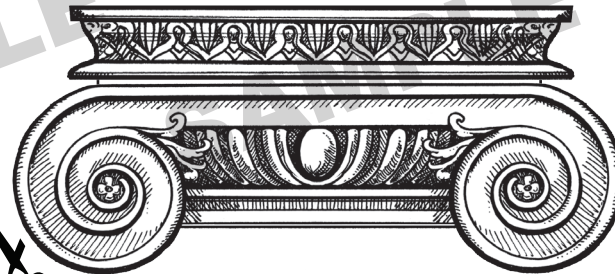


TEMPLATE:
CORINTHIAN CAPITAL

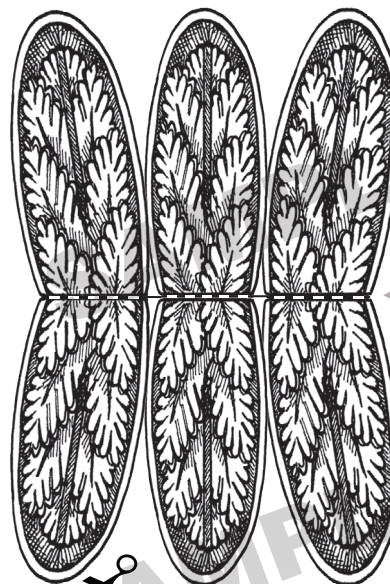
Leaves for
Corinthian Capital:



Ionic Capital:



TEMPLATE:
IONIC CAPITAL



THE DORIC COLUMN

The "Doric Order" was the earliest of three classical forms of Greek architecture, and was produced by the Dorians. Primarily used in mainland Greece, Doric columns introduced stone rather than previous columns of wood. They had a thicker, tapered shaft and a simpler capital than columns of later Greek orders, and often would not stand on a base. The Doric style was used in the many columns in the Parthenon.

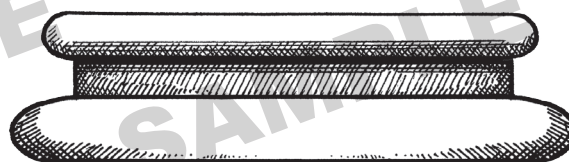
THE IONIC COLUMN

The "Ionic Order" was the second of three classical forms of Greek architecture, and was produced by the Ionians. This style could be found in eastern Greece and the islands, and later on the mainland. An Ionic column had a narrower, taller shaft than the Doric column, and stood on a base. Its capital contained spiraled curls, known as "volutes." Ionic columns can be seen at the Temple of Hera and the Temple of Artemis.

THE CORINTHIAN COLUMN

The "Corinthian Order" (named after the city-state of Corinth) was the last of three classical forms of Greek architecture. It was not used often by the Greeks, instead seen more in the Temples of Rome. A Corinthian column also had a narrower, taller shaft, like the Ionic column, and stood on a base. Its capital was more elaborate, decorated with acanthus leaves and flowers, often below a small scroll. Corinthian columns can be found in the Temple of Zeus at Athens.

TEMPLATE:
IONIC BASE



TEMPLATE:
CORINTHIAN BASE

